Learning Continuity and Attendance Plan

Presented for Board Approval on September 23, 2020
OCEAA Board of Directors Special Meeting

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General Information

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

OCEAA is a TK-8 charter school specializing in dual language immersion and arts education and serving a diverse population that is 47.3% English Learners, 7.7% Students with Disabilities, 68% Socioeconomically Disadvantaged and 5% Homeless. Our school's closure to address the COVID-19 emergency had a tremendous impact on our program, students and families. Programmatically, we quickly pivoted from classroom-based instruction to non-classroom based instruction with an early emphasis on student connection and wellness. Social interaction is an essential element of dual language learning, so the loss of extended time for immersion in the target language with classroom supports is significant.

When academic instruction resumed it was based on scaled back content maps focused on priority standards in math and literacy. Recognizing that both parents and teachers (who were also caring for their own families) would not be able to organize their lives around full school days, live instruction was limited to 30-60 minutes daily for grades TK-2, and 60-90 minutes daily for grades 3-8. Students were impacted in different ways: some students who struggled with attention and focus thrived in the blended learning environment, while some students who were successful in traditional school were less so learning remotely. The transition was most challenging for our special education students.

The after-school programming supported by the ASES grant was suspended and staff reassigned to support tracking device needs and checking out devices, and to provide virtual instructional aide support to teachers and students.

Survey results show that parent feedback to our emergency distance learning program is positive and appreciative. Students falling behind academically is the highest concern for parents. Other important concerns are the prospect of continued social isolation should we not be able to bring students into the building at least part time next year, as well as the struggle to provide home the support and supervision needed. We are continuing to use formal and informal parent engagement opportunities (Surveys, Coffee Chats, ELAC, SSC, FSO) to create a responsive reopening plan.

Stakeholder Engagement

OCEAA has been actively seeking out the experiences and needs of our families, staff members and communities. Through virtual Coffee Chats and surveys, OCEAA sought input on distance learning, reopening paths and technology access for the 2020-2021 school year. Notices for these engagement opportunities were sent through multiple formats and languages, including emailed bulletins, ClassDojo, and social media. As school resumes in the fall, OCEAA will continue to engage the school community through virtual SSC, ELAC and other school working groups. As we face a school year that will require both distance and in-person learning, regular engagement and feedback from our stakeholders will be critical.

Surveys: Parents had the opportunity to respond to three bilingual surveys: 1) Parent Learning From Home Survey administered in June - over 200 responses, results were presented to parents and the OCEAA Board; 2) Parent School Reopening Survey administered in July - about 84% participation rate; results were presented to parents and the OCEAA Board 3) Technology Needs Survey administered in July - all families completed this during annual enrollment. Staff were surveyed on reopening plans, childcare needs, and telework options. Certificated staff completed a routine feedback form at the conclusion of their June 4 professional development day; over the summer they were also provided updates by email and invited to comment on early versions of reopening plans.
Bilingual Coffee Chats with Administration were held May 27, July 2, July 31, Aug 20 and Sept 3 on Zoom; recordings were posted on YouTube and social media for parents who could not attend. School Site Council (June 2 and Aug 31), and English Learner Advisory Committee (Sept 4) reviewed aspects of the plan relevant to their roles. The draft Learning Continuity and Attendance Plan was posted online for public review and agendized for public hearing at the regular public board meeting on Sept 9th. It will be agendized for adoption at a special public board meeting held on Sept 23.

The Instructional Leadership Team (teachers, coordinators and OCEAA's School Director) met from June 23-June 26 to develop an instructional vision and initial plan for a hybrid model reopening aligned with our program mission and goals.

Stakeholder engagement activities were promoted across all school communication systems, including: ClassDojo, School Messenger (emails and phone calls), OCEAA's website, OCEAA's Facebook page, OCEAA's Instagram. All public meetings are held over Zoom, publicly posted, with links and access codes emailed and posted appropriately so stakeholders could join and participate. Meetings are recorded and posted on OCEAA's YouTube feed and accessible via our website, Facebook and Instagram platforms.

Data from the Parent Learning From Home Survey indicated that "Falling behind academically" was the top concern among parents regardless of income or home language status, with "Child interaction with students" being the next highest concern. 14% of FRL eligible parents reported not having enough devices at home or sometimes not knowing how to use the provided hard/software. The Parent School Reopening Survey results indicated roughly half of our parents preferred a full distance learning school start due to COVID concerns - shortly afterwards the Governor's July

17 directives made distance learning the only option for the start of school based our county health data. (Teachers were clear that distance learning was the safer, if not preferred option for starting the year.) Equipping families with multiple devices and connectivity to support full participation in a distance learning program came through as a need from our Technology Needs Survey.

