

Orange County Educational Arts Academy
A California Public Charter School

**BOARD OF DIRECTORS
MEETING MINUTES**

Special Meeting

March 31, 2020

2:00 p.m. – Teleconference

Toll Number: 213-379-9608

Conference Code ID: 334-146-328#

MINUTES

I. Call to Order 2:04 PM

A. Roll Call

Board Members	<u>Present</u>	<u>Absent</u>
Dr. Alfonso Bustamante	_____	<u>X</u>
Valerie Sullivan	_____	<u>X</u>
Scott Overpeck, Chair	<u>X</u>	_____
Ben Stanphill, Secretary	<u>X</u>	_____
Boris Molina	<u>X</u>	_____
Staff/Other		
Kristin Collins, School Director	<u>X</u>	_____
Janine McFarlin, Treasurer	<u>X</u>	_____
Mike Limon, President/Executive Director	<u>X</u>	_____

B. Approval of Agenda BS Moves to approve, BM seconds, passes unanimously

II. Public Comment

Opportunity for members of the public to address the Board on agenda items and/or on non-agenda items during regular meetings only

III. School Closure Due to Covid-19

Action: Extend school closure to be consistent with the Santa Ana Unified School District Calendar	Motion: BS Second: SO
	Vote: for BS, SO, BM against: none

IV. Approve Distance Learning Plan

Action: Approve Distance Learning Plan as presented and authorize staff to modify as needed.	Motion: SO Second: BS
	Vote: for BS, SO, BM against

V. Items for Future Meetings

The next regularly scheduled meeting is on April 15, 2020, 6 pm for closed and 7 pm for open session.

VI. Adjournment

The meeting was adjourned at 2:30 PM.



Distance Learning Guide for Students and Families

OVERVIEW

The OCEAA Distance Learning Guide outlines the expectations for students' learning during the school closure and provides guidance to families who are supporting their student's learning at home. The primary goals of the Distance Learning Plan are to:

1. Sustain the OCEAA community through support, connection, and care.
2. Allow students to progress toward their major learning goals in math and literacy TK-5, and in all subjects 6-8.
3. Retain and extend learning that has happened already this year through enrichment activities in multiple subjects.

We know that distance learning cannot replace the experience of face-to-face classroom instruction. However, using technology tools and following some basic guidelines, we can facilitate student learning while exploring new modes of education.

TABLE OF CONTENTS

1. Distance Learning Tools
2. Program Overview and Grade-Level Websites
3. Student Character and Work Expectations
4. Guidance for Parents
5. Important Contacts and Resources

1. DISTANCE LEARNING TOOLS

To participate in remote instruction at home, each OCEAA student will need the following tools:

- Wi-Fi access with Internet
- Laptop, tablet or Chromebook with a camera
- Headphones (optional)
- Basic supplies such as paper, pencils, pens, crayons, etc.

If you still need the school's support in securing the first two items, please contact the Technology Support Hotline for OCEAA families, 10:30am-2:00pm Monday through Friday (FamilyTechHelp@oceaa.org, [111-111-1111](tel:111-111-1111)). If you have checked out an OCEAA school iPad or Chromebook please see this link for [School Chromebook Instructions](#). Students will not need books or photocopied materials from school.



Distance Learning Guide for Students and Families

Zoom Video Conferencing for Whole-Class Instruction

Students in TK-8 will use Zoom video conferencing to participate in virtual classes with their teachers and classmates. Each student will need access to sufficiently fast internet and a device with a camera compatible with Zoom (e.g. Chromebooks, computers, newer smartphones such as iPhone and Android, and iPads).

Younger students may need parent help with logging into Zoom sessions; this is appropriate and should be done with the intention that parents remain in the background during instruction. Parents may not join Zoom meetings as participants on separate devices; allowing your student to participate in class discussions independently is an important step in social development.

- TK-5 teachers will share Zoom conference links with parents on Class Dojo.
- 6-8 Teachers will share Zoom conference links in their Google Classrooms.

Small Group and One-on-One Video Conferences with Teachers and Instructional Aides

TK-5th grade teachers and instructional aides will use Zoom to support their students in small reading groups. To assist with scheduling, teachers may send out video conference sign-ups to parents through SignUpGenius. Please write down your student's conference time slot and be sure they log on to Zoom at the appropriate time.

Office Hours

Students in grades 6-8 can attend scheduled Zoom office hours with their teachers to ask questions or get extra help. Students can also contact teachers directly using their OCEAA email accounts. Additional small group or 1-1 tutoring sessions may be scheduled based on student needs.

Special Education

Mrs. Reyes and Mr. Swanson will contact families and schedule services with their students based on IEP goals.

2. PROGRAM OVERVIEW AND GRADE-LEVEL WEBSITES

The Distance Learning Program is differentiated for elementary and middle schools students. The elementary program will focus on increasing proficiency in math and reading, while providing opportunities for students to extend their knowledge in the arts, science, social studies, technology and fitness. Please note that math in grades 3-5 will be taught in English to best utilize online resources.

