

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>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

EI Sol Science and Arts Academy made swift and intentional adjustments to our programming immediately following the school’s closure on March 15, 2020. 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 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 Liaisons, tutors and mentors all continued to provide support to students by remaining in regular contact with students. As a community school, EI Sol was well positioned to respond to the holistic needs of our families. Our on-site Federally Qualified Health Center, the SOS/EI Sol Wellness Center, remained open. Our school-based pantry, Mercado EI 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 EI Sol Foundation immediately raised funds so that the school could provide support materials for teachers, headphones for students, meals for families, summer school support and teacher professional development. EI Sol provided a distance learning summer school program for 300 students that served as a training and refining environment for staff development as well as an opportunity for instruction and enrichment to stem the affects of possible learning loss. During the summer, our school’s primary zip codes became the epicenter of infection in the county.

Stakeholder Engagement

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

Stakeholders of EI Sol Academy programs include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators and students involved in the school programs. As the need for remote

learning continued, El Sol was afforded the time to more thoroughly engage its full complement of stakeholders. Weekly video conferences between educators, support staff, and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific supports and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Teachers bring this input to their weekly staff meetings to help inform the resources being made available to staff, students and families. The Learning Continuity and Attendance Plan was also discussed at staff meetings to engage colleagues in a dialogue about the needs of teachers, methods for successfully engaging the distance learner, and methods of ensuring students are provided a continuity of learning regardless of the model of delivery. To meaningfully engage our students and family partners, electronic and telephonic surveys were conducted. A telephone survey was conducted over a three-week period with El Sol families to discuss distance learning, areas of need, and the services provided to students. Ideas were offered for improving the school program, needs were addressed, and commendations were shared for educators who are going above and beyond to assist students. The Learning Continuity and Attendance Plan was also shared with our Parent Advisory Committee (PAC) and our English Learner PAC to gather their input regarding the quality of the school program and supports and services necessary to help their children be academically successful. Feedback received from the community and staff in connection with the Public Hearing where El Sol's Learning Continuity and Attendance Plan is presented will also help to inform the direction of the school programs. Individuals wishing to provide input may join the meeting virtually or submit written comments via email, US mail, or leave a message at a designated phone number.

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

Understanding that not all El Sol families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearings for the Learning Continuity and Attendance Plan. In addition to emailing comments, a mailing address was provided for comments to be sent via US mail, and a phone number was available for leaving messages. Phone calls directly to families of El Sol students and electronic surveys were also used to solicit feedback.

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

As the recipients of the educational services provided by El Sol's school programs, direct feedback from students was of significant interest. In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them, but also frustration with managing technology issues on their own, with some students requesting paper/pencil assignments for ease of use. Students also shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers. A common theme among certificated and classified staff and school administrators was the importance of maintaining consistency in the virtual school day to the extent possible. Establishing daily school routines for distance learning were recommended to help students understand the continued importance of the work they are doing, despite not being in the classroom. Teachers described missing students and the rapport they had built over time through daily in-person interactions. Distance learning also provided teachers a more personal glimpse into the student's home life that heightened their awareness of the need to provide students with additional support services. During staff meetings, teachers requested additional community resources they can offer to students and their families as needed. With regard to instructional strategies, teachers appreciated the abundance of trainings, workshops, and resources offered to them, but shared that the amount of information being emailed to them was at times overwhelming and made them reluctant to try new methods. Technology was also

a challenge for some teaching staff, and many have turned to their peers for additional assistance. Outreach to families was extensive and revealed the need for additional technology support to accompany the distribution of devices to students. While feedback from the parent survey demonstrated that a significant percentage of parents felt welcomed at their child's school, parents were overwhelmed with economic and safety concerns. The results of the parent survey also told us that an overwhelming majority of our parents feel their child is safe when on campus; they are aware of academic and mental health support services available to students and want them to continue, and they feel the school is helping their child succeed. However, some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. During the Parent Advisory Committee (PAC) meeting and the English Learner PAC meeting, parents shared a desire for the distance learning school day to include additional content and offer increased opportunities for engaging with teachers. Conversations with community partners supported El Sol's belief that vulnerable student populations benefit greatly from consistent access to well qualified mental health staff who are responsive to student needs and able to provide the mental health safety nets necessary for students to succeed. Community partners continue to collaborate with El Sol to ensure coordination of services and access to services for families facing additional challenges due to COVID-19 such as referrals for medical care, food, utility and rental assistance and other legal and financial supportive services.

