

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------|--|
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General Information

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

OCCA is a startup charter school, utilizing a Classical Education program model – a first of its kind public school in Southern California. The majority of OCCA teachers are not, “Classically Trained” educators. Therefore, they have been undergoing intensive training in this area. Up until the Governor announced that schools in Orange County cannot open in person, we had been planning to open onsite and in person. Once the Governor made this announcement, we immediately pivoted to a distance learning model and, as a school team, have been working around the clock to open school under a Classical Education distance learning model, until the onsite restrictions are lifted in Orange County. This has caused us to replan and restructure our opening plans. The majority of OCCA feel strongly that we should be opening on site as close to normal as possible. Despite the challenges, our teachers and support staff have impressively been able to provide a high quality Classical Education to our scholars via distance learning.

Stakeholder Engagement

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

OCCA takes feedback from our staff members and parents very seriously. We have sent out two different surveys to gather a more accurate data on how our stakeholders are feeling with the options we are providing our families. We’ve also asked for input before we sent out the surveys via our main source of communication platform- Parent Square. Additionally, we have held zoom sessions where staff members and parents participated in Q & A sessions, as well as providing presentations from the OCCA leadership team based on our most up to date progress in preparation for Distance Learning.

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

Stakeholder Engagement- Parents:

1. OCCA staff provided a live Parent Orientation meeting via Zoom before school started. Our leadership team presented our Opening Plans at that time, and parents were able to provide live feedback and questions.
2. All of OCCA’s Board meetings and agendas have consistently been posted 72 hours prior to the meetings. Zoom links were provided publicly so that parents could attend. Parents were also made aware of the opportunity to present public comments, if they wished to speak or ask questions to Board members.

3. Once we revised our plan to open via Distance Learning, our leadership team has been sending out weekly communication via our school-wide communication platform (Parent Square), where parents are given the opportunity to respond with questions and feedback.

Stakeholder Engagement- Staff:

1. During the summer, OCCA hosted two sessions of staff meetings to communicate our opening plans via Zoom. During these meetings, our team was given the opportunity to provide feedback and ask questions.
2. We continue to have weekly staff meetings via Zoom to provide the most up to date information regarding our opening plans.

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

The majority of our staff and parent population (around 90%) are in complete support and agreement to open in person, as early as possible. Our stakeholders feel very strongly that distance learning is not ideal and there is a bigger threat to not allowing our students to learn on campus. Our parents also expressed very strongly that they are not in agreement or supportive of the school mandating masks, as well as social distancing. Both staff members and parents agreed that they felt comfortable with the safety measurements that the school is providing, such as more rigorous disinfecting of our campus, extra hand washing stations (which have already been purchased), as well as daily temperature checking.

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

1. Although the percentage of parents who indicated that they did not feel comfortable being on site was minimal, our team has agreed to plan on alternative learning for the small group of students who wish to learn remotely. We will do this by: providing synchronous instruction where the student can participate in the classroom remotely via livestream video.
2. Due to an overwhelming number of parents expressing a strong desire for our school to apply for the waiver, we have proceeded with the waiver request.
3. While the majority of our parents are in disagreement with mandating masks, we have been directed by the Orange County Health Care Agency to adopt the following California Department of Public Health (CDPH) Guidelines:

STUDENTS

| Age | Face Covering Requirement |
|-------------------------------------|---------------------------|
| Under 2 years old | No |
| 2 years old – 2 nd grade | Strongly encouraged** |
| 3 rd grade – High School | Yes, unless exempt |

**Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.

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.]

While our main goal and intention is to provide an in person and classroom based learning as early as possible, here are some ways that we have provided opportunities for our students to participate in classroom-based instruction during Distance Learning:

- a. All English Learners who fall under the category of taking the Initial ELPAC assessment will be asked to come in person for the administration of ELPAC through a one to one model.
- b. All teachers have been offering weekly Office Hours for any parents who wish to meet in person, including their child.
- c. Our Education Specialist plans to deliver classroom based learning for students with IEPs with parent consent. This instruction will be delivered through a small cohort and with additional help from either our teachers or Instructional Assistants.