The middle school program will continue offering the full range of courses in math, English and Spanish language arts, science, history and the arts.

The chart below contains the links to each grade's distance learning website; these are currently under development and can also be found on the OCEAA website. Each website will present the activities in an easy to follow format appropriate to your student's grade level.



Distance Learning Guide for Students and Families

Transitional Kindergarten (TK) Zoom class starts at 9:00		
Kindergarten (K) Zoom class starts at 9:30	1st Grade Zoom class starts at 10:00	2nd Grade Zoom class starts at 10:30
Third Grade Zoom class starts at 11:00	4th Grade Zoom class starts at 11:30	5th Grade Zoom class starts at 12:00
6th Grade Zoom schedule starts at	7th Grade Zoom schedule starts at	8th Grade Zoom schedule starts at

TK-5 will start Zoom crew, math, and literacy lessons at the same time each day. 6-8 students will follow a multi-period Zoom class schedule that includes crew, math, Spanish and English language arts, science, history, the arts, and office hours.

Attendance will be taken for Zoom class meetings. Meetings have been set with different start times to accommodate a variety of scheduling needs, and we ask that your student is available to attend class meetings on a regular basis. We understand scheduling conflicts may arise, and ask that you communicate with your students' teachers as soon as possible if class will be missed for any reason.

Estimated Time on Task by Grade Level

Below are estimates of the amount of time needed daily and weekly to complete the full range of learning activities in each grade level, including breaks.

TK-2 — Up to 2 hours per day of student activity = 10 hours per week

- 1 Zoom class meeting scheduled daily, plus 2 small group reading meetings per week.
- Daily assigned independent work in math and literacy
- Daily choice activities in language, science, social studies, art, technology, and crew

3rd-5th grades — Up to 3 hours per day of student activity; 15 hours per week

- 1-2 Zoom class meetings scheduled daily, plus 2 small group reading meetings per week.
- Daily assigned independent work in math and literacy
- Daily choice activities in language, science, social studies, art, technology, and crew



Distance Learning Guide for Students and Families

6th-8th grades — Up to 4 hours per day of student activity; 20 hours per week

- 3-4 Zoom meetings scheduled daily, plus office hours and tutoring based on student needs.
- Daily assigned independent work in crew, math, literacy, science and history
- Weekly art project (choice of dance, visual arts, music, theater and media arts)

3. STUDENT CHARACTER AND WORK EXPECTATIONS

Distance learning provides a great opportunity for students to develop character. Below are some ways OCEAA’s Habits of Character translate to our distance learning program.

<p>Integrity We are true to ourselves, do our best, and take pride in what we do. We value honesty and doing the right thing.</p>	<ul style="list-style-type: none"> ● Treat online learning like “real” school. Being ready for the next grade level in reading and math is one way to take pride in doing the right thing for yourself. ● Be on time. Your teachers are taking attendance. Arrive to Zoom meetings on-time and turn assignments in by their due date. Don’t be tardy or absent! ● Hold yourself accountable. Complete assignments with <u>integrity</u> and academic honesty, and remember your classroom norms and commitments.
<p>Collaboration & Courage We work together respectfully. We advocate for doing what’s right in all areas of life.</p>	<ul style="list-style-type: none"> ● Actively participate. <u>Collaborate</u> with—and support—your peers in online and distance learning; seek help/feedback from teachers as needed. ● Eliminate distractions. Demonstrate the <u>courage</u> necessary to fully engage in Zoom instruction by making sure the video is turned on during class so that everyone can see each other; avoid side conversations or online chat during the lessons; stay on topic during breakout room discussions.
<p>Compassion & Perseverance We show kindness by caring for and helping others. We stick with things, even when they’re challenging.</p>	<ul style="list-style-type: none"> ● Remember, we are all learning! <u>Compassion</u> and <u>perseverance</u> are needed from all members of the learning community in order to support academic growth. ● Demonstrate kindness, determination and a positive attitude. Everyone is experiencing higher levels of stress due to COVID-19. There is no better time to show kindness in words, thoughts and deeds.

Where to Turn in Completed Work

- TK: Seesaw Portfolios
- K-2nd: ClassDojo Student Portfolios
- 3rd-8th: Student work will be submitted through Google Classroom. See this link for [Google Classroom Instructions](#).



Distance Learning Guide for Students and Families

Grades

Students will be working toward grade-level proficiency in math and literacy in all grades, and their work in these areas will be graded using a variety of tools. Science, history and arts course work will also be graded in 6th-8th grades. Below is a quick reference for which subjects will be taught and graded, and which will be assigned as enrichment and not graded.

	Math	Spanish Literacy	English Literacy	Science	History	Arts
TK-2	Taught	Taught	Enrichment	Enrichment	Enrichment	Enrichment
3-5	Taught	Taught	Taught	Enrichment	Enrichment	Enrichment
6-8	Taught	Taught	Taught	Taught	Taught	Taught

The California Department of Education has not yet provided guidance on the reporting of grades in report cards. Our contingency plan is to report grades only for those subjects we continue to teach as outlined above.