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

To address the common frustration expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning, the El Sol Academy Information Technology (IT) department will create a troubleshooting document addressing common technology issues and expand tech support call-in options for students. The troubleshooting document, in English and Spanish, will be mailed to families, posted on the website, and posted on the new educational resources for teachers. IT will follow up by exploring the possibility of creating a series of brief how-to videos for the websites demonstrating solutions to frequently asked technology questions. The educational resources page was designed, following comments by teachers regarding the volume of information being emailed to them. By creating a single, virtual clearinghouse of links, videos, and tutorials, teachers are able to access all of the resources in one easy-to-find location, allowing them to focus their attention on the content most applicable to their students. This more centralized approach to resource distribution will allow teachers time to review the applicable materials and design additional engaging online lessons to enrich the students' learning experiences. To address the interest in establishing more consistent daily school routines for distance learners and the request for additional engaging activities, we are working with teachers and instructional assistants on setting daily schedules for students, which will include the addition of fun extracurricular activities spaced throughout the month. A calendar of these monthly events will be sent to parents and distributed among teachers to share with students. The need to provide families with clarity regarding their role in the digital classroom was a frequently mentioned topic among parents, and often teachers; therefore, a bilingual handout will be drafted to provide guidance to families to explain and support their enhanced role in the distance learning process. Continuing to address the mental health support needs of students during distance learning and the transition back to in-person school was of particular interest to El Sol's community partners and was a recurring theme in many of the remarks from families and teachers. To respond to this common concern, additional training will be provided to educators to enhance their remote counseling skills and enable them to more effectively support students outside of the classroom environment. Social emotional staff development workshops will be provided to staff to address staff and student coping strategies, engagement and motivational strategies for the classroom, and provide tips for overall well-being.

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.]

El Sol Academy will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in Orange County permit us to return to in-person instruction in the school year ahead. El Sol began this process several months ago and will continue to refine its plans using the work of task groups and input from all stakeholders. El Sol understands that even when in-person instruction resumes many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred. The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Depending on the number of classrooms necessary, class times will be staggered to prevent a large group of students entering or exiting the classroom and campus at the same time. Starting the in-person instruction with small cohorts of students will enable teachers, instructional assistants, tutors, counselors, clinicians and additional support staff to provide more targeted and individualized academic and mental health support. This approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Supplemental support programs such as the individualized tutoring provided by Title I and Title III now operate on a distance learning support model to provide students with additional educational guidance outside of class time. Virtual tutoring rooms are open on a regular set schedule to provide targeted assistance to identified students, and teachers are encouraged to refer students for tutoring services. Office hours were also provided for students to gain access to additional assistance, beyond the regular work hours. El Sol's focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following: Safety – El Sol is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, El Sol's schools provide training in safety protocols and procedures to all staff and students. Also, classrooms have been rearranged to meet the requirements of physical distancing, and the school will be implementing outdoor activities for students that meet safety guidelines. Academic Success – The foundation of El Sol's school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and distance learning with a highly-engaging and rigorous curriculum and staff to support the learning at all levels. The use of online math and language arts assessments and IEPs will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need. Mental Health Support – Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. El Sol will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation. Communication – Frequent, two-way communication with students, families, agencies and stakeholders will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students. Re-Engaging in School Routines – The core operational structure of El Sol is a stable cohort of students who are able to focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic. Families and Communities – El Sol

continues its commitment to families through the ongoing efforts dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program, and this work is helping to establish an effective distance learning partnership between families and educators. Educator Professional Learning – Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques using the Schoology learning management system, Google apps, and Guided Language Acquisition Design (GLAD) strategies. Teachers also have option to further enhance their skills and knowledge by participating in workshops and trainings.

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

Description	Total Funds	Contributing
The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Providing additional time for instructional support in the way of tutoring, mentoring and counseling from instructional support staff will allow personal access and support students access to the educational program.	\$963,301	Y
Purchase materials to create Activity Kits for use in the home by students to engage them mentally, kinesthetically, and artistically during times of distance learning. The activity kits will principally benefit low-income students by providing resources and materials they may not otherwise be able to access. These activities have been curated by educators specifically to address the loss of motivation that can occur during distance learning.	\$69,000	Y
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	\$55,000	N

Distance Learning Program

Continuity of Instruction

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

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 provided a summer school program that was open to all learners. 30% of families attended summer school. This provided 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.