Coffee Chat parent feedback covered a range of operational issues related to on-site instruction, such as disinfecting routines, lunch/recess supervision, mask wearing, etc. Because COVID transmission rates are higher in Santa Ana than in the county as a whole, many parents remain concerned about sending their students to school. Another concern was scheduling of the academic day in a distance format so that parents were not overwhelmed and students were not on screens all day; a related concern was coordinating siblings in a proposed A/B cohort hybrid model. Due to OCEAA's transition from SAUSD to El Dorado SELPA, parents of students with special needs had additional questions about the SPED staffing and services. Parents of English learners expressed concern for their students being able to reclassify and earn the OCDE biliteracy awards. Instructional Leadership Team members were committed to prioritizing students' social emotional wellness, ensuring students had access and support to engage in deeper learning content, and engaging students in meaningful curricular projects.

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

Stakeholder input had a direct impact on the sequencing and pacing of offering in-person instruction. Parent feedback through surveys, Coffee Chats and leadership teams had direct impact on the plans for Continuity of Learning, Access to Devices & Connectivity, Pupil Learning Loss, Mental Health and Social Emotional Well-being, and Supports for Pupils with Unique needs.

The Instructional Leadership Team divided into 3 subcommittees, developed Theories of Action to inform planning and professional development activities in the areas of Crew/Social Emotional Learning, Deep Instruction, and Case Study Projects. These sub committees had direct impact on the plans for Continuity of Learning, Pupil Learning Loss, Mental Health and Social Emotional 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.

OCEAA is evaluating the best date for students to return to on-campus learning in some form. While countywide transmission rates are decreasing, it's important to note that Santa Ana remains a hotspot, creating the need for additional caution in planning for in-person offerings.

It is the goal of our Instructional Leadership Team (ILT) to design in-person instructional offerings that adhere to both our EL Education-inspired vision and our 90:10 dual immersion program model. It is accepted as a given that requirements for social distancing measures require, at best, a cohort model where both in-person instruction and distance learning will take place concurrently.

An initial plan utilizing an A/B cohort model for in-person instruction was developed by the ILT in June. Since that time, legislation established guidelines for distance learning, the Governor released metrics requiring Orange County schools to start the year in distance learning, and

California Department of Public Health (CDPH) issued for guidance for delivering "necessary in-person child supervision and limited instruction, targeted support services, and facilitation of distance learning in small group environments for a specified subset of children and youth."

The initial plan has been re-evaluated in light of those changes and with a better understanding of the complexity involved in undertaking in-person cohort instruction concurrent with distance learning while being compliant with various mandates. The flow map below outlines this sequence of gradually expanding in-person offerings with a goal of returning to normal operations in the future.

DISTANCE LEARNING	PRIORITY COHORTS	A/B COHORT IN-PERSON	FULL IN-PERSON + RESTRICTIONS	FULL IN-PERSON UNRESTRICTED
100% remote learning from home Combination of daily live interaction and independent work	Students with the highest needs access the distance learning program from school. Health and safety protocols in place	Up to 50% of students learn at school on a rotating schedule Blend of in person and distance learning Health and safety protocols in place	100% of students learn at school Continued use of technology for blended learning Health and safety protocols in place continue to restrict activities	100% of students learn at school Continued use of technology for blended learning Unrestricted, normal operations
Now	Oct 12	expanding to capacity Nov-Jan		

OCEAA will consult the CDPH issued guidance and the Governor's Office supplemental FAQ for how and when to begin Priority On-Site Support. Community engagement on the best timing and structure for in-person offerings is ongoing as of the posting of this draft.

To address learning loss our Multi-tiered System of Supports, ongoing assessments and progress monitoring procedures will be in place to evaluate current skill levels and to provide intervention services as needed, including small group instruction and individualized support. All students will participate in the Renaissance STAR assessments in math and reading 3 x per year. This platform is used to administer initial online assessments to determine each child's reading and math level, and identifies next steps for each student in personalized instruction and practice that is appropriate for their needs. Detailed reports are provided for teachers and support team members to identify which students are performing below grade level, their specific areas of need, and their rate of growth over time.

OCEAA also utilizes the Illuminate student assessment system to view student assessment data, including performance on diagnostic assessments,

unit tests and other formative assessments, and State assessment results. Student achievement data is reviewed regularly by the classroom teacher with the support of the Math and Literacy and English Learner Coordinators. Intervention services are planned accordingly, including small group instruction and targeted supports. These actions are ready to be implemented during distance learning, and will continue when in-person instruction can be offered.

Regardless of how in-person instructional offerings are launched, OCEAA's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
Face Coverings: Wearing a cloth face covering is required for all OCEAA staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

Ventilation and Air Flow: All HVAC filters 2-3 times per year, an increase to the current practice of once per year. OCEAA will run HVAC fans continuously throughout the 24 hour cycle, including when doors are open. Doors will be kept open, when possible, to increase airflow.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home. Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified. To the greatest degree possible, instructional scheduling will maintain stable student cohorts with no mixing of student groups, and with teachers traveling between classrooms rather than students changing classrooms.

Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

Recess and PE: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact. Activities will be limited to those that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Disinfection and PPE: Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Health Screening: Staff and students will be provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering the site are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Orange County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

OCEAA will continue to communicate with parents/guardians regarding plans and to solicit their input regarding in-person instructional offerings.