4. GUIDANCE FOR PARENTS

We understand that your family may be experiencing stress and hardship during this time, and do not expect you to be your child's "teacher" all day long. Most activities are designed for your students to complete them independently. We ask only that you do the best you can to create some learning routines so that students can, at a minimum, complete their math and literacy assignments. Below are some tips for success.

Check ClassDojo regularly. Administrators and teachers will communicate with parents through ClassDojo. The frequency and detail of teacher communications will be determined by your student's degree of independence. We ask that parents remember that teachers will be communicating with many other families while taking care of their own families. Communications should be essential and brief.

Help your student establish and stick to routines. At home, depending upon your student's age, you may find it necessary to help establish new routines around getting up and getting dressed, setting up work spaces for productive collaboration and learning, staying organized, snacks and meals, family time, and physical activity. Timers and alarms can help make sure your student attends his/her scheduled online classes.

Help your student find a workspace. Setting up a predictable workspace at home can help students establish good work habits and allow them to approach their work seriously—for example, they should not work while wearing pajamas in bed. A corner of a room with a chair and small table or flat surface will suffice.



Distance Learning Guide for Students and Families

Empower student self-regulation and learning. With routines and expectations established, look to create space for students to immerse themselves in their work and their school relationships. Classroom spaces and experiences—including those delivered over distance—are crafted for the students. Strive to preserve the integrity of those experiences by giving your student the chance to own their work. Don't complete assignments for them.

Encourage physical activity. One of the challenges of distance learning, especially given its reliance on computer technology, is that it can lead students (and adults) to sit for long periods of time without physical activity. Encourage your student to complete the health & wellness activities on their choice board (elementary), take breaks and get outside.

Watch for anxiety. With the COVID-19 crisis unfolding in real time, some students will be understandably worried about family and friends, or generally absorb the anxiety around them. Limit your student's exposure to news coverage, including social media, and allow them to focus on the routine of school.

Ask for help. If you have questions or concerns about your student's engagement in distance learning or your student is struggling with attention and organization, please reach out to your student's teacher or Jessica Chavez, School Character and Culture Coordinator over ClassDojo or at jchavez@oceaa.org.

Special Considerations for Parents Who Don't Speak Spanish with Students in Primary Grades (TK-2)

We understand parents may be especially anxious about their children not experiencing Spanish language immersion due to school closure. As long as your child participates fully in the distance learning plan for his/her grade level, and is stimulated daily in your home language, your child will progress in math and literacy skills. Below are some additional recommendations:

1. **Do provide exposure to Spanish.** Utilize online resources to expose your student to Spanish through audio books and educational videos so your child can hear spoken Spanish often. Many children's movies can be set to Spanish language and Ms. Carrera, OCEAA's Literacy Coach, has compiled a collection of [Spanish online resources](#) for optional use at home. Quality television programming in Spanish may also be available; check your local listings.
2. **Don't try to model or teach Spanish.** Your child likely does not identify you with Spanish, and modeling incorrect Spanish is neither necessary nor helpful. Home languages are love languages, and your child needs this comfort in a time of crisis.
3. **Read to, and talk with, with your students regularly in your home language.** It is important to interact naturally in your home language with your student as this develops vocabulary and background knowledge that supports learning a second language.



Distance Learning Guide for Students and Families

4. **Supporting beginning readers.** Students are ready to read at different times in any language. Your child may be in the emergent or beginning stages of reading. Here are some tips for supporting readers at different developmental stages:

- [Emergent Readers: Look! That's My Letter!](#)
- [Beginning Readers: Look! I Can Read This!](#)
- [Transitional Reading and Writing](#)

5. IMPORTANT CONTACTS AND RESOURCES

	Availability & Contact Information
Main Office	While campus is closed, Cathy Finneran, Office Manager (cfinneran@oceaa.org, 714-558-2787), will be available from 8:30am-3:00pm to answer questions related to school operations, including questions about registration, records, and enrollment.
Attendance	Students are expected to participate in school activities during each day of distance learning. Beginning April 14, teachers will take attendance for each Zoom session. If you know your child will not make a session, please let the teacher know through ClassDojo or e-mail.
Socioemotional, Behavioral and Wellness Support	Jessica Chavez, School Culture and Character Coordinator, will be available from 8:30am-3:00pm through ClassDojo or jchavez@oceaa.org if you have concerns about your student's engagement in distance learning, if your student is struggling with attention and organization, or if your family is in crisis and in need of support services.
Technology Help	The Technology Support Hotline for OCEAA families will be accessible Monday through Friday 10:30am-2:00pm (FamilyTechHelp@oceaa.org, 111-111-1111)
Program Oversight	Kristin Collins, School Director, can be reached by ClassDojo or kcollins@oceaa.org for assistance with any program problem that is unable to be resolved with other staff. This includes any concerns regarding students receiving special education services through an IEP or accommodations through a 504 plan.