El Sol is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program. El Sol is well-positioned to transition to a variety of settings that ensure equity and access to high-quality curriculum and instructional practices. The academic and mental health safeguards and wraparound services provided to students on a regular basis are important elements of El Sol’s distance and in-person learning plans and allow students to maintain a network of support. In the area of curriculum, staff have transitioned the core curriculum in English-Language Arts, Math, History-Social Science, and Designated ELD to the Schoology web-based learning platform, thus making the materials both flexible and appropriate for in person, distance, or blended learning instructional programs. The courses were created from our adopted curriculum familiar to teachers, therefore the learning curve was short. Additionally, having the core courses on Schoology allows for ease of implementation from the teacher and student perspective. Support for the Schoology online learning management system tool is offered to both teachers and students to maximize the effectiveness of the resource. For students new to Schoology, an introductory course is available to familiarize them with the platform with the content delivered in nine training modules and archived for repeat viewing. Teachers are likewise trained on the use of Schoology through a five-module training program that explains how to effectively use the system across grade levels. El Sol understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. El Sol teachers and paraprofessionals were provided laptops and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings. Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will be drafted in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. Also, El Sol will be offering an, optional introductory parent course on Schoology about the school program, including a module on the use of Schoology’s features for parents. El Sol will be offering parents the opportunity to attend virtual workshops that will provide a forum to discuss a variety of education and mental health topics and respond to parents’ questions about how to partner with the school to support their children during distance learning and the return to in-person education. To meet the needs of the students and families enrolled in El Sol’s Special Education programs, two instructional models will be offered to students: in person and distance learning. In-person instruction is the preferred instructional model for students with disabilities. Instructional models that address both in-person and distance learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting and adjustments are made based on the student's

individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE). In an effort to provide a continuity of learning across all instructional models, educators have established Schoology as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from in-person to distance learning as needed. As instructional delivery may look different than before COVID-19, there will need to be discussion about the roles of classroom and support staff and how learning will be assessed. Teachers will also utilize an assessment and data collection tool, in conjunction with the Student Annual Needs Determination Inventory (SANDI). Supplemental instruction and assessment materials will be utilized as appropriate to reach each student's individual needs. Teachers and staff are also using a variety of curriculum and materials for students who attend El Sol's Deaf and Hard of Hearing programs and need access to grade-level, standards-based materials, in partnership with Providence Speech and Hearing Center.

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.]

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, El Sol administrators and teachers immediately began assessing the home device and connectivity needs of students. In some instances, the family indicated the student would be using a personal device and home internet account and would not need to borrow from the school; however, the majority of our families did express a need. Therefore, in collaboration with our Information Technology (IT) staff, additional devices and hotspots were purchased and delivered for distribution to students. Families were contacted to arrange safe-practice pick-up procedures. Teachers were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed. To follow up on the initial device and hotspot distribution, families were asked during a survey in July if their child had the technology necessary to participate effectively in distance learning. If parents indicated their child was not initially issued a device/hotspot, or if the personal equipment they were using became unavailable, this information was passed to the school administrator to arrange for a device and/or hotspot to be assigned. In addition, we took all opportunities that we had when we communicated with parents to ask if there were any technology needs. Today, the IT department has a supply of several hundred new devices programmed and ready to be deployed when a student needs one, or if a student's device is malfunctioning. To avoid delays in student learning, new replacement devices are provided within 24 hours. IT is also continually evaluating the connectivity capabilities of the existing hotspots with respect to bandwidth available versus bandwidth used to determine if new hotspots should be provided. When in-person learning resumes, IT is ensuring the teachers have a full classroom set of devices in order to allow students to keep their assigned devices at home. As we have seen, the need to shift to distance learning can be sudden, and El Sol does not want students to be without devices because they accidentally left the device assigned to them at school. A full classroom set of devices plus assigned devices at home will provide the coverage necessary to safeguard the continuity of learning for students.

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.]

El Sol has established an online electronic attendance process that all teachers will use to document student daily attendance via Powerschool/PowerTeacher. This electronic system will contain a checklist to note the method and frequency of communication between the

teacher and the student. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using Schoology, video conferencing tools, Google applications, the Remind app and other forms of virtual communication. Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Schoology provide data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course pacing plans that clarify and calibrate assignment completion and credits earned within the course description.

