COVID-19 Operations Written Report for Solvang Elementary School District

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<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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<tr>
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<td>June 24, 2020</td>
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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.

On Monday, March 16, 2020, Solvang School entered into a two-day transition to distance learning. Upon the campus closure on Wednesday, March 18, 29020, Solvang School implemented the distance learning plan. In anticipation of a potential campus closure, Solvang School teachers had already created four-week plans. The plans took into consideration all programs that could possibly be continued online. Consequently, English learner and intervention support continued online and was facilitated by the EL Director, RtI coordinator and classroom teachers. The EL Director also had a dedicated middle-school classroom, where support continued online. Campus-based instruction ceased completely, e.g., after-school acceleration. Except for TK-K students, Solvang students already had Google Classroom accounts. Consequently, most teachers used Google Suite applications to continue instruction. All teachers were given professional accounts on Zoom and trained to use Zoom. To varying degrees, teachers also used Loom, Seesaw, Flipgrid and other applications. The online applications already in place at Solvang School continued to serve all student groups, e.g., Dreambox, Imagine Learning English, ESGI, and textbook-adoption-online programs. Textbook adoptions' online components were increasingly used to address the emergency (Wonders, Expressions, and College Preparatory Mathematics). In some cases, hard copies of materials were supplied to students.

The distance-learning plan included Chromebook or iPad distribution, as well as a delivery of a limited number of hot spots for families unable to access the internet. Except for eighth graders, who promote to the valley's high school, students were allowed to keep Chromebooks or iPads to continue to access the District's online applications and programs for summer learning. The District's partnership with United Way's Fun in the Sun, held on Solvang School's campus, moved to an online program. The Solvang/United Way partnership serves Title I students.
Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Despite the fact that Solvang School District is one of the few districts state-wide recognized as "Beating the Odds," one of the few Santa Barbara County schools recognized as a California Distinguished School this year, and nationally recognized by Project Lead the Way for its STEM program, significant achievement gaps, among student sub-groups, remain. To address these gaps, Solvang School seeks out the best teaching candidates to ensure that the best instruction takes place every day, in every classroom. Outstanding and dedicated teachers, who deeply care for children and recognize the challenges they face, are the front-line in the achievement-gap battle. Each Solvang teacher knows who belongs to the sub-groups and uses formative and summative assessments to monitor and analyze student-achievement results; those results then shape differentiated instruction.

The district has the full scope of curricular materials, whether as a part of textbook adoptions or supplemental programs, like Imagine Learning English and Dreambox (mathematics) to address sub-group needs. Teachers intentionally design lessons to differentiate for sub-groups by using the curricular materials. In addition, the district provides in and after-school support classes to improve student achievement. The Response to Intervention and Instruction (RtII) program focuses on the lowest achieving students for reading remediation. The RtII program is focused on Level 1. Students beyond Level 1 are typically referred for Student Study Team analyses to determine additional interventions; this is RtII Level 2. Should the need arise to further assess students, the special education program, Level 3, facilitates the assessment and potential placement process. Likewise, the district's English Learner Director and aides facilitate all facets of support for English learners.

All English learners, low-income, and other students (no foster youth are currently enrolled in Solvang), have 1:1 access to technology to support engagement in the materials and programs mentioned above. This summer, students through seventh grade were allowed to keep their Chromebooks to access district programs. The elementary teachers developed incentives to motivate students to continue to learn. Many of the programs capture student-use and achievement data that teachers can review in August.

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

For the last four years, teachers and students in first through eighth grades have increasingly developed proficiency in the Google suite of applications. The teachers and students have district email accounts that provide access to Google Suite and various third party applications; these applications are the core of the district's efforts to ensure that teachers and students can continue to be engaged in high-quality distance teaching and learning. In anticipation of a campus closure, teachers had prepared lessons and, upon entering distance learning, implemented those lessons. High quality distance learning at Solvang School was influenced by best practices gleaned from many teachers' past practice using Google Classroom and other applications and the California Department of Education's distance-learning resources. All TK-8th grade teachers and students use either Zoom or Hangouts for whole or small-group instruction. All students had district-provided or personal devices to access the district's curriculum and instruction that was planned and facilitated by teachers. In some cases, the district
provided hot spots for families without internet access. The IT Director provided contact information for families to directly contact him for tech support.

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

Upon campus closure, the district's food-service program transitioned from served to grab-and-go lunches. The meal pick up was outside. Ground markers, at six feet apart, indicated where families could stand and move through the line to receive food. The meal package included lunch for the same day and breakfast for the next morning. The same meal package was provided to College School District and served in a similar fashion.

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

The district collaborated with the YMCA and Boys and Girls Club staffs, both of whom host student-supervision programs at Solvang School. During the campus closure, the YMCA developed plans to serve the entire Santa Ynez Valley at a different site to serve families from any school district. The Boys and Girls Club decided that it could not provide supervision. Should Solvang School District find itself in another campus closure in 2020-2021, the district would work with the YMCA and Boys and Girls Club to hopefully provide supervision. Additionally, should the state provide funding, the district would seek out district staff to run its own student-supervision program; this would be dependent on both the additional funding and staff willingness to supervise students amid increased exposure to COVID-19.