OCEAA's Distance Learning Plan / Staff Handbook

Overview: Governor Newsom's executive order ([N-26-20](#)) calls for continued state funding of schools during closures and for schools to continue “delivering high-quality educational opportunities to the extent feasible through, among other options, distance learning and/or independent study.” OCEAA is taking a proactive, long-term planning approach to ensure that teachers, students, and families are supported to successfully complete the school year. This document aims to provide rationale for OCEAA's distance learning plan and to serve as a reference for implementation. OCEAA strives to uphold its commitment to developing the whole child in two languages across three dimensions of achievement.

GOALS OF THE DISTANCE LEARNING PLAN:

1. Establish and maintain connection to each other and the classroom community through staff and student crew
2. Advance learning with a focus on math and literacy for as long as we are not able to be on campus
3. Retain and extend learning that has happened already this year through review and enrichment activities

Components of the Plan:

- Design Principles
- General expectations for leadership and teamwork
- Staff expectations and direction for facilitating student Crew (Goal 1)
- Staff expectations and direction for delivering bilingual instruction, assessment and grading in essential math and literacy content (Goal 2)
- Staff expectations and direction for providing access to bilingual, grade-level appropriate content for self-study in language, science, social science, arts, technology and crew (Goal 3)
- Communication and Presentation
- Program at a Glance

Note: For HR policies such as for calling in sick, refer to the Executive Director's staff letter emailed on 3/20/20.

Phases of the Distance Learning Plan:

- Phase 1= Independent Home Study from March 16-April 2
 - Optional, ungraded review and enrichment activities provided through paper packets and online “choice boards”; daily opt-in Zoom meeting, device distribution, staff planning & training for distance learning
- Phase 2 = Distance Learning begins April 14
 - Essential new content will be taught and assessed using blended learning models (flipped, flex, rotation, etc.). The plan is designed for use through either the beginning of May or the end of the school year.

OCEAA’s Distance Learning Plan / Staff Handbook

The following Design Principles informed OCEAA’s Distance Learning Plan:

Simple and Consistent	Flexibility and Variety	Equity and Access
<ul style="list-style-type: none"> ● Consistent with curriculum, learning methodologies, and platforms already in use ● Minimize the number of entry points for students, families and teachers ● Centralized source of information for families and students to find out what they should be working on in a given day 	<ul style="list-style-type: none"> ● Ability to engage with learning at different times and in different order depending on needs and interest. ● Ability to adapt or modify to allow independent access to students with IEPs and different learning abilities ● Recognize the pressures on teachers, leaders, students and families to allow scheduling that works for them ● Schedules allow for breaks, physical activity, snacks, etc. 	<ul style="list-style-type: none"> ● As much as possible, get students access to internet, iPads and Chromebooks to use at home ● Attend to the needs of students with IEPs and Language Learners through collaborative planning, flexible grouping, appropriate Google Chrome web extensions such as text-to-speech, readability, focus, etc... ● Lower staff-student ratio with virtual instructional aide support ● Quality plan for students without online access

Leadership

The School Director (K. Collins) is responsible for the plan’s implementation and outcomes by

1. Synthesizing the Distance Learning Plan components in the form of staff and parent handbooks for approval by the OCEAA Board
2. Ensuring the plan’s viability by securing the resources and materials needed to meet the stated goals
3. Establishing progress monitoring systems including, but not limited to:
 - a. Involving teacher leadership through the EL Workplan Team in the process of monitoring implementation, gathering feedback and updating the plan as needed during implementation
 - b. Meeting regularly with Coaches to review math and reading data
 - c. Meeting regularly with Coordinators and SPED team members to ensure they can operate effectively to support teacher and student success
 - d. Being available to all instructional staff for consultation and problem solving through a “virtual office”
4. Communicating with stakeholders by
 - a. Updating the OCEAA Board and parent leaders of SSC, ELAC and FSO
 - b. Communicating with parents weekly via ClassDojo School Story and via social media communications as requested
 - c. Communicating with instructional staff at a minimum 3x per week on Mondays via morning email updates, Wednesdays via 2-3pm Zoom PD, and Fridays via 8am Zoom Crew meetings.

A Note on Collaboration and Teamwork

As a staff crew, all hands are on deck; therefore, it is the intent of the plan for work tasks to be distributed broadly across staff. Grade level teams are encouraged to delegate and specialize for optimum efficiency and results. For example in a primary team, one teacher may specialize in literacy and contribute video instruction to the group, while another plans the weekly crew lesson and choice board activities to be published on the grade-level website. Commitment to upholding staff norms is critical for maintaining a spirit of crew and healthy team relationships.

OCEAA's Distance Learning Plan / Staff Handbook

GOAL 1: Establish and maintain connection to each other and the classroom community through staff and student crew.

Rationale: School closure and social distancing measures in response to COVID-19 have disrupted staff, student and family lives in multiple ways, causing various levels of crisis. Maintaining a spirit of crew through regular opportunities to connect as a community are essential to sustaining social-emotional wellness and building perseverance which, in turn, support continued teaching and learning.

