

Learning Continuity and Attendance Plan (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
OCSA	Sally Lopez Dean of Instruction	sally.lopez@ocsarts.net (714) 560-0900 x. 6356

General Information

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

With the beginning of the 2020-2021 school year, Orange County schools remain in a distance learning environment, and as such, OCSA opened school on August 11 in a virtual environment for all students. Over the summer, OCSA staff were trained to offer a quality instructional program through distance learning. OCSA has modified the school bell schedule to provide an environment that allows us to transition quickly between distance learning and in-person learning, should the need arise. Our administration and staff continue to prepare for that shift. As OCSA was already a 1:1 technology device school, we were able to issue Chromebooks to any students who needed one. Our Distance Learning Platform consists of Google Classroom, Zoom, and a variety of other instructional technology tools. Students receive synchronous online instruction, as well as asynchronous learning activities each day.

OCSA administration, with input from our Board of Trustees, staff and the school community, have developed a Learning Continuity and Attendance Plan (LCAP) that dictates attendance procedures in a distance learning environment that follow the guidelines put forth by the California Department of Education.

As OCSA is a performing arts school, its community has been impacted through a reduction in opportunities for students to participate in performances and exhibitions during the pandemic. OCSA has worked diligently to create an inclusive and welcoming campus environment, and OCSA will strive to continue providing a similar environment while in a distance learning mode. As with all California public schools, many of our students have experienced additional struggles to succeed academically in a distance learning environment.

For many OCSA students and their families, the nationwide COVID-19 pandemic has placed new stressors on the family unit. Supporting the mental health needs of students is also of paramount importance in OCSA’s distance learning model.

Finally, it is important to note that OCSA students come from over 100 different cities that span 5 counties in Southern California. Additionally, OCSA is located in Santa Ana, CA currently considered one of the “hot spots” for COVID infection rates.

Stakeholder Engagement

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

Throughout the summer, OCSA engaged its school community in a number of surveys to solicit feedback for fall instruction. Among the surveys:

- Survey regarding learning program preference (Full on-line, hybrid, full in-person) administered to school community June 2020
- Technology survey administered to school community in July 2020
- Yearly end-of-year instructional and school environment survey administered to the school community March and April 2020.
- Instructional program preference survey in August 2020
- Student and parent distance learning feedback survey in August 2020

Additionally, we surveyed families to request feedback for students with disabilities, English learners and others needed COVID related accommodations to ensure we had the necessary support and resources to facilitate success in distance learning.

OCSA published multiple summer newsletters to our school community to apprise them of school opening details since June 2020.

Additionally, OCSA established a School Re-opening Task Force in May, comprised of administrators, teachers, support staff, and parents to advise administration on all issues related to school reopening in the fall. This committee advised OCSA on the elements of this LCAP.

Finally, we regularly monitor an OCSA admin email account where we receive feedback and questions on our school reopening plan, distance learning, etc. as we encourage families to reach out to us through that mechanism.

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

Our monthly Board of Trustee meetings have been held via Zoom since April of 2020. Links to the meetings are publicly available on our website. We will continue to hold our regular stakeholder meetings (PSO, President's Circle, etc...) via Zoom. OCSA does have facilities and technical staff available Monday-Friday on campus for members of our school community to connect to our public meetings if needed.

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

Our students and their families made it clear to us over the summer that the asynchronous distance learning model we implemented last spring lacked engagement and connection among students and teachers. Additionally, students and parents expressed the need for more streamlined communication and instructional technology platforms and assignment due dates. Finally, the feedback stressed the importance of prioritizing students' mental health and balancing the amount of screentime students experience.

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

With this information, OCSA constructed a unique distance learning schedule which provides three weekly live interactions per class while also providing a bit of down time between academic and arts classes. Additionally, OCSA created Teacher, Student and Parent Norms which specify: a single due date/time for all assignments for all classes, synchronous instruction expectations, and classwork/homework limits, to name a few. Finally, OCSA streamlined the use of Google Classroom for all classes.