Actions Related to In-Person Instructional Offerings

Description Total Funds Contributing	Total Funds	Contributing
1.01 PPE for Staff and Students: Personal protective equipment including masks for adults and children, face shields, and sneeze guards will be purchased to ensure safety of students and staff.	[$35,000.00] [LLMF]	No
1.02 Custodial Supplies for Sanitization Protocols: Sanitation and safety equipment and supplies will be purchased, including cleaning solution, wipes for school offices and classrooms, disinfectant foggers and sprayers, gloves, hand sanitizer, and hand sanitizer dispensers.	[$16,875.00] [LLMF]	No
1.03 Health Screening Supplies: Health screening tools will be purchased including the Company Nurse daily health screening program and thermometers.	[$1,200.00] [LLMF]	No
1.04 Technology to support hybrid instruction: Possibly Swivl cameras	[$35,440.70] [LLMF]	No
1.05 Support for Homeless Students (In-Person & Distance): Priority access to daily on-site supervision for students experiencing homelessness so they may access the distance learning or hybrid learning program model successfully.	[$ 1,865.30] [LLMF]	Yes

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.

Following Governor Newsom's July 17 directive, OCEAA began the school year on August 17th with a full distance learning program in place. Student learning schedules were developed to meet the developmental needs of elementary and middle school students and meet the state's

requirements for distance Learning, and to meet the need for families to have predictability, consistency and flexibility in learning schedules. The first 4-6 weeks of school will focus on foundational synchronous and asynchronous learning routines that will continue when we transition to a hybrid model of instruction. Beginning in mid-September, optional online enrichment activities and Math/Literacy intervention groups will be implemented from 1:30-4:30pm. Additional hours for a general education school counselor supports the effort to maintain continuity of instruction between models as a member of the Multi-Tiered System of Supports Team and Attendance and Engagement Team (details below in the Mental Health and Social and Emotional Well-Being section).

Elementary (TK-5) Learning Schedule: Meets minimum instructional minutes through a combination of synchronous and asynchronous instruction TK-K = 180; 1st-3rd = 230; 4th- 5th =240. From 8:10am-11:50am, students participate in 180-190 minutes of instruction that includes interaction with their teachers and classmates; grab and go meals are ready for pick-up between 12:00-2:00pm.
- Combination of whole and small group learning
- Lessons are focused on character development & social emotional wellness, math, literacy, ELD, and case study projects
- Math and literacy lesson videos will be available for viewing at a later time
- After lunch, students in grades 1-5 continue to work independently at a time that works best for them; teachers communicate with families and respond to student work during support times.

Middle School (6-8) Learning Schedule: Includes 260 instructional minutes + 40 minute lunch break (exceeds state minimum of 240) From 8:10am-1:40pm, students participate in 260 minutes of synchronous and asynchronous instruction and interaction with their teachers and peers. An A/B block schedule is used 4 day per week so that students have fewer daily class changes. On Wednesdays, all classes meet for shorter periods and arts specialists provide arts instruction. The learning schedule includes designated ELD and Case Study periods.

OCEAA's distance learning program maintains fidelity to the 90:10 two way immersion program model, and aligns with the 3 vision statements to ensure continuity of instruction with cohort-based in-person instruction or distance learning methods of delivery:

1. Structure and Culture of Crew in Distance Learning: All grade levels have synchronous daily Crew meetings focused on relationship building and character development. Students will access the same scope and sequence of Crew learning targets regardless of the method of delivery.

2. Ensuring joy, challenge, and personal relevance in the academic curricula students experience in Distance Learning: All grade levels have dedicated synchronous and asynchronous time each week to explore meaningful topics in depth through case study projects in science, social studies and the arts. As a lead case study project that is responsive to current events, arts specialists have planned instruction around the theme of personal identity; teachers will integrate and extend the exploration of this theme through science, social studies and literacy content lessons. Standards will be prioritized through a 'less is more' approach and planning will utilize the The 4 T's (Topic, Task, Targets, and Text) to ensure alignment between standards, instruction and assessment. Supporting online platforms and materials: STEMscopes NGSS 3D, NewsELA, Facing History and Ourselves, The California Education and the Environment Initiative (EEI) Curriculum, CK-12 FlexBooks)

3. Strategically blending online and face to face learning to deliver deep instruction that challenges, engages, and empowers students towards purposeful and effective learning in two languages in Distance Learning: All grade levels have dedicated synchronous and asynchronous core content blocks dedicated to math, literacy and ELD. OCEAA is taking steps to ensure that its core curriculum programs in math, Spanish language arts and English language arts have online components that support standards-based learning regardless of the method of delivery. Teachers will teach routines for asynchronous learning during the first weeks of school so that synchronous time can focus on higher level thinking activities (such as grapple problems in math and close reading in language arts) and small group instruction. Supporting online platforms and materials include, but are not limited to: Zoom, Seesaw, Benchmark Adelante, Conjuguemos, Eureka in Sync, Zearn, XtraMath, Freckle, EL Education English Language Arts Flex Curriculum, Accelerated Reader)

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.

