



College and Career Preparatory Academy

COVID-19 Operations Written Report
Orange County Board of Education Draft

June 3, 2020

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
College and Career Preparatory Academy	Dave Connor, Principal	DConnor@ocde.us ; (714) 796-8795	2020-2021

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.

CCPA has used distance learning strategies for many years, from state standard adopted online courses using the Canvas learning management system, to GradPoint courses offered across the CCPA program, to paper-based independent study strategies facilitated by contract learning teachers in the curriculum areas. Consequently, CCPA has been relatively well-positioned to transition to distance learning across the program. For CCPA, there was no break in learning continuity for students.

In order to implement this distance learning plan, CCPA in partnership with OCDE’s IT department have lent out many chromebooks and hotspots to CCPA students. This lending was already a CCPA practice, given that CCPA serves large numbers of students from families struggling to make ends meet. The suspension of student attendance required a significant and rapid expansion of this lending program.

CCPA support staff are proactive in seeking to support the learning process and offer support to students and families in academic, social, and emotional domains. Support staff are regularly included in site and area zoom meetings, text or email groups, and conference calls. Student Records Technicians (SRTs), Data Techs, Counselors, Clinicians, and others in every type of staff support position continue to complete their assignments in support of teachers and students.

SRTs, School Counselor, and Project Liaison have continued to work with community partners and have adopted a schedule of online virtual enrollments. The SRTs and School Counselor have developed a method of scheduling Zoom meetings with potential students to enroll them in school by completing enrollment forms online with students. The Project Liaison and SRTs have continued to reach out to community partners to keep abreast of changing enrollment procedures for the federally-funded workforce partners. Since most partners are also enrolling students virtually, CCPA SRTs can enroll students in the program and assign to a teacher as normal.

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

For students who are English learners (EL), foster youth, and low-income, distance learning can pose an extra set of challenges when considering language or socio-economic barriers. In addition to providing all students in need with the necessary technology to access academic curriculum via an electronic platform, CCPA is meeting the needs of English learners by providing virtual support with bilingual paraeducators and an academic support assistant. They are in contact with teachers via phone calls, text, and emails in order to identify EL students who need additional support and offer Zoom tutoring and/or connect the student to Khan Academy for supplemental support. Khan Academy is available in multiple languages. Bilingual staff reach out to parents and students if teachers are having difficulty communicating with family.

Teachers are using curriculum, strategies and resources that assist learning for English learners by using Monthly English Language Development (MELD), Guided Language Acquisition Development (GLAD), and Universal Design for Learning (UDL). These resources and strategies are embedded within their instruction. Also, students are assessed utilizing the i-Ready assessment program for math and reading and intervention strategies are assigned to students based on the student's individual needs.

For our students who are foster youth, the Foster Youth District Educational Liaison ("Liaison") connects with each school team to ensure the foster youth in CCPA have what they need to be successful during remote learning. The Liaison continues to provide support between the school team 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.

As the majority of CCPA students are low-income, all students are provided with instructional materials and resources, including technology, textbooks, and basic school supplies. Phone calls, text messages, and flyers are also provided to all students with information on community resources, including food distribution events occurring at OCDE school sites.

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

CCPA has used distance learning strategies for many years, from state standard adopted online courses using the Canvas learning management system, to GradPoint courses offered across the CCPA program, to paper-based independent study strategies facilitated by contract learning teachers in the curriculum areas. Consequently, CCPA has been relatively well-positioned to transition to distance learning across the program. For CCPA, there was no break in learning continuity for students. Teachers are utilizing a broad array of distance learning resources across CCPA, adapting tools to the needs of distinctive students.

Examples of tools and strategies being used are:

- Canvas-based courses created by ACCESS teachers using state standard adopted curriculum such as:
 - Pearson Social Studies
 - Holt Collections series
 - Access Character Education (ACE – a literature-based curriculum developed by ACCESS Teachers)
 - Pearson Algebra 1 Common Core
 - Agile Mind math curriculum resources
 - Discovery Science Education
 - MELD (ELD curriculum created by ACCESS)
- Google classroom
- GradPoint online courses
- Paper/pencil adopted curriculum
- UCI History Project lessons
- UCI Math Project lessons
- ALEKS
- i-Ready assessment and intervention tools
- MaxScholar remediation and intervention program

Supplemental resources/material include Khan Academy, PBS Learning, Discovery Education, and Newsela.

CCPA has historically utilized online courses. CCPA students are continuing with online GradPoint classes and Pearson Realize as well as starting to use online Canvas courses. Zoom appointments have replaced on-campus appointment times with teachers. Teachers are also utilizing Adobe Spark (Video, Web Page and Post), Camtasia, Turnitin.com, and virtual science labs. Supplies for specific classes have been distributed to students (e.g., Art courses). Textbooks and workbooks are used as needed. The use of Youtube for instruction, GoToMeeting for math support, videos and shared links are also incorporated to maximize student instruction and differentiated learning.

Teachers on Special Assignment (TOSAs) and other support offices are continuing to provide resources and support to teachers. Special education teachers continue to support general education teachers and students, provide communication and support to students and families, and carry out IEPs through electronic means.

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

In partnership with community organization food programs, meals have been distributed to students and families throughout Orange County. CCPA students have been informed by their counselor, teachers, and paraeducators on a weekly basis of all opportunities to attend a food drive. Meals included are designed to feed families of four people for four days. Multiple locations, including at CCPA locations in Fullerton, Santa Ana, and Fountain Valley, have distributed meals to hundreds of families. If transportation is an issue for students, teachers have collected names and addresses for the Principal or teacher to deliver the meal boxes at safe locations practicing social distancing.

Many CCPA students, as well as families within Orange County have participated in this program and the need to increase the amount of boxes per location has been identified and met by the community organization food programs.

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

All current CCPA students are young adults between the ages of 18 to 25 and currently meet with teachers in a one-on-one contract learning setting. Therefore, supervision of students during normal hours was not needed by students or by the school. Students continue to meet with teachers one-on-one during scheduled appointment times via Zoom meetings, Webex, email, text and phone calls. CCPA did not need to take any action in arranging supervision for these students at this time.