Based on the results of our Distance Learning Feedback survey in August 2020, the initial distance learning schedule needs to be modified as students reported feeling overwhelmed on Mondays when they have all 8 classes. As a result of this feedback, a modified distance learning schedule will be implemented on September 21st which will also create a smoother transition to hybrid instruction, should that take place.

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.]

OCSA will follow the guidance from the California Department of Education, the Governor’s Office, and other local health agencies in developing plans and a timeline for a return to in-person instruction. OCSA’s focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

Safety: OCSA developed a comprehensive Safety and Reopening Plan and has communicated procedures for staff and students while on campus to create a safe learning environment for all. The hybrid instructional model allows for the gradual introduction of students and staff back to campus. Implementing this model allows us to split the student population into two cohorts when we return to in-person instruction, thus allowing for only half the student population on campus at any given time, while ensuring maximum in-person learning time for all.

Academic Success: OCSA’s revised learning schedule (Phase 1B) will facilitate a smoother transition to hybrid instruction, should that take place. This new schedule provides three academic blocks and two conservatory blocks Monday through Thursday, and then all six academic blocks on Friday and allows for three learning opportunities each week with all academic classes. Professional development was provided to all teachers through a week long summer intensive to ensure quality instructional programming.

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. OCSA will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation through our school counseling program and school psychologists.

For students with disabilities and others identified as being at-risk for experiencing significant learning loss, OCSA will use our Student Success Team (SST), Section 504 team, or Individualized Education Program (IEP) team process to determine the following:

1. The need to offer compensatory services to address any learning loss
2. The need for Extended School Year (ESY) services to extend specialized academic instruction and related services into the summer of the 2020-21 school year
3. The need to make IEP or 504 related services available through in-person instruction following the state approved cohort model

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

Description	Total Funds	Contributing
Purchase cameras and headsets for hybrid instruction	\$52,000.00	N
Purchase campus signage for campus safety and health protocols	\$ 5,000.00	N
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	\$ 19,000.00	N
Upgrade bandwidth	\$16,000	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.]

OCSA adapted its 2020-2021 learning schedule to support the potential pivot from distance learning to in-person education while also prioritizing student mental health and wellbeing. This schedule allows OCSA to effectively pivot between distance learning and in-person instruction without having to change the schedule; students and staff will have a consistent schedule throughout the school year, whether engaged in distance learning or in in-person instruction, and the instructional day is slightly shorter with consistent breaks for recharging.

OCSA will utilize Google Classroom and Zoom to deliver high quality instruction throughout the school year. Students will have a combination of both synchronous and asynchronous learning activities to engage with and will utilize a variety of instructional technology tools including Actively Learn, Pear Deck, Gizmos, Gale Database, etc. to support their learning. Professional Development was provided to staff on how to utilize the various instructional technology tools, as well as the expectations for Google Classroom and Zoom to ensure consistency in use and a streamlined experience for students and parents. Students and parents were provided a video tutorial explaining how to access their classes through Zoom and Google Classroom to ensure a successful launch in the fall. Additional instructional materials were purchased to ensure high quality learning experiences; examples of these include world language digital readers, and two virtual lab programs, Glzmos and Pivot Interactives.

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.]

Prior to the start of distance learning in March 2020, OCSA was already a one to one technology campus, with sufficient Chromebooks and charging carts deployed across the campus. This on-campus equipment enabled the school to quickly pivot and issue devices to ensure all students have access to a connected device at their home as distance learning continued.

Throughout the spring semester and during preparations for the start of the 2020-2021 school year, OCSA administration and the IT Department surveyed students and families with technology surveys to assess each student's technology needs. Responses to the surveys were communicated directly to IT staff to prepare/issue equipment to students (Chromebooks, drawing tablets, desktop machines, and wireless hotspots). Furthermore, information submitted opened another communication avenue so OCSA staff could ensure that families who continued to have connectivity and bandwidth issues received support to address their concerns.

During the school registration week, requested technology was curated with other school materials like textbooks and art supplies so students could be equipped to start the school year successfully. Additionally, OCSA staff created several orientation videos covering topics such as student and parent norms, how to access Zoom, Google Classroom and AERIES, and how to receive assistance with social emotional support during distance learning.