Recognizing that students may need to transition from in-person, hybrid or distance learning delivery models at any time, the decision to bring our student:device ratio to 1:1 (plus hotspots as determined by survey needs) was made in June.

Students without access to the internet, an iPad (TK-K) or Chromebook (1st-8th) will be able to check out a device or hotspot from OCEAA during the second week of August. During registration, families were surveyed for their technology and WIFI needs. Information about free and reduced internet services will be shared with families through email, social media, texts, newsletters, and calls home.

OCEAA has a technology support "Help Line," accessible 5 days a week, where families and students can call or email for assistance and receive support in Spanish or English. Staff will provide virtual training and recorded tutorials in Spanish and English to support parents in accessing technology to monitor their students' progress. As new platforms are selected to enhance instruction or communicate with students, additional parent training will be offered.

During distance learning, students experiencing homelessness will be offered space in OCEAA's staff on-site childcare program so that they can have stable connectivity and routines for accessing the distance learning program. When a hybrid model begins, these students will be offered the option to learn on campus 5 days per week.

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.

OCEAA students will have daily live contacts and synchronous instruction from their teachers during each day of Distance Learning. Student work will be aligned to content area instruction and grade level standards and be comparable in time-value and quality to that delivered during in-person instruction. Time value will be measured based upon the grade- level content, task complexity, and estimated time for student completion of each assignment.

OCEAA will develop an engagement tracking and reporting system compliant with legislative intent, which will record student attendance and participation in the synchronous instruction and asynchronous work submission. Teachers will assess student progress using formative assessments during instruction, student work products submitted via Seesaw, unit tests and other assessments administered through various tech platforms (Illuminate, Flipgrid, Renaissance, G Suite, etc.).

Standards-based grading is in effect during distance learning. Assignments and grades are aligned with the standards the Learning Targets address. Students and parents can view regular feedback on assignments in Seesaw Portfolios. Summative assessments, such as online exams, projects, and presentations will be graded using four-point standards rubrics. Summative assessment scores are entered into PowerSchool and can be viewed by parents with their PowerSchool accounts.

Report card grades will be provided at the end of each trimester whether distance learning, on-site learning, or a combination is in effect. Students are graded in academic achievement and citizenship. Academic standards levels from 1-4 represent current levels of student achievement as described in the California and Common Core State Standards. Citizenship grades represent achievement in OCEAA's habits of character and habits of work: Perseverance, Integrity, Collaboration, Compassion, and Courage. Students will receive E, S, N or U letters on their report cards for the select Habits of Character each trimester. Academic and citizenship grades are reported separately to ensure the information shared in report cards provides meaningful information about student progress.

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.

Pre-service professional development topics were determined by the Instructional Leadership Team to align with our reopening vision:
- Virtual Crew resources, Learning Target scope and sequence, collaborative lesson planning
- Adapting core math and literacy instructional routines for distance learning to meet prioritized standards & Learning Targets
- Using Zoom tools for student engagement
- Designing, assigning and assessing student work in Seesaw
- Designated and Integrated ELD

Ongoing PD takes place weekly on Wednesdays from 2-4pm and is scheduled by the Instructional Leadership Team, whose members include classroom teachers, curriculum specialists in math, literacy, technology and ELD, and the School Director. Feedback is solicited regularly from teachers to determine support needs to be provided by specialists, teacher leaders, or outside experts as needed.
- As part of our contractual partnership with EL Education, a designated EL School Designer provides OCEAA with intensive consultation and training to support the implementation of crew, student engaged assessment, deeper learning and integrated case study projects.
- To strengthen our ELD practices, we have contracted with Rosa Molina, Executive Director of the Association of Two-Way & Dual Language Education,

for a series of trainings and consultations, the first of which took place on August 13.

To ensure continuity of learning and student access to a full curriculum regardless of the method of delivery, OCEAA specialists have identified key digital tools and platforms for increasing our capacity to strategically blend instruction in both Spanish and English, including:

- Freckle by Renaissance, differentiation platform for Math (Spanish), ELA/ELD (English)
- Science & Social Studies: STEMscopes NGSS 3D, EEI Curriculum, CK-12 FlexBooks (Spanish and English), NewsELA (Spanish and English)
- Math: Eureka Math in Sync (Spanish and English), Zearn (English), XtraMAth (English)
- Spanish Language Arts: Benchmark Adelante, Conjuguemos, Accelerated Reader, EPIC
- English Language Arts: EL Education ELA Modules, Accelerated Reader, EPIC

Staff Roles and Responsibilities

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

Distance learning will impact the roles and responsibilities of all OCEAA team members. When on site in any capacity, all staff are responsible for actively modeling and supporting all required public health measures including mask wearing, social distancing, and handwashing. Other staff-specific adjustment include, but are not limited to, the following:

