



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.

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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, 714-404-4326). 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.



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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, Mr. Swanson and other service providers 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 school 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.



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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.

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 9:00	7th Grade Zoom schedule starts at 8:30	8th Grade Zoom schedule starts at 8:30

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



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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](#).



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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.

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.



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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.



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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, 714-404-4326)
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.