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.]

El Sol is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of the Schoology learning management system (LMS) and Google applications is provided. Schoology and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Schoology and Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities. Support for the Schoology tool is offered to both teachers and students to maximize the effectiveness of the resource. For students new to Schoology an introductory course is available to familiarize them with the platform with the content delivered in nine training modules and archived for repeat viewing. Teachers are likewise trained on the use of Schoology through a five-module training program that explains how to effectively use the system across grade levels. Teachers are also supported through Guided Language Acquisition Design (GLAD) training opportunities that take place via asynchronous and synchronous webinars. GLAD is an instructional model incorporating numerous research-based and highly effective instructional strategies focused on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards for English learners. The GLAD strategies learned by teachers during the trainings benefit all students, particularly those developing language skills, through the use of high-level thinking and academic language, as well as cross-cultural skills. In addition to Schoology, Google apps, and GLAD trainings, teachers have additional opportunities to further strengthen their skills and knowledge by participating in additional workshops and trainings. El Sol teachers have also been created by curriculum experts to share a clearinghouse of educational resources ranging from technology tutorials to strategies for engaging the distance learner. Virtual mentors are also available to guide teachers in new practices and answer general technology questions. To continue providing support through El Sol's team of mental health professionals from Western Youth Services teletherapy training has been provided to enhance the virtual skills of staff. Teletherapy uses technology to help the provider and student effectively communicate over the phone, during a group chat, and via video conferencing or email. When students are home and away from the supportive services offered on-site at school, teletherapy will give them greater access to trained individuals who are able to provide consistent support, resources, and case monitoring. El Sol is exploring offering telehealth in the future as an option for mental health therapy for those students who are thriving with this type of service.

Staff Roles and Responsibilities

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

The impact of COVID-19 on El Sol’s instructional programs has required a change to staff’s roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative offices. Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Learning Management Systems (LMS) to assist with the delivery of instruction, alternative methods of meeting with students and training on the use of these systems. Instructional staff are spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students. El Sol did not use a learning management system for instructional delivery so COVID-19 prompted an immediate implementation of this delivery model, which required additional technology support for staff and students. Staff created curriculum content for the LMS and tutorials for students, teachers, and parents on how to access LMS curriculum and communication methods being used such as video conferencing tools. The Educational Technology User Support Assistant expanded the training and troubleshooting support provided to staff and students. El Sol’s Informational Technology Department had to expand their support due to a huge rollout of technology for staff and students and the additional technical support needed. To address the mental and physical health of students, El Sol has added two clinicians to their clinical team. The clinical team along with School Counselors are working to support the social and emotional well-being of students. Our public health partners are providing support with COVID-19 student tracking and resources for students and their families. All of these groups are now using the Telehealth Model to monitor and meet with students.

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.]

El Sol is committed to supporting English learners (EL) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to tutoring, designated ELD curriculum is offered on two digital platforms: Google Drive and Schoology, to ensure accessibility by all teachers and students, and extensive online training is provided for Guided Language Acquisition Design (GLAD). Integrated ELD is offered across all subject areas with the use of Constructing Meaning and GLAD strategies. Furthermore, a virtual Newcomers social club is being created to offer students a positive environment for live interactions with peers and educators while practicing their academic English skills. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a course. By shifting the monthly DELAC meetings to a virtual platform, El Sol has been able to continue supporting the families of EL students by informing them of resources available for their children. The EL team also holds virtual parent meetings to support families with technology usage, share school information, to assist parents with their English language development while at home. Additionally, we will conduct virtual ELAC meetings, during the 2020-21 school year, to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school region as the school year progresses. Whether during distance learning or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical.