School Director	Classroom Teachers
- Provide coaching and support for virtual instruction - Coordinate master scheduling that adheres to the Language Allocation Plan and meets legislative distance learning requirements - Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning - Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night or Coffee Chats held in a virtual manner	- Virtual classroom instruction, including Zoom meetings and implementation of a learning management system (Seesaw) - Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night or Student Led Conferences held in a virtual manner. - Maintenance of Student Attendance and Engagement Logs - Communication/interventions in collaboration with MTSS team to address the needs of struggling or disengaged students
Coordinators - Provide coaching and general support for virtual instruction - Support teacher teams with curriculum guidance, core instructional routines and data cycles for virtual and blended instruction - Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as RtI conferences, ELAC or Coffee Chats held in a virtual manner Ed Specialists/Speech and Language Pathologists/Instructional Assistants	School Psychologists/Counselors - Virtual crisis Intervention for students, families, and staff - Virtual tiered behavioral and social-emotional learning supports to students and families - Virtual parent support for maintaining student focus during online instruction - Virtual Crew/Social Emotional Learning lessons for small groups - Virtual trauma support - Virtual home visits

- Individualized Education Plan (IEP) services to students delivered virtually or telephonically - Facilitate IEP meetings virtually	Virtual assessment when appropriate
Office Staff and Health Clerk - Coordinate school-level Engagement Team to provide outreach to students who are not participating in daily instruction - COVID case procedures and reporting - Daily staff & student screening - COVID health education and training - Phone calls home for absent students - Identification of barriers to attendance and communication to the Engagement Team - Mandated Health Department reports	Paraeducators - Support small group online learning sessions with teachers - Prove small group interventions after distance learning - Assist with phone calls to parents of absent students - Preparation/distribution of learning materials - ELPAC testing supervision and support - Support other units as needed - Supervise staff childcare program
Custodial and Maintenance Staff - Maintenance, cleaning, and sanitation of all facilities per health guidelines - Move & store furniture to create socially distanced classrooms	Food Services - Meal preparation & packaging for curbside distribution - Supervise staff childcare program
KEDS/ASES staff - Provide student to students by referral in accessing distance learning during the school day rather than after school - Supervise staff childcare program - Support other units as needed	Playground Staff - Create virtual recess and PE activities through a Bitmoji classroom or choice boards - Supervise staff childcare program - Support other units as needed

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.

English Learners: Supports for English learners include English Language Development, both integrated during instruction and during a designated learning time, and scaffolds and supports during classroom instruction. Assessment and reclassification procedures will be maintained to ensure careful monitoring of student language proficiency. Interventions and supports for students at risk of being long-term English learners will be maintained, including targeted small group lessons. Student subscriptions for the Freckle by Renaissance ELA/ELD differentiation platform have been purchased for all ELs in 3rd grade and up as a supplemental curriculum resource that will provide differentiated instructional activities in word study, vocabulary and language based on benchmark assessments.

Struggling students referred to the ASES program: Program staff reviewed attendance logs from spring, teacher referrals, and registration information indicating youth experiencing homelessness to identify students most likely to need initial support with distance learning. ASES staff are assigned to a grade level 'caseload' cohort and become a point of contact for supporting those students during synchronous or asynchronous instruction, establishing parent communication and support for maintaining daily routines for school attendance, and connecting student and parents to other school supports as needed. OCEAA's Homeless Liaison will coordinate with the ASES team to ensure that emerging youth experiencing homelessness are included in these support cohorts whenever possible.

Students with Disabilities: OCEAA will schedule Interim (30-day) IEP meetings for all special needs students to review goals and services, introduce parents and students to our new Special Education team, and make a contingency plan for remote service delivery during distance learning. This includes specially designed instruction, provision of accommodations, and teletherapy. The Special Education team has access to all program digital platforms and tools to use with their students. In addition, Ed Specialists and Instructional Assistants will hold daily consultation time in the afternoon to provide additional support to students with special needs and their parents.

Students and families who are experiencing homelessness can receive services such as medical, vision and dental assistance, housing support, and transportation; distributions of clothing, food, and school supplies are scheduled throughout the year in partnership with community agencies and foundations. OCEAA's Homeless Liaison will maintain communication with OCDE's Student Programs and Services/Homeless Education Coordinator and SAUSD's Pupil Support Services team to make sure we are receiving and promoting information useful to our families. In addition, prior to the offering of in-person instruction, students experiencing homelessness will be offered space in OCEAA's staff on- site childcare program so that they can have stable connectivity and routines for accessing the distance learning program. When a hybrid model begins, these students will be offered the option to learn on campus 5 days per week.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
2.01 Technology for Students: Purchase of iPads, Chromebooks, Hotspots and related hardware/software to realize 1:1 student device ratio [LLMF]	[$76,723.00]	Yes
2.02 Digital Subscriptions: Purchase of new digital subscriptions/site licenses for content learning (STEMscopes, Eureka in Sync, etc.) to ensure standards-based, rigorous content learning from home during distance learning or hybrid learning models. [LLMF]	[$38,171.50]	No
2.03 Other Technology: Additional tech support (Brite City)? [LLMF]	[$54,535.00]	No
2.04 Organizational Video Conferencing Subscription: Organizational Zoom account [LLMF]	[$5,880.00]	No
2.05 Assessment/Data Warehouse System: Illuminate and EduClimber data and assessment management systems to streamline data from multiple source s into a one stop warehouse for improved progress monitoring and early warning indicator systems [LLMF]	[$12,965.00]	No

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.