Action Steps Taken During Phase 1:

1. Home tech survey initiated prior to closure on March 16
 - a. Support staff deployed to conduct follow-up phone calls and participate in the device distribution process directed by M. Bennett Gee; NIXSYS is also supporting these efforts.
 - b. Teachers enlisted to get all parents connected to ClassDojo for program updates, including weekly video previews
 - c. As of March 26, 2020, 49 iPads and 143 Chromebooks signed out to students; 10 cases of students thought to need a device required to access distance learning opportunities remain who have not responded to repeated parent communication.

2. OCEAA moved quickly to adopt Zoom as a means of maintaining staff and student contact during school closure
 - a. Google Hangouts used as staff option to report/work from home on March 16, and Zoom teacher training held on March 17
 - i. Staff crew routines embedded in meeting agendas and facilitated through Zoom
 - b. First teacher-facilitated Zoom meetings with students held on March 18, with all teachers holding sessions by March 20

3. Daily class zoom meeting hour* established
 - a. Establishes minimum routine
 - b. Start times staggered by grade level (TK @ 9am, K @ 9:30am, etc.)
 - c. Allows for sharing of devices and Internet streaming capabilities within household among siblings in different grades
 - d. Allows teachers to have minimal 'fixed' time for instruction and maximum 'flex' time to juggle household needs

* an hour is set aside on the schedule; however, the duration of each session may vary based on age, content, number of students, etc.

4. Resources for virtual crew curated by J. Chavez and S. Purdy shared with teachers and updated regularly

Expectations for Phase 2:

1. Elementary Teachers
 - o Plan 1 Crew session/lesson for implementation during the regularly scheduled Zoom meeting hour
 - i. Template for distance crew planning is here (link coming soon!)
 - ii. It is recommended that the weekly Crew session occur on Mondays as a way to reconvene and refocus after the weekend
 - iii. It is recommended every Zoom meeting begin with a crew greeting

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- iv. It is recommended that character trait language/reinforcement be integrated outside of 'crew' time as often as possible
- v. Large crews may be divided into smaller groups with shorter sessions or with additional crew leaders (e.g. Chavez - 5th, Kubasek - 4th)
- Include independent, at-home crew activities on the weekly Choice Board

2. Middle School Teachers

- Plan 2 Crew sessions/lessons per week for implementation during the regularly scheduled Zoom meeting hour
 - i. Template for distance crew planning is here (link coming soon!)
 - ii. It is recommended that these sessions occur on Mondays, Wednesdays and Fridays as a way to reconvene and refocus after the weekend, check in midweek, and facilitate closure/reflection at the end of the week.
 - iii. It is recommended every Zoom meeting begin with a crew greeting
 - iv. It is recommended that character trait language/reinforcement be integrated with academic lessons as often as possible
 - v. Large crews may be divided into groups with shorter sessions or with additional crew leaders (e.g. Bennett Gee - 6th Alvarado)

3. Special Education Teachers

- Initiate parent communication lines (email, phone, Class Dojo) and complete district questionnaire
- Strategically participate in Zoom crew meetings with gen ed. teachers, and/or conduct additional 1-1/small-group check-ins with students as needed to support social-emotional well being
- Use and reinforce character trait language as often as possible with your students.

4. Coordinators

- School Character and Culture Coordinator
 - i. Continue to provide resources and offer planning support to grade level teams for crew meetings over Zoom and independent crew activities for Choice Boards
 - ii. Continue to strategically partner with teachers to model/co-host crew meetings
 - iii. Continue to collaborate with Sarah Purdy for program planning and development
- Instructional Technology Coordinator
 - i. Continue to provide mini-training and consultation to support teachers in facilitating virtual class meetings via Zoom

A Note on Attendance

Staff will take and track attendance for Zoom meetings to the best of their ability. It is OCEAA's intention that attendance taking will be informal and will not be recorded as part of official school records. The purpose of taking and tracking attendance informally is to implement continued due diligence in ensuring student access to the distance learning program. The Office Manager and School Culture and Character Coordinator will organize parent communications for students not attending virtual class meetings.

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GOAL 2: Advance learning with a focus on math and literacy for as long as we are not able to be on campus.

Rationale: OCEAA serves a student population that is approximately 70% low income and 50% English Learner and 10% Students with Disabilities; these groups are most vulnerable to losing academic ground during school closure. Therefore, essential math and literacy skills are prioritized in the elementary level distance learning plan to ensure all students are prepared for success in the next grade level. Finishing the year reading above, at or near grade level is of the utmost importance for students in K-2. In middle school, students will continue to experience a full course of study including instruction in science and social studies. Integration of literacy and math across subject areas is essential for sustaining biliteracy outcomes.