During distance learning, this team expands to include additional individuals who provide targeted input on the student’s progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children. Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students has with the team of educators. Special education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing. Special Education teachers also have ongoing and frequent contact with a student’s general education teachers and teams. General education teams consist of a General Education Teacher, School Counselor, Program Specialist and Administrator. One or more of the general education support providers frequently attend the monthly meetings. Parent surveys and teacher to parent contacts are used to determine progress and address gaps in learning, technology or motivation. When gaps are identified, the team will address each student’s unique needs through both formal and informal means in a collaborative team process. For students who are foster youth, the Foster Youth District Educational Liaison (“Liaison”) connects with each school team to ensure the foster youth in El Sol has what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. The countywide Foster Youth Services Coordinating Program (FYSCP) assists with school work coordination in partnership with various LEAs and Social Services Agency in order to ensure that Orange County foster youth students have access to their distance learning and school-based support services. The Liaison continues to provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth. El Sol reached out to each of our foster youth to ask what resources they needed for distance learning and to prepare the youth to return to school when it was deemed safe to do so. Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. El Sol’s McKinney-Vento Liaison coordinates a team of Title I Family Community Liaisons who assist with the identification of students and reach out to families to provide information and resources. These staff conduct needs assessments with all families experiencing homelessness within a week of enrollment and connect families to school- and community-based supports through a referral process. The school has increased outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning. In addition, the school’s Family Resource Center and Food Pantry is open five days a week and is available to all enrolled students and families. The Resource Center serves as a safe distribution point for groceries, hygiene items, clothing, and school supplies. To enhance collaboration with school districts and community partners, the McKinney-Vento Liaison participates.

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

Description	Total Funds	Contributing
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms	\$29,424	N
Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques.	\$20,000	N

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e., laptops and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$239,993	Y
Purchase Learning Management Platform Schoology to provide a single platform for curriculum delivery to students	\$25,000	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.]

El Sol recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, El Sol's school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. The teacher has a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred. Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student offers students printed intervention lessons based on the diagnostic results and provides additional resources for teachers. Assessments will be provided to all students. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. Assessment results will then be entered into a learning management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs. Teachers and staff in the Special Education Services division participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's 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.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in person interactions with teachers and peers as they practiced academic language. To address this learning loss, teams of teachers meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is offered on two digital platforms: Google Drive and Schoology. Additional tutoring sessions with Instructional Assistants are assigned to ensure students are progressing in their coursework and practicing their language skills. The English Learner team will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program. The EL team is also developing a virtual Newcomers Club to support and enhance language development skills. The club will provide a safe, social online environment for EL students to interact with teachers and peers and practice their academic English skills. Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events. The Foster Youth Liaison will continue to track and support teams in order to ensure that foster youth complete assessments. Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visits. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to tutoring group. Students with mental health concerns can receive telehealth services by a mental health clinician, school counselor or school psychologist depending on the level of support needed. Academic concerns may be addressed using various online remedial programs for basic reading or comprehension issues. Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, Title I Tutors and Paraeducators work closely with teachers to identify, reach out to, and support any students who are not attending remote learning sessions or submitting assignments regularly. Identified students attend semi-weekly tutoring sessions conducted via videoconference. Under the direction of teachers, tutorial staff assess students, develop academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss.

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 implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, El Sol is committed to the following protocol and process: 1. A newly established plan, setting standardized three assessment windows during which time students are administered the i-Ready assessment 2. Increased teacher and administrator

accessibility to student results via IO Assessments, which will provide both individual and collective outcome data 3. Professional time set aside to review, assess, and plan, using the i-Ready data available from IO Assessment reports 4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students) Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of our California Department of Education, July 2020 Page 19 alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills. The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Intervention Team meeting (SIT). Once these interventions are identified and set up the SIT process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutoring group). Student supports can include help from tutors, the school counselor, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of the student. Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
Cost to purchase additional books and curriculum for distance learning.	\$103,123	Y
Costs to provide additional instructional assistances to provide learning partners and tutoring for those students most at risk participating in Small Learning Pods.	\$240,725	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.]