The prolonged absence from school combined with starting the 2020-2021 year in distance learning makes learning loss a serious concern. OCEAA believes it is important to find a balance in our instruction that ensures that the right content/curriculum is being taught; that the content/curriculum doesn't lower the bar for our students; that it sets students up for success in future academic years; and that it is responsive to the needs of our students and the foundational skills they may be missing as a result of school closures in the spring. To ensure learning loss is addressed based on data, rather than a deficit model, the following assessments will be administered within the first 40 days of school

Spanish and English language arts: OCEAA will measure the learning status for SLA and ELA (grades 3-8 only) by using a combination of STAR reading and fluency assessments to determine students' proficiency in literacy skills, identify students who struggle the most with reading, and develop Response to Intervention (RTI) groups.

Mathematics: OCEAA will measure the learning status for mathematics by using STAR math to help teachers/staff determine gaps in concepts and skills. This data will support teachers to better understand the gaps in student learning and apply strategies and approaches to address those gaps within the Eureka curricular sequence, and will identify students who struggle the most with math for developing Response to Intervention (RTI) groups.

English Language Development: OCEAA will measure the learning status of our English Learners using English Language Proficiency Assessments for California (ELPAC) data and writing samples to plan integrated ELD scaffolds and small group designated ELD lessons.

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.

OCEAA serves high numbers of students who are English learners (47%) and low income (70%), and operates a schoolwide Title I program. Because of this, all of our instructional tiers are designed with the needs of these students in mind. When identifying students for intervention services, care is taken to ensure that services are principally directed to English learners, low-income, foster youth, and pupils experiencing homelessness. Priority is given to these groups, and specialized services are provided to students with exceptional needs as identified.

OCEAA has established a Multi-tiered System of Supports (MTSS) to provide strong core instruction, targeted and intensive interventions. The MTSS team, consisting of the Literacy Coach, Math Coach, English Learner Coordinator and School Director, meet regularly to monitor students' academic progress and organize needed supports based on assessment data. A snapshot and descriptions of these tiers follow:
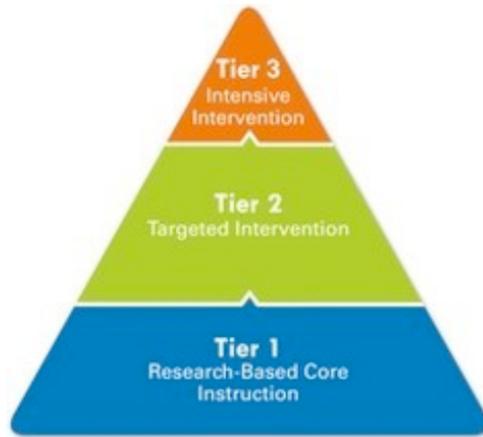
Tier 3: Students needing intensive intervention provided by content specialists

Tier 2: Students needing targeted interventions - may be provided by classroom teacher or math and literacy intervention team

Tier 1: Strong core instruction and universal supports - all students engage with and have access to grade level content

Universal Supports and Strategies for Tier 1 Core Instruction in Language Arts, Mathematics and English Language Development (ELD)

For Spanish and English language arts, teachers will carefully plan backwards from the core curriculum unit and module assessments to prioritize the essential Learning Targets student must master to successfully complete those assessments. Teachers will prioritize providing appropriate levels of support for all students to access complex grade level anchor texts while focusing on delivering remedial instruction on foundational skills development for struggling or early readers. In grades three and four, teachers will utilize Freckle ELA's differentiation platform for the purpose of assigning and monitoring asynchronous, differentiated lessons that support the transfer of Spanish literacy skills to English.

For Mathematics, teachers will prioritize teaching on-grade-level content while providing context-specific conceptual math remediation to ensure readiness for the upcoming grade- level. Adjustments to our Eureka Standards and Pacing Calendar have been made to remove repetitive or less critical lessons and ensure that key content can be focused on coherently in each grade level. Teachers will also leverage STAR Math screening data to make additional adjustments to their sequence and integrated prior-grade-level lessons that support grade-level content. Freckle Math in grades TK-2, and Zearn in grades 3-8, will provide opportunities for asynchronous, differentiated practice in math standards clusters to be assigned and monitored. Students needing additional math facts/fluency practice will utilize the XtraMath platform.