Action Steps Taken During Phase 1:

1. N. Kubasek and M. Carrera (Math and Literacy Coaches) coordinated with teachers to develop contingency plans for rapid closure.
 - a. Paper review packets for math and literacy were copied and ready for distribution on March 17 & 18
 - b. Google Classroom was also used as an assignment portal for students in grades 4-8
2. In collaboration with K. Collins and teacher teams, Math and Literacy Coaches planned and refined instructional routines for distance learning based on essential standards
3. M. Bennett Gee provided initial training in Flipped Classroom teaching on March 25, and scheduled follow-up consultations
4. Teachers planned a trial flipped lesson on March 27, and will implement the lesson during the week of March 29-April 2.
5. To facilitate planning for distance learning, April 3 and April 13 will be PD days (no Zoom meetings); instruction will begin April 14.

Expectations for Phase 2:

All teachers plan lessons for delivery using the flipped teaching model

- a. Each flipped lesson includes an input segment to be viewed independently followed by a live Zoom segment
 - b. Take attendance and record each live Zoom segment
 - c. Post each live Zoom segment video to the Catalog of Recorded Meetings Folder, making sure the sharing setting requires viewers to be logged into an OCEAA account to protect the security and privacy of the staff and students captured in these videos.
1. TK-2 Teachers
 - a. Plan 2 math and 2 Spanish literacy lessons per week for delivery using the flipped teaching model
 - b. Schedule every student 2 x per week for small group literacy instruction
 - i. Instructional aides may be part of small group scheduling, see #6.
 2. 3-5 Teachers
 - a. Plan 2 math and 2+ Span/Eng literacy lessons per week for delivery using the flipped teaching model
 - b. Schedule every student 2+ x per week for small group literacy instruction
 - i. Instructional aides may be part of small group scheduling, see #6.

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3. Middle School Teachers (6-8)

- a. By April 1, submit a virtual teaching schedule that all members can commit to for approval which includes:
 - i. Meeting with your classes 2 x per week for instruction
 1. Math teachers plan 2 lessons per week using the flipped teaching model
 2. Literacy, Science and Social Studies teachers - may use flipped lessons in combination with feedback & coaching via Google Classroom assignments, flex model check-ins, etc.
 - a. Instructional aides may be part of small group scheduling, see #6.
 - ii. Holding office hours for drop in questions from students and parents
 - iii. Crew meetings 2 x per week (per Goal 1)

4. Special Education Teachers

- a. Develop a schedule for 510-Push in Services during Gen Ed teacher Zoom meetings, and 520-Pull Out Services separate from Gen Ed Zoom meeting
 - i. Include scheduling of instructional aides
- b. Request and utilize access to teacher plans for preparing modified assignments
- c. Communicate with teachers regarding modifications

5. Coaches and Coordinators

- a. Math and Literacy Coaches
 - i. Support teachers in the planning and execution of instruction with ½ hour weekly check-in meetings and ongoing consultation
 - ii. Support teachers in training virtual instructional aides
 - iii. Provide direct support to students needing intensive intervention
 - iv. Create assessment plans for gradebooks in collaboration with teachers and School Director
- b. School Culture and Character Coordinator
 - i. In collaboration with office staff, follow up with parents of students not attending Zoom lessons
- c. Instructional Technology Coordinator
 - i. Prepare and deliver PD on blended learning, distance learning and other topics as needed using a consultancy model and dedicated time on Wednesdays and student free days.
 - ii. Support teachers in keeping their website/assignment content up to date
 - iii. Provide suggestions/guidance to teachers for alternative assessment measures that utilize technology

6. Instructional Aides*

- a. Under the direction of a certificated teacher, classified staff may be utilized as instructional aides to:
 - i. help facilitate whole group Zoom meetings with the teacher during the scheduled daily hour
 - ii. independently schedule and host small group Zoom meetings
 - iii. independently schedule and host 1-1 tutoring meetings.

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- b. The Instructional Technology Coordinator is responsible for providing tech training to IAs so they can participate in delivering instruction that supports students in meeting distance learning goals
- c. Teachers are responsible for providing instructional training to IAs and including IAs in progress monitoring systems that facilitate communication on student performance
- d. *Note: Students who need the most intervention will be taught by certificated teachers or specialists.

GOAL 3: Retain and extend learning that has happened already this year through review and enrichment activities.

Rationale: OCEAA recognizes that it is not possible to recreate the experience of full day learning at school in a distance learning format. The plan provides choice and flexibility for elementary (TK-5) students to retain and extend their learning across multiple subjects via online "Choice Boards" and arts lessons. Access to science, social studies and arts content is critical for developing **schema**, the set of knowledge and experiences about a topic that students bring to reading and making sense of text. Choice Board activities can be completed at any time of day to best coordinate with family preferences and needs. Choice Boards will include content in two languages to provide exposure and access for both English learners and Spanish learners. All instructions will be provided in both Spanish and English to enable parents to support their students in completing the activities. In middle school, where science and history will be taught and graded, students will be completing weekly arts projects under the direction of the Arts Coordinator and Music Specialist.