El Sol will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies: • Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset • Self-management - managing emotions, controlling impulses, and setting goals • Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity • Relationship skills - communication, cooperation, and conflict resolution • Responsible decision-making - understanding and thinking about the consequences of personal behavior Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. Our Mental Health and School Counseling teams will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support. El Sol School Based Mental Health Clinicians from Western Youth Services immediately began providing Telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions. • Tier I – Universal Interventions * Mental Health and Social Emotional Wellness trainings for teachers and staff * Restorative Circles * Linkage and connections to school and community supports • Tier II – Targeted Interventions * Group Interventions (Coping with Stress, Healthy Relationships, Motivation Decision-Making, etc. * Short-Term Individual Counseling focused on a targeted goal – Anger Management, Healthy Relationships, Grief & Loss, etc. * Linkage and connections to school and community supports • Tier III – Intensive Interventions * Individual Co* Risk & Safety Assessments. The School Counselors also created a website with resources and tools available for students to access. In addition, El Sol also asked parents about student mental health supports in a recent Parent Survey, and as a result, a small number of parents specifically requested mental health services for their child. Following these requests, arrangements were made to connect those students with the appropriate services. The Special Education Services division also provides parent support via a highly trained team of psychologists, which includes Transitional Behavior Assistants. El Sol provides a variety of ways to support staff overall and during COVID-19. El Sol also created a website link that offers resources which included Mindfulness Strategies developed by the Positive Behavior Intervention Supports team, and will be designing a Mental Health Staff Development Module that will include the following trainings: Suicide Awareness, Mental Health 101, and Trauma Informed Practices. These trainings will either be presented at staff development meetings or available online. Additional trainings will continue to be developed which will include, but are not limited to Racial Sensitivity, Substance Use, and other relevant topics. El Sol will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their jobs.

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.]

El Sol's learning community is prepared to ensure that students continue to receive educational experiences. Devices and hotspots were provided to all students and communication with students and families increased via School Messenger, letters mailed home, emails, Remind App, and multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, a small number of students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To enhance student engagement, an El Sol team of educators will be participating in the Student Engagement and Attendance Strategies workshop series covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance

Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families. A three-tiered approach was created to reconnect teachers with students for whom they have not been able to have live daily interaction:

- Tier I * Teachers will have live daily interaction with each student at least once day * Contact will be made in the student's home language * If a teacher is unable to make contact with a student at least three times during the week, the teacher will submit the Project Re-Engagement Form to their Program Specialist on Friday Area1 * If a teacher does not submit a Project Re-Engagement Form on Friday, an administrator will contact them to "check in" to collaborate or see if there are any challenges with the process
- Tier II * Program Specialist will contact the student three times * Contact will be made in their home language * If contact is made, the Program Specialist will inform the teacher by email * If contact is not made, the Program Specialist will mail a supportive letter - The letter will be available in English, Spanish - If no contact is made, the Program Specialist will also facilitate the scheduling of a Parent, Teacher, Administrator Conference (PTAC) or Student Intervention Team (SIT) - If there is no response the Program Specialist will refer the student to the Principal
- Tier III * The Principal is involved * A Home Visit will be scheduled following guidelines If contact is not made.

El Sol Special Education Services division will implement the following three-tiered approach to ensure pupil engagement and outreach:

- Tier I * Teachers will have live daily interaction with each student at least once daily - Contact will be made in the student's home language following each absence - If a student is absent for three days during the week, the teacher will submit a Re-Engagement Form - Administrative assistants will provide the Principal with an attendance report at the end of the week - If a teacher does not submit a Re-Engagement Form on Friday, an administrative assistant will contact them to "check in" to collaborate or see if there are any challenges with the process
- Tier II * One of the members of the re-engagement team (Principal/Assistant Principal, School Psychologist, nursing staff) will contact the student and family - Contact will be made in their home language - If contact is made, the Team member will inform the teacher by email - If contact is unsuccessful after three attempts, the Principal/Assistant Principal will mail a certified letter in their home language - If a family does not respond to the certified letter within 5 school days, the Principal/Assistant Principal will facilitate the scheduling of an IEP team meeting which includes the District of Residence
- Tier III * El Sol Special Education Services division will collaborate with the District of Residence in the attendance review process

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.]

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 continued 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 also provided dinner to our families who experienced significant food insecurity challenges. We served more than 1,500 dinners during the summer.

For students attending in-person instruction, meals will be provided through the Free or Reduced-Priced meal program, as is our traditional practice. However, El Sol recognizes the effect the current economy and loss of jobs has on our families, and enrollment teams are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served. In addition, to support all of our families, El Sol has partnered with community-based agencies, nonprofit organizations, and faith-based groups

to provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county. Through a partnership with OCDE and a local church, El Sol has also coordinated drive-through grocery distributions at school sites and community locations in the county. Originally planned to provide for up to 80 families per distribution event, supplies were increased to provide for up to 200 families per event when the need for additional food became apparent. The LEA provides information about these distributions, along with additional food resources, through School Messenger calls, text messages, and electronic postings. Title I Family Community Liaisons also reach out to families personally via phone and Google Voice to assure that they are connected to available resources in the county. Families of students who are eligible for the Free or Reduced Priced Meal Program are also provided information about meals that are available for pick up at any local public school distribution site in their area.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	Cost to purchase Powerschool Pro to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$6,519	N
Mental Health and Social and Emotional Well-Being	Cost to extend contracts for twenty staff members during summer months to provide additional education, tutoring, mental health services and strategies to support vulnerable populations most impacted by COVID-19. The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Coping with stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.	\$51,057	Y

Pupil and Family Engagement and Outreach	Cost for DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$10,000	N
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.16%	\$1,918,807

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.]