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.]

Certificated teachers evaluate student progress through a mix of monitoring live synchronous check-ins and monitoring student progress through asynchronous assignments, projects and assessments. OCSA certificated instructors have been trained how to use AERIES to track

student attendance in daily synchronous instruction and to evaluate students daily and weekly synchronous and asynchronous progress toward engagement.

OCSA has put together a three-tiered intervention plan to respond to pupil progress and engagement. Tier One includes students who are regularly participating in synchronous and asynchronous instruction as determined by teachers at 60% or above. In Tier One, student concerns over attendance progress and participation are handled through teacher contact. Teachers check in with students through a variety of methods (Zoom, Google Classroom, AERIES, AERIES Communications, and email) and can follow up with students as needed.

The OCSA Attendance Office team works with teachers on a daily and weekly basis to track student attendance and progress, and students who are determined by teachers to engage in synchronous and asynchronous at less than 60% are moved to Tier Two of our intervention plan. In Tier Two, our Attendance Team, comprised of our attendance staff, teachers and counselors, and technical support staff engage students and families that demonstrate a lack of engagement. The Tier Two team will develop a plan for engagement with the student and family, confirm that all contact information is current, ensure access to technology, and possibly provide weekly or daily check-ins with students to support engagement.

Students who demonstrate weekly engagement at 30% or less as determined by their instructors are moved into Tier Three of our intervention plan. In Tier Three, students and their families meet with an OCSA administrator or counselor, write up a formal attendance and engagement plan, troubleshoot technical issues, and receive a daily check-in and check-out. Students who are in Tier Three of our plan can also be brought on campus for in-person instructional support. Furthermore, students in Tier Three can be referred to a Student Success Team (SST) evaluation, which could result in recommendations for section 504 or special education support.

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.]

On August 3rd, OCSA launched a series of mandatory and optional tutorials to prepare teachers and staff for distance learning. Topics covered included:

- [Google Classroom](#) and Aeries expectations to ensure a streamlined approach to posting assignments, communicating daily agendas and posting remote meeting information.
- Distance Learning Foundations emphasizing the importance of community building, scaffolded instruction and chunking assessments
- Student and [teacher](#) distance learning norms to establish consistent due dates, homework/classwork policies, etc.
- Supporting Students with Special Services during distance learning including how to access Section 504 and IEP related goals and accommodations.
- OCSA teacher-created tutorials for Distance Learning tech tool or discipline-specific best-practices. Tutorials included training on Zoom, Actively Learn, Pear Deck, Assessment Tools, SEL, Google Classroom tools, Virtual performance classes best practices, Visual Arts Tech tools, Music class tech tools, Creating Video Lectures and Virtual Dance classes best practices.

Between August 4th and August 7th, OCSA administration hosted fifteen different [sessions/webinars](#) in which:

1. Teachers could discuss and ask questions corresponding to the topics covered in the tutorials outlined above.
2. Administration hosted open office hours-(administrative office hours have continued as a weekly offering for teachers).
3. New staff were educated in OCSA's history and culture
4. The year's goals and main themes were outlined to all teachers and staff

This year, OCSA teachers will also have the added support of tech mentors who are available for the duration of the Distance Learning period. Tech Mentors are academic and arts teachers who have expertise in specific tech platforms/tools and are available for individual support to any teacher who may need additional support.

Staff Roles and Responsibilities

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

While the duties of our teachers, instructional aides and staff on campus have not changed, their day does look different. Our special education and Section 504 teachers and staff are adapting to IEP and 504 meetings in a virtual environment, and our teachers are adapting to distance learning classrooms and supporting students in a virtual environment via Zoom and email communications. Our school counseling team and psychologists are meeting with students through Zoom to facilitate college planning meetings, provide social/emotional support, etc.

With the implementation of our schedule for the 2020-2021 school year, a small number of teachers who teach some of our non-academic elective classes had their hours reduced. To ensure their continued compensation, we have incorporated paid collaboration sessions which will enhance the instruction they are providing to their students.