Action Steps Taken During Phase 1:

1. Choice boards were developed for launch on March 18, and have been updated as needed.
2. Initial resources and models for choice board development were provided by Coordinators, with teams finalizing their grade level boards.
3. Choice board activities were encouraged but not required, and could expand the length of the home study school day per student and parent preference.
4. Grids will be pared down for phase 2 and elementary students will use a bingo-style activity card to motivate and track daily participation

Expectations for Phase 2:

1. Elementary Teachers (TK-5)
 - a. Select and input science, social studies and ELD/Language content from designated sites for grade level choice boards
 - b. Review and input the recommended activities provided by arts, tech and crew coordinators
2. Arts Coordinator & Music Specialist (6-8)
 - a. Plan and post to arts Google classroom student self-study lessons in dance, theater, music, visual/media arts.
 - b. Conduct office hours for support, critique and feedback

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3. Special Education Teachers
 - a. Preview TK-5 activities and provide guidance to students on choosing activities, or provide supplemental activities aligned with IEP goals

4. Coordinators & Specialists (Arts, Tech, Culture & Character)
 - a. Select and input arts, tech and crew activities for each grade level choice board
 - b. Arts (TK-5)
 - i. Monitor participation in activities and submission of work to teachers' ClassDojo portfolios.
 - ii. Schedule and promote opt-in arts Zoom sessions for elementary students

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ASSESSMENT AND GRADING

Rationale: Formative and summative assessments are important elements of any learning system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions. The Distance Learning environment provides a new opportunity for teachers to implement checking for understanding (CFU) strategies, flexible group arrangements, and technology tools to promote learning.

While CFU informs instruction, summative assessments provide a real-time picture of student achievement. As such, OCEAA will continue to use Standards Based Grading practices to provide useful information to parents on their students' academic progress. Policies on officially reporting grades will be determined once we get more guidance from the CDE. Like all public schools across the State, we are awaiting more information to ensure we are in alignment with CDE guidance and Ed Code, with practices aligned to our values and philosophy of grading. If possible under future compliance guidelines, it is the intention of OCEAA to officially generate report card grades in reading (language arts) and math for TK-8, and science, history/social science, and arts in grades 6-8.

Expectations for Assessment:

1. Elementary Teachers

- a. Summative assessments in reading and math will be entered in PTP gradebooks and attached to relevant standards.
 - i. Reading goal = 80% of students reading at grade level by the end of the year as determined by Star Reading assessment
 - ii. Math goal = 80% of students performing at grade level by the end of the year as determined by Star Math and Eureka assessment.
 - iii. Use the most recent data as baseline.
 1. Align flipped lessons with key standards and learning targets, use checking for understanding/formative assessment practices to determine small group instructional moves.
 2. Re-assess in 5 weeks.

2. Middle School Teachers

- a. Summative assessments in your subject areas will be entered in PTP gradebooks and attached to relevant standards.
 - i. Reading goal = 80% of students reading at grade level by the end of the year as determined by Star Reading and unit assessments.
 - ii. Math goal = 80% of students performing at grade level by the end of the year as determined by Star Math and Khan Academy.
 - iii. Use the most recent data as baseline.
 1. Align flipped lessons with key standards and learning targets, use checking for understanding/formative assessment practices to determine small group instructional moves.
 2. Re-assess in 5 weeks.

3. Special Education Teachers

- a. Prepare end of year progress reports on IEP goals

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4. Arts Specialists
 - a. Arts assessments will be entered in PTP gradebooks and attached to relevant standards

5. Math and Literacy Coaches
 - a. Support teachers in aligning instruction and assessment with goals to ensure maintenance and increases in student achievement.
 - b. Review implementation data with the School Director weekly

The chart below identifies summative assessments to be utilized in the distance learning plan:

Component	TK-2	3-5	6-8
Reading	Star Reading, teacher observation, AR quizzes	Star Reading, teacher observation, AR quizzes, ELA/SLA unit assessments	Star Reading, AR quizzes, ELA/SLA unit assessments
Writing, Speaking & Listening	SLA grade level rubrics	ELA/SLA unit assessments	ELA/SLA unit assessments
Math	Star Math, Eureka rubrics	Star Math, Eureka rubrics	Star Math, Khan Academy
Science	Not assessed	Not assessed	Unit assessment rubrics
History	Not assessed	Not assessed	Unit assessment rubrics
Arts	Not assessed	Not assessed	Arts project rubrics
Technology	Not assessed	Typing fluency & accuracy from EasyTech by Learning.com reports with grade-level rubrics	Typing fluency & accuracy from EasyTech by Learning.com reports with grade-level rubrics

COURSE COMMUNICATION & PRESENTATION

1. ClassDojo will be the main platform for parent-teacher and parent-administrator communication
2. OCEAA will create a unified website landing page for accessing weekly assignments for all grade levels.
 - a. Grade level pages will be consistent in style and format for a user-friendly experience.
 - b. Work submission will be through Seesaw in TK, ClassDojo Student Portfolios for K-2 and Google Classroom for 3-8
 - c. Accessibility considerations
 - i. Captions
 1. Available on Google Hangouts calls
 2. Available on most Youtube videos
 - ii. Translation