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

| Description | Total Funds | Contributing |
|---|--------------|--------------|
| As mentioned above, we will provide opportunities for students to continue with remote learning, even after we open in person. In order to do this, our teachers will need to be equipped with a 360 camera along with a microphone to provide high quality live streaming. | [\$ 7000.00] | [Y] |

Distance Learning Program

Continuity of Instruction

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

OCCA has been thoughtful in making decisions about instruction, whether it be in person or through distance learning. During distance learning, teachers and administrators have provided the following accommodations:

1. A clear schedule for synchronous and asynchronous learning to all parents through consistent communication on Class Dojo and Seesaw.
2. Recorded academic instruction that all parents/children have access to, and can be viewed when convenient for the student.
3. Live, synchronous, instruction in small groups at least twice a week; daily synchronous instruction and check-in in the mornings.
4. OCCA has provided all necessary curricular materials two weeks prior to the being used by the student. All teachers are correcting and reviewing work that students have completed and providing feedback weekly.
5. To provide a progress monitoring report of all students participating in distance learning, our teachers have been reporting on daily assignments which are linked directly to our attendance. Our SIS platform allows this process to be done automatically, as long as teachers create and input daily assignments. Teachers have been creating, assigning, and reporting on daily assignments and graded work.

Once OCCA is able to open physically, in person, teachers will create a plan to transition students to in-person learning. Due to the school being new, each teacher is preparing a schedule to introduce students to the campus, as well as their fellow classmates. Teachers will go over procedures/rules/expectations the first week that students are back in person in the classroom. For students who choose to continue with distance learning, live video-streaming options are currently being explored and will be implemented. Consistent communication with parents continues to be encouraged.

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.]

OCCA is providing a chrome book computer to every family who needs a device for distance learning. For families without access to the internet, OCCA is providing mobile hotspot devices.

All of our teachers are using Zoom for holding live virtual meetings, in addition to providing recorded videos and other instructional resources through Class Dojo. We have taken steps to ensure online safety by keeping all settings as private and enabling waiting rooms to allow only the invited individuals to enter the virtual sessions.

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.]

OCCA will assess pupil progress through synchronous small group sessions. These are, at minimum, twice a week. Every morning, the entire class continues to meet synchronously for a morning check-in and instruction. Teachers have been creating plans for independent work and sending home weekly packets with work that the student completes in order to practice skills that have been taught in asynchronous and synchronous instruction. Each week, the student returns the work that has been completed and the teacher corrects/grades this work. The teacher returns the corrected work, and students are expected to correct mistakes. Teachers are also creating assessments that are being proctored during live small group sessions. Teachers are recording scores for these assessments in order to adjust instruction, when necessary.

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.]

We have had several meetings with our instructional staff members to get their input before deciding our main platforms we will be using for Distance Learning. As a result, we have agreed on using Zoom and Class Dojo as our main platforms of remote learning. We provided an online training for our instructional staff to familiarize themselves with using Zoom and Class Dojo. Additionally, we held a Professional Development where all Fourteen teachers presented to the instructional staff their best lessons using digital platform. Through this Professional Development, we were able to share best practices, answer any questions regarding remote learning, and take away ideas from each other.

Additionally, our teachers provided recorded videos of “how to use Class Dojo and Zoom” for our families to use. Last but not least, our teachers also held Zoom Orientations with their parents to provide a detailed explanation of their Distance Learning plans.

Staff Roles and Responsibilities

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

In order to accommodate Distance Learning, we have had to make the following adjustments to our roles and responsibilities:

1. Our instructional assistants who were originally designated to provide support for our TK and Kinder teachers will temporarily support our Education Specialist to help provide instructional support for students with IEPs. We made this decision because we have sixteen students with IEPs at our school. After meeting with all parents of students with IEPs, it was clear to us that Distance Learning has been extremely challenging and not ideal from their previous experience. We wanted to provide as much individualized support and in person instruction as possible.
2. Due to the nature of Classical Education being that we use core texts and writing on paper, we have tried our best to stray away from sending digital work or requesting work to be completed digitally. Therefore, we needed to organize a system where our parents will be asked to pick up hard copies of packets on a weekly basis. This is also the time for parents to submit their child's completed work. As a result, we had to assign our four campus monitors to take on this project of putting packets together, distributing them to our families through a drive-in model, as well as organizing the submitted work.

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.]

OCCA is accommodating English learners through designated instruction in literacy every day. Although OCCA has not had access to CalPADS as of yet, teachers and administration have reached out multiple times to families to inquire about the needs of OCCA's English learners. OCCA has a full-time Education Specialist who has reviewed all IEPs and reached out to parents to learn more about specific needs that students might have. The Ed Specialist has created a working schedule, along with the support of the classroom teacher and instructional assistants, to provide IEP services in accordance with IEP goals and service minute requirements.