OCSA has three Licensed Vocational Nurses on staff. In an in-person instructional environment, their day is quite busy attending to the health needs of our students. While they still attend to these duties to some extent in a virtual environment, they have more availability to assist in routine clerical support.

OCSA's campus security team has also taken on additional responsibilities to help with daily health screenings of all staff and school visitors. Once staff and students have been screened, they are provided access into the building.

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.]

OCSA is committed to supporting English learners (EL) during distance learning by providing online resources that utilize and embed English Language Development (ELD) strategies to assist students with their academic needs. In addition to these online resources, designated ELD curriculum is offered through iReady. Integrated ELD is offered across all subject areas with the use of online instructional technology resources, specifically Actively Learn. Rosetta Stone accounts may be offered to ELs to learn English, as well as other languages. To ensure EL students are showing growth in the area of reading, regularly scheduled i-Ready assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. OCSA has allocated a class section dedicated to EL students that require language development direct instruction taught by an OCSA English teacher.

To support the needs of pupils with exceptional needs, OCSA implemented a Distance Learning Emergency Accommodation/Modification Plan. This plan establishes distance learning specific accommodations for the learning environment, assignments and assessments for all students with a SST, 504 or IEP plan. Additionally, many of the teacher and student norms established for all students were designed to support students with special needs as well; this universal access design approach will help to create a positive learning environment for all students. OCSA has also allocated 14 sections of academic lab/study skills elective classes to support the academic learning and inclusion needs of students with disabilities. An additional 7 sections of reading, writing, and math skills development classes are available to students with disabilities. Two co-taught math sections have been established for our 7th grade students as this is their first entry point into the OCSA math curriculum. One additional section of specialized academic instruction collaborative support was added into the master schedule to allow for collaboration between a special education teacher and general education teachers to support the development of curriculum, instruction, and behavioral supports. Special Services teachers and paraeducators actively support student learning via zoom classroom sessions and individual breakout rooms.

Our counseling team works with students and families to provide support for students in foster care or who may be experiencing homelessness. They work in collaboration with our McKinney-Vento liaison to ensure resources are available to students who need them.

In the Pupil Participation and Progress section, our three tier intervention program was described, and that is the initial entry for further support for students during distance learning.

Finally, the distance learning Phase 1B schedule, has set aside time on Fridays to provide additional support for various student groups including students with special needs, and English Learners. These support services can be offered virtually or in-person, depending on student need.

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

Description	Total Funds	Contributing
Professional Development on Distance Learning Foundations, Instructional Technology, and Health and Safety	\$17,000.00	Y

Instructional Technology - Gizmos, Actively Learn, Go Formative, Pear Deck, Pivot Interactives, Gale, etc	\$55,000.00	Y
Online curricular resources - World Language readers, EMC textbooks	\$10,000.00	N
iReady - assessment and intervention platform for math and ELA	\$3,000.00	Y
Purchase Co: Writer and Snap and Read	\$1620.00	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.]

OCSA will use the SBAC assessments to assess for learning loss as well as various and regular common assessments across ELA and Math departments. OCSA will utilize our iReady assessment and intervention system to address learning loss with targeted students in need. The hope is to expand the use of the assessment data to better track student progress and identify areas of learning loss and need.

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.]

In the same way our teachers have always differentiated instruction, they will continue to do so and with additional support and professional development in place. Students with specific needs (English learners, low-income, foster youth, students with exceptional needs, and those experiencing homelessness) will be targeted for intervention once we return to full-day instruction. Students with special needs will also be able to double up on academic lab time with education specialists to address these needs. The Board will address and approve requests to delay physical education or health requirements to online modalities or summer programs in order to make room in students' schedules for additional learning and catching-up time. OCSA will use monies associated with learning loss made available through our Special Education Local Plan Area to provide targeted interventions through our Student Services and Special Services staff.

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.]

All learning loss supports will be used and evaluated based on regular and consistent use of the SBAC assessment results and other curricular common assessments.