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1. Google Chrome Extensions
 - a. Specific Chrome Extensions to allow for text-to-speech and other apps can be pushed out

When Online Learning Is Not Available

OCEAA has carefully crafted its distance learning plan to build out from existing program curricula and instructional delivery model, exercised due diligence in seeking out families without internet or device access, and promptly provided eligible families with the tools necessary to participate in online distance learning. Should any OCEAA student be unable to access learning through the plan described above, the School Director will ensure staff provide an alternative high-quality educational opportunity that aligns with the same learning targets and standards as students accessing online learning, including

- Paper materials mailed home or picked up by appointment
- 1-1 phone conference calls in order to review materials
- Assessment based on texted photos, assessment during phone conference calls

TK-2 DISTANCE LEARNING PROGRAM AT A GLANCE

Crew, math and literacy lessons are taught during the scheduled grade level Zoom hour (e.g. Mondays = Crew, Tu/Th = math, W/F = literacy); all other instruction is flexibly scheduled

Component	Purpose	Curriculum Resources	Team Planning Expectation
Crew	Foster community connections & wellness; Develop character	Virtual Crew Planning Resources	<ul style="list-style-type: none"> ● 1 meeting/lesson per week ● Daily independent activity
Spanish Literacy	Reading Foundational Skills Writing	Flipped lesson plans Adelante web portal	<ul style="list-style-type: none"> ● 2 flipped lessons per week ● 2 small group sessions per student ● Daily independent activities
Math	Conceptual Understanding Procedural Skills / Application Fluency	Flipped lesson plans Eureka Math lessons online , Zearn	<ul style="list-style-type: none"> ● 2 flipped lessons per week ● 2 small group sessions per student ● Daily independent activities
Choice Board	Review, enrichment and language practice to develop schema; integrate with other subjects when possible	Various online resources Choice Board: TK-2nd Template	<ul style="list-style-type: none"> ● Select and input ELD, Sci & SS activities ● Participation and submissions monitored by Arts Coordinator and Music Specialist

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3-5 DISTANCE LEARNING PROGRAM AT A GLANCE

Crew, math and literacy lessons are taught during the scheduled grade-level Zoom hour (e.g. Mondays = Crew, Tu/Th = math, W/F = literacy); all other instruction is flexibly scheduled

Component	Purpose	Curriculum Resources	Team Planning Expectation
Crew	Foster community connections & wellness; Develop character	Virtual Crew Planning Resources	<ul style="list-style-type: none"> ● 1 meeting/lesson per week ● Daily independent activity
ELA	Reading, Writing, Speaking & Listening	Novel Study (3rd) ELA Modules (4-5)	<ul style="list-style-type: none"> ● 1 flipped lesson per week ● 1 small group session per student ● Daily independent activities
SLA	Reading, Writing, Speaking & Listening	Adelante web portal (3rd) Novel Study (4-5)	<ul style="list-style-type: none"> ● 1 flipped lesson per week ● 1 small group session per student ● Daily independent activities
Math	Conceptual Understanding Procedural Skills / Application Fluency	Flipped lesson plans Eureka Math lessons online , Zearn	<ul style="list-style-type: none"> ● 2 flipped lessons per week ● 2 small group sessions per student ● Daily independent activities
Choice Board	Review, enrichment and language practice to develop schema; integrate with other subjects when possible	Various online resources Choice Board: 3rd-5th Template	<ul style="list-style-type: none"> ● Select and input lang, Sci & SS activities ● Participation and submissions monitored by Arts Coordinator and Music Specialist

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6-8 DISTANCE LEARNING PROGRAM AT A GLANCE

Crew is held 2x per week during the scheduled MS Zoom hour; all other instruction is flexibly scheduled/to be determined by the team with approval from KC

Component	Purpose	Curriculum Resources	Team Planning Expectation
Crew	Foster community connections & wellness; Develop character	Virtual Crew Planning Resources	<ul style="list-style-type: none"> ● 2 sessions/lessons per week ● Daily independent activity
ELA/SLA	Reading, Writing, Speaking & Listening	ELA Modules Spanish Novel Study	<ul style="list-style-type: none"> ● 2 lessons weekly & ind. work ● 1 small group session per student ● Office hours
Math	Conceptual Understanding Procedural Skills Application	Flipped lesson plans Eureka Math lessons online	<ul style="list-style-type: none"> ● 2 flipped lessons weekly & ind. work ● 1 small group session per student ● Office hours
Science	Ecosystems, Cycles of Matter & Solar System Modules	FlexBooks, STEMscopes	<ul style="list-style-type: none"> ● 2 lessons weekly & ind. work ● 1 small group session per student ● Office hours
History	Ancient, World & US History	DBQs, curated lessons	<ul style="list-style-type: none"> ● 2 lessons weekly & ind. work ● 1 small group session per student ● Office hours
Arts	Weekly project; integrate with other subjects when possible	Arts Lesson Folder	<ul style="list-style-type: none"> ● Arts Coordinator and Music Specialist plan content and hold office hours ● Collaborate to provide integration ideas