Directors and specialists worked with faculty and instructional assistants to adopt a three-phase plan for support. Phase 1 included reaching out and establishing direct contact with caregivers and families 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. When evaluating the entirety of its school programs, El Sol must first consider significant student groups in order to ensure the schools build models that support academic continuity where students and teachers are fully engaged in the educational process. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. Ongoing self-evaluation allows El Sol to monitor its school programs with respect to the support and services provided to foster youth, English learners, and low-income students and adjust accordingly to reflect changing times. In March 2020 when schools shifted to distance learning, El Sol immediately reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-

income students who may not otherwise have access to technology outside of the classroom. Understanding that economic conditions can fluctuate, follow up calls to families were made in July to verify students still had the devices and connectivity necessary for distance learning and assign devices to students whose circumstances had changed since the first equipment rollout. El Sol home packets are an example of a resource being provided to all students which principally benefits a selected group of students. For low income students who may not have access at home to the supplemental supplies contained in the kits, this resource allows them to engage in a variety of kinesthetic and artistic activities they might not otherwise be able to experience. Similarly, trainings and workshops to support teachers' instructional skills were offered to all teachers, but the benefits of these professional development opportunities were felt the most by our large population of ELs who required additional support from their instructors to mitigate learning loss and maintain their language acquisition skills outside of the classroom. In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care.

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

For El Sol, the transition to distance learning provided a unique and unexpected opportunity to reexamine the services, resources, and frameworks for students from a new perspective. In doing so, care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students. In order to operate a fully functional distance-learning program, the distribution of devices was of paramount importance. When distance learning began, El Sol purchased and distributed devices and hotspots to students, which for many low-income families marked the first time technology with internet access was consistently available in the home. When the return to in-person learning does occur, students will be able to keep their assigned devices at home and use the class set when on campus. Another notable improvement for our families of foster youth, and low-income and EL students is the use of the virtual platform for school meetings which allows for greater participation on the part of many families who might otherwise not be able to be present in person. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before. Likewise, the new virtual tutoring rooms are allowing foster youth, and low-income and EL students greater access to tutors who provide targeted, individualized academic assistance. Prior to distance learning, tutoring services were scheduled on-site in the classroom for the tutor and the student to meet in person. With the new virtual tutoring model, the tutors and Instructional Assistants are not restricted by geography. Our unduplicated pupils are also no longer hindered by geography when seeking tutoring services because the virtual tutoring rooms are accessible from any location with internet capabilities, including the student's cell phone. The implementation of Schoology learning management system has also resulted in a marked improvement for El Sol's distance learning environment, specifically for low-income students and ELs. In addition to the traditional paper/pencil assignments, teachers were able to use Google classroom and Teams for online learning when El Sol schools closed their doors to in-person attendance in March 2020. However, through the exemplary work of curriculum teams, the core curriculum courses of English Language Arts, Math, History-Social Science, and Designated ELD were quickly transitioned to the platform, with the newly adopted Science curriculum soon to follow. Schoology provides a wealth of lessons and assignment options, which benefit low-income and ELs by increasing their equity in access to online learning using a rigorous state-adopted curriculum. Online assignments offer these student groups greater opportunities to complete coursework online using digital tools and online resources. Schoology lessons also respond to student needs and send student participation data directly back to the teacher, which is particularly beneficial for ELs for whom daily monitoring is essential in maintaining their progress toward language acquisition. Before distance learning, implementation of the Schoology platform was in its infancy, but when teachers began educating students remotely, implementation are

accelerated to make this valuable tool available to teachers and students. For English learners, daily interactions are where language development occurs, and a distance learning environment can mean a loss of language skills if those skills are not protected and nourished. The EL Services team is creating a virtual Newcomers Club for ELs where safe, positive online interactions can occur between students and teachers from across the program can easily come together to facilitate learning in a fun, social environment.