English Language Development: English language development for our 90:10 dual language program is designed differently in primary grades and upper grades. TK-2 ELD focuses on extending the themes taught in Spanish language arts with related, but not translated, lesson content in ELD. Learning targets will be pulled from the ELD standards and include experience in all four language domains. Small group work focuses on strengthening oral language practice to scaffold reading and writing practice. In second grade teachers will begin facilitating explicit instruction in sound-spelling transfer in ELD before students begin formal English literacy instruction in third grade.

3rd-8th grade integrated ELD emphasizes modeling language and processes in academic English during synchronous instruction, and providing

scaffolding to access content. Teachers will design activities for students to collaborate online virtually, both synchronously and asynchronously, and provide students with opportunities to discuss topics in depth using academic language functions such as: cause and effect, compare and contrast, explain and describe, proposition and support, and sequence. Additionally, teachers will provide designated ELD small group instruction on language forms and functions based on errors observed in constructed responses. In grades 5 and up, Freckle ELA online benchmark assessments will provide an additional data point for English Learners and be used as a prevention/intervention for LTELS.

Tiered Interventions

Math and Literacy Coordinators will train teachers on how to interpret the math and literacy screener scores to identify learning loss and appropriate supports. The universal actions and strategies described above are intended to support most students in addressing learning loss and accelerating learning - these are likely students who were on track to meet grade level standards at the end of Trimester 2 in the prior year. If a student meets the entry criteria for further intervention, the teacher, parent and student will meet to create a personalized learning plan to address the learning loss. This plan can include, but is not limited to, the use of supplementary online lessons (Freckle, Zearn), participation in small group or one-on-one tutoring with the teacher or ASES case manager, or participation in the after school math or literacy tiered intervention program. Students will be reassessed in 6- 8 weeks to measure progress towards grade level standards and their learning goals. The results on the progress monitoring data may lead to an adjustment of the personalized learning plan for the student to better meet their needs. The tiered system is summarized below:

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.

Effectiveness of services and supports to address learning loss will be measured through the following processes:
- Ongoing formative assessments in daily instruction
- Review and grading of student work products using standards based rubrics, including mid-unit and end-of-unit assessments
- Team data analysis meetings to identify whether students are responding to universal instruction and interventions as designed, with adjustments and modifications made as needed
- Academic screening will be repeated in twelve week intervals.

The Multi-Tiered System of Supports team will take the next steps with piloting EduClimber, which was purchased last year to create multidimensional student intervention tracking records within the Illuminate data management system. This interactive tool will allow teachers and school level support teams to visualize data from assessments, behavior incidents, attendance, and response to intervention so that the information can be readily used to identify student needs, track progress, and alert staff when additional or different interventions are needed. (The system set-up was interrupted last year due to COVID closure.)

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
3.01 Differentiated Instructional Support: iStation and Freckle Differentiation Platform subscriptions (also in DL section) to provide differentiated content lessons based on periodic screening and benchmark assessments in math and ELA/ELD standards [LLMF]	[$ 17,000.00]	Yes
3.02 EL Education Partnership to Accelerate Student Learning: Partner Services and Intensive Professional Development with EL Education School Designer [LLMF]	[$ 56,100.00]	No
3.03 ELD Professional Development Consultant: ELD training with Rosa Molina [LLMF]	[$ 1,400.00]	Yes

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.

OCEAA has taken to heart the National Center for School Crisis guidance that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, support staff, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, OCEAA educators can support the well-being and long-term academic success of students.

Staff and student Crew is the primary vehicle for building relationships and ensuring that every student is known well by an adult in the school. This will be the second year of implementing Crew, and we have increased Crew to a daily session in all grades, up from 3-4 sessions per week in some grades last year. Crew is planned collaboratively and integrates OCEAA's character traits of compassion, collaboration, courage, integrity and perseverance. Crew is the core Tier 1 support for students mental and social emotional well- being. Additional strategies include:

Tier 1: Universal Mental Health Promotion and Awareness Strategies: Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.
- Daily crew meetings
- Schoolwide Character development and SEL lessons
- Parent Outreach & Engagement sessions focused on topics such as Self-Regulation, Trauma Informed Care, Building Resilience, Suicide Prevention, etc.
- Counselor drop-in hours

Tier 2: Targeted Strategies: Provided to students who need more support than is universally provided using referral processes to identify students in need of interventions.

- Mentoring
- KEDS/ASES Support
- Check-in/Check-out
- Small group instruction: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.
- Linkage to community-based services
- School-based mental health counseling (in person or virtually) for students and their caregivers
- Restorative Practices

Tier 3: Intensive Strategies: Provided to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors.

- Functional Behavior Assessment
- Behavior Intervention Plan (BIP)
- Suicide Risk Assessment & Safety Planning
- Referral and linkage to community-based services
- Crisis Intervention
- 504 advocacy & supports
- School Attendance Review Team (SART) process

As part of the MTSS team, the school counselor has provided introductory staff training in "Addressing Trauma to Promote Student Growth," and will partner with local agencies to continue professional learning in this area. We have also increased school counselor hours to ensure strategies for behavior and mental health are well-coordinated.

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.

