

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
El Sol Science and Arts Academy	Monique Daviss, Executive Director	mdaviss@elsolacademy.org (714) 543-0023	June 18, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

El Sol Science and Arts Academy made swift and intentional adjustments to its programming immediately following the school’s closure. In fact, educational packets were prepared and disseminated two days following the Stay At Home orders and the subsequent closure of the school. While instruction continued, we surveyed families in order to collect information that would help us make decisions around the technology, instructional, and socio-emotional needs of the school community. Based on the information we collected, more than 500 devices were distributed, more than 100 hot spots were procured and provided, and learning materials were made available electronically and in print. We distributed art packets to support our fine arts programming and we distributed hundreds of books to support independent reading at home. Directors and specialists worked with faculty to assess and distribute remote learning and community resources. Community Liaison’s, tutors and mentors all continued to provide support to students by remaining in regular contact with students.

As a community school, El Sol was well positioned to respond to the holistic needs of our families. Our on-site Federally Qualified Health Center, the SOS/El Sol Wellness Center, remained open. Our school-based pantry, Mercado El Sol, remained open. Our social emotional health services, with Western Youth Services, were immediately deployed and our public health programming, with UCI School of Nursing provided health promotion classes.

The El Sol Foundation immediately raised funds so that the school could provide support materials for teachers, headphones, meals for families, summer school support and teacher professional development.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Directors and specialists worked with faculty and paraprofessionals to adopt a three-phase plan for support. Phase 1 included reaching out and establishing direct contact with caregivers and families in order to assess their wellbeing and

verify the best point of communication moving forward. During phase 2, teachers and support staff worked to create support schedules, determine reasonable learning targets and inventory best practices that may be most effective in a remote learning setting. Under phase 3 all faculty and support staff were engaging in various levels of instruction with each respective population while differentiating for needs and access to resources.

As a dual language school, El Sol delivers its educational program in English and in Spanish. This means that the parents of our English Language Learners continued to be able to support their students with academic work. Teachers held weekly or bi-weekly parent meetings in both English and Spanish, to review materials and expectations and provide any additional explanation to caregivers.

As a community school, with existing relationships, partnerships and programs, El Sol was able to easily transition its support infrastructure to a remote model. Any family who needed any kind of support, including rental and utility assistance, were able to reach out to the school and get the supports they needed. The school used newsletters, phone calls, texts, emails and other platforms to extend support services to our families.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

All students continued to have opportunities to engage in academic content and enrichment classes such as art and music. While all students were given access to a device and wireless connectivity, some preferred a paper packet option with the flexibility to engage in digital learning platforms. Lessons were integrated across content, providing students with authentic opportunities to learn in their new home environment. Teachers maintained a focus on essential standards, attending to essential and transferrable skills.

While the school did not have a unified platform for distance learning instructional delivery, we were able to use existing resources to provide content. This included multiple platforms and classroom communication applications. In the process, the school created a distance learning plan that was distributed to families and prepared frameworks for staff to understand protocols and set expectations for learning. Both the Art department and Music department created interactive websites that allowed students to upload work and share it with the school community. Guitar recitals, music challenges, art challenges and STEAM challenges had high levels of participation and kept students and families connected to the learning process. Students continued to have an opportunity to participate in local, regional and national forums. In fact, middle school students participated on national panels describing their experience with distance learning, participating in “shark tank” community service pitches with students from across the country and presentations to leaders for ongoing science projects. Our e-sports programs continued and one of our teachers was selected as the host of e-sports learning for an international exchange using MineCraft.

El Sol is currently preparing to provide a summer school program that is open to all learners. At the date of this report, 30% of families have signed up for summer school. This will provide us with an opportunity to test additional models of distance learning, target new best practices and assess the educational needs of students in preparation for the fall.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

El Sol continued breakfast and lunch distribution without interruption and distributed more than 4,000 meals during the closure using the drive-up distribution method. El Sol will continue meal service through the summer. In addition to breakfast and lunch, the Mercado El Sol remained open and provided groceries for 2500 families during the period of the closure. The Mercado stays open 12 months a year and serves the health and nutrition needs of our school community and is also open to the wider community. El Sol also provided drive-through grocery events on four occasions, providing 400 families with boxes of groceries. Through the support of the El Sol Foundation and other supporters, El Sol will also be providing dinner to our families who are experiencing significant food insecurity challenges. We expect to serve more than 1,000 dinners during the summer.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

El Sol provided support and assistance to families, including devices, hot spots and activity packets. We were in touch with all of the families and had intimate knowledge of their needs. El Sol was able to provide referrals and resources to families in need of supervision but we did not provide supervision on site during ordinary school hours.