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

| Description | Total Funds | Contributing |
|---|----------------|--------------|
| We have purchased 250 chrome books for students to use for Distance Learning, along with computer carts to carry them on site. Additionally, we have purchased a few hot spots for families who needed Wifi services. | [\$ 75,000.00] | Y |
| We have purchased and created two separate Recording Studios for teachers to use for recording their asynchronous lessons. These studios include: Moving cart, Screen, audio equipment, and improved video equipment for clarity. | [\$ 2,000.00] | 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.]

OCCA is a new charter school, and we were not in open during the 2019-2020 school year. OCCA has already created an Assessment calendar for Benchmark assessments, informal assessments, formal assessments, and report card grading for all grades. Benchmark Assessments include: Math, literacy, and reading comprehension. Informal assessments include: math, literacy, reading comprehension, grammar, science, Latin, recitation, literature, composition, geography, history, PE, music, and art. These assessments will be given regularly in every grade; teachers will record outcomes in order to modify instruction, as needed. Formal assessments include: SBAC, ELPAC, CAST, and CAA for children with special 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.]

During distance learning, EL students lose time to interact with other English speakers, compared to being in the classroom. Because OCCA utilizes a literacy curriculum which focuses on phonemic awareness and orthography. All students, including EL students, will receive synchronous and asynchronous instruction in literacy every day. During synchronous, live, small group sessions, EL students have the opportunity to listen to and speak English. Students with exceptional needs have been supported through synchronous and asynchronous instruction with classroom teachers. They are also being supported by OCCA's Education Specialist and instructional assistants through pull-out small group sessions, and small group sessions with classmates. Students may sign up for office hours, which are consistently offered each week. Teachers are carefully assessing the progress of their classes in order to accelerate when appropriate. Weekly informal assessments are conducted in each class, as well as recorded quizzes and tests. This will help determine when the class can move on in order to progress. Independent work (in paper packets) will also continue to be provided and corrected.

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.]

OCCA's teachers, administrators, and staff are in constant communication in order to address the effectiveness of the services and support during distance learning.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Paper packet distribution (copies), printer, ink, toner | \$ 1,700 | Y |
| [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [\$ 0.00] | [Y/N] |

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

At OCCA, the physical and social and emotional well being of our students is our utmost priority. All staff members have gone through the four weeks of summer training. As part of the summer training, we shared our plans for positive behavioral intervention plans, crisis response plans, and preventative measures of supporting our students socially and emotionally.

Additionally, our school has contracted out with a vendor named Ed Logical, who will provide additional services we may need. This includes our school nurse, counselor, psychologist, Occupational Therapist, Physical Therapist, and others. OCCA will work closely with Ed Logical to provide professional development on mental health related services and training.

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.]

In order to best accommodate all of our families regardless of their personal situations, we have provided several options for our families to participate in Distance Learning:

1. Synchronous learning: In addition to daily morning meetings with the whole class, teachers have scheduled small group virtual sessions with all students
2. Asynchronous learning: Teachers will continue to provide weekly recorded videos to provide asynchronous instruction. They are also collecting students' completed work to keep progress monitoring accordingly

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.]

OCCA has contracted with School Lunch Choice to provide nutritionally adequate meals for purchase to all families. Families who qualify for free or reduced-price meals will receive meals from School Lunch Choice, paid for by OCCA. During distance learning, OCCA is working with all families to ensure they have access to a free lunch for their student. Because OCCA families come from all over Orange County, we are working to ensure they have access to a meal close to their home.

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

| Section | Description | Total Funds | Contributing |
|---------|-------------|-------------|--------------|
| N/A | N/A | [\$ 0.00] | [Y/N] |
| N/A | N/A | [\$ 0.00] | [Y/N] |

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 |
| N/A | N/A |

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.]

The majority of our distance learning focused on language acquisition skills, specifically through literacy instruction. We decided this because we felt that this was the most needed for all students, in particular, our English learners. Given the challenges of distance learning, we wanted to prioritize what our students will be learning during the virtual window that they have with their teachers. Therefore, our focus areas included literacy, literature, poetry, recitation, grammar, Latin Roots, and Math.

In order to provide support for distance learning to our low-income students, we surveyed our families to identify those who needed to rent our electronic devices and hot spots. We also ensured that students had all necessary supplies, and if they needed them, teachers sent those items home.

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

Due to our school being a new school (never been in session until August 2020), we did not have any increases or improvements for this year.