Seesaw Portfolios has been selected as the schoolwide platform for assigning work, submitting work and giving feedback to work. Parents will have the ability to directly view and monitor their student's work with Seesaw parent accounts. The user friendly platform and various assignment submission tools make Seesaw an ideal choice to support students and parents from our low income, English Learner and Students with Special Needs subgroups in accessing the Distance Learning Program.

OCEAA's Parent Involvement Policy and Parent-School Compact have been updated with parent input to address some of the unique circumstances

of distance learning

Attendance in distance learning is defined as evidence of "engaging with the assigned material" at least one time per day. Evidence of attendance will be measured in at least one of the following ways (including, but not limited to):

- Attendance in live synchronous instruction via Zoom
- Assignments submitted to Seesaw that were due on that day
- Participation in an online discussion or other collaboration activity
- Student participation during scheduled related services
- Phone call with the teacher or Related Services provider

It is expected that parents shall, to the maximum extent possible, ensure that their child participates in the Distance Learning program. A student will be marked absent when:

- the student does not participate in any part of the learning activities for the day,
- or has not checked in with the teacher, and
- when the student's parent does not contact the teacher or attendance office

OCEAA will develop an engagement tracking and reporting system compliant with legislative intent in order to identify students who are not attending or engaging in virtual learning, assess individual situations, and work with staff and families to eliminate barriers to participation. Attendance and Engagement Team members will include the Office Manager and Office Assistant, Health Clerk, Counselor and School Director. The steps in the Engagement Plan are outlined below:

1. Teachers will take daily attendance in PowerSchool based upon presence in Virtual Crew and Engagement Logs.
2. Office Assistants and Health Clerk will monitor daily attendance. The Office Assistant of the Health Clerk will call home daily to identify the reason for a student absence, and communicate the importance of daily attendance to parents. Phone call records and reasons for absences will be recorded in the PowerSchool attendance system.
3. Counselor and School Director will contact families of students disengaged for three or more days in a week via multiple methods, including phone, email, Class Dojo, letters, or home visits if needed. All attempts and contacts will be noted in PowerSchool.
4. Health Clerk and Counselor will work to build rapport and support parents in order to address barriers to attendance and engagement. Services, referrals, and training will be provided as needed.
5. Outcomes of reengagement efforts will be reported to the student's teacher and the School Director.
6. Ongoing monitoring and follow-up will be provided to identified students to see if attendance has improved. Additional supports and services will be provided to ensure that reengagement efforts are successful.
7. Confidential records will be maintained of all reengagement efforts. Services to be provided will include support with technology and internet connectivity, academic supports, school meals and groceries, behavioral and counseling support, and parent education and coaching.

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.

OCEAA will continue to provide free meals through valet zone pick up on Sycamore Street until August 28, 2020. Starting Monday, August 31, meals will be charged according to the meal National School Lunch Program (NSLP) status. Letters will be going home the first week of school to inform each family of their status. Each family will be given a meal card to be presented to receive their meals. Service will occur Mondays and Wednesdays between 12:00pm and 2:00pm. Meal bags will include breakfast and lunch for the following days.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	Purchase of Seesaw as schoolwide learning management system to support parents, especially low income parents and parents of English Learners, in monitoring and participating in their child's education. [LLMF]	[$ 3,448.50]	Yes
Mental Health and Social and Emotional Well-Being	Additional gen ed counselor hours to ensure coordination of tiered MTSS behavioral and social emotional supports [LLMF]	[$ 20,202.00]	Yes

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
[24.83]%	$[1,227,042]

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.

OCEAA's unduplicated count is over 75%, compelling us to provide many services outlined in this plan on a schoolwide basis. The following key actions are principally directed and specifically designed to increase and improve services to English Learners, Low Income, Homeless, and Foster Youth students by supporting access to high quality core instruction and targeted support services:

- Zoom organizational subscription for access to the full range of engagement tools, ease of recording lessons and automatic attendance taking
- Professional development to support our EL Education strategic plan
- Additional ed tech platforms in Spanish and English such as Eureka in Sync, NewsELA and STEMscopes, to provide individualized, asynchronous learning pathways in core content for all students,
- Illuminate and EduClimber systems for administering diagnostic assessments, behavior screeners and progress monitoring assessments and managing student data in order to track progress and identify needs of all unduplicated students

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

- 1:1 technology devices and hotspots to eliminate the "digital divide" for low-income students
- Adding adaptive software programs such as iStation and Freckle to improve interventions in reading and math through diagnostic assessment, differentiated content, and progress monitoring, and to mitigate learning loss for ELs, low income, homeless and foster youth, and students with disabilities.
- Seesaw learning management system that 1) embeds visual and audio supports into daily assignments, a key part of supporting English learners and students who are struggling academically, and 2) provides a user friendly way for Spanish speaking and low income parents to monitor student work and participate in their children's education
- Professional development to improve ELD practices
- Additional hours for a school Counselor to meet increased mental health referrals for students and families and coordinate Tiered interventions for low income, EL, homeless and foster youth