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

Description	Total Funds	Contributing
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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.]

Supporting mental health and social/emotional well-being of students:

- Counselors have drop-in virtual counseling office hours each week which occur outside of synchronous instruction.
- New Student Meet and Greet scheduled via Zoom by our counselors for each student new to our campus.
- Academic Intervention Meetings with students/families who demonstrated struggle in distance learning last semester.
- Counselors are available for scheduled virtual meetings 1:1 with students/parents/families
- Counselors regularly meet and collaborate with OCSA's Special Service team to discuss individual student needs
- Counselors invited to IEP meetings to enhance collaboration
- Counselors referring students, as needed, to new schools psychologists
- School counseling contact information posted on our school website
- Mental health resources and outside counseling referral list is posted on our school website

Supporting mental health for Staff:

- Weekly drop-in office hours for staff with the administrative team via Zoom.
- While many of our teachers are working from home, teachers are aware that if they are more comfortable, they can work from their rooms on campus. We have an established protocol for checking-in temperature checks and sanitation.
- Weekly communication of Administrivia
- Mental health strategies for staff were embedded in our professional development.

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 the Pupil Participation and Progress section, our three-tier intervention program was described, and that is the initial entry for further support for students during distance learning. We have staff members available to provide translation services in Spanish and Mandarin. Additionally, our Aeries Communication system translates communications into the preferred language.

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.]

OCSA manages food services internally. As a regional charter school, OCSA enrolls students from across Southern California, with students attending from more than 100 different cities. Because of this, many of our students do not have the need for school nutrition services through us while they are engaged in distance learning, as we are not their neighborhood school.

With that said, OCSA continues to offer food and nutritional services to our students who need this support. Families contact OCSA Food Services each week with their anticipated needs for the following week. Weekly breakfast and lunch meals are prepared and distributed on Mondays through a drive-thru pickup service to maintain social distancing and health protocols.

Once OCSA returns to in-person instruction, our kitchen will be fully staffed in order to provide food services for students on campus and those who select to continue distance learning.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Hire two school psychologists to help meet the mental health needs of student population	\$240,000	Y

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
2.4%	\$476,164

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.]

OCSA recognizes the importance of identifying the needs of foster youth, English learners and low-income students when prioritizing and designing its school program. 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. This was especially important when considering how distance learning instruction would be delivered and accessed by families. Before we could begin thinking about the programs and content being delivered, we had to ensure that all students had access to the content. Many of the instructional technology tools we have implemented are available to all students, but they have specific built in tools and scaffolds to support some of our most vulnerable learners.

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

This unprecedented time is an opportunity to reflect on current practices and how OCSA is doing to meet the needs of all students. Throughout this process, special care was taken to ensure a high quality program was maintained, and to increase and improve the services for foster youth, English learners, and low-income students. It was of utmost importance to ensure all students, especially our low-income students, had the technology and resources they need to engage in distance learning. As such, Chromebooks and Internet hotspots were issued as needed. Based on feedback from the spring, ensuring students were supported and provided scaffolded instruction while completing assignments remotely became a big priority. As such, professional development was provided to all teachers on how to scaffold instruction to support the variety of needs in their learners, with a large emphasis being placed on Actively Learn. The use of Actively Learn is an exceptional instructional technology tool that improves the services of our English Learner and low-income students but can also be

utilized by all of our teachers and students to support learners engaged in reading texts and watching videos. The program embeds numerous scaffolds and supports, including translation, definition, and guided questions, and can be differentiated based on student needs. Additionally, other instructional technology tools are utilized to provide students equal access to content and learning experiences. Gizmos and Pivot Interactives, for example, are online lab based simulation programs that enable students to engage in lab style learning experiences. Co:Writer and Snap and Read are two additional supports targeted towards English Learners that provide translation, text to speech, and word prediction capabilities. Instructional technology tools were selected based on their ability to support the needs of English learners and low-income students. Finally, iReady is a math and English based assessment and intervention program that is utilized to provide baseline assessment data and targeted intervention to identify and address students' skill gaps and learning needs.