

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Orange County Educational Arts Academy	Mike Limon, Executive Director	mlimon@oceaa.org , 714-619-2966	June 10, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

1. Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

OCEAA is a TK-8 charter school specializing in dual language immersion and arts education. Our school’s closure to address the COVID-19 emergency has 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 supports such as TPR 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.

Early survey results show that parent feedback to our distance learning program is positive and appreciative. Student wellbeing continues to be a priority for parents. Major 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 (Coffee Chats, ELAC, SSC, FSO) to create a responsive re-opening plan.

2. Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

OCEAA adapted its English Learner functions to a remote environment. For parents, direct, targeted contact was implemented through email and Class Dojo. ELAC emails related to ELs included content about our Digital Needs Assessment, CDE newsletters, and quality online resources. ELAC met virtually

over Zoom. For students, opt-in virtual ELD classes were offered for ½ hour per week in TK-2 and 1 hour per week in 3rd-8th grades. Designated ELD activities were included on Choice Boards for TK-3rd, and integrated into ELA virtual class meetings over Zoom 1-2 times per week in 4th-8th grades.

OCEAA utilized support staff to provide every teacher with a virtual instructional aide. These aides were trained by math and literacy coaches in providing small group instruction during virtual rotation teaching and separate settings. This allowed academic interventions/RtI supports to continue for ELs and low-income students.

In addition to instructional aide support, low income students benefit from school PBIS and crisis counseling services, free device and internet connection support, and free school meals. All families have direct communication access to OCEAA's PBIS specialist, who promoted mental health, food and other community resources on our school-wide communication portal (ClassDojo School Stories), and worked directly with families to solve problems and support their general welfare. The PBIS specialist coordinated and supported teachers in implementing Crew/SEL virtual class sessions held on Zoom 1-2 times per week. The school psychologist was on call as part of our crisis response team. Personal calls to families of high-needs students and families were conducted by referral or through attendance tracking to ensure their welfare and assist in removing or mitigating barriers to participating in learning.

3. Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

OCEAA's Distance Learning plan focused on three goals: 1) sustaining our community through support, connection, and care; 2) allowing students to progress toward their major learning goals in math and literacy TK-5, and in all subjects 6-8; and 3) retaining and extending learning through enrichment activities in multiple subjects. Households were quickly surveyed to determine technology needs; 220+ school devices were checked out to students, free internet resources were promoted, and a Family Tech Help Hotline established.

To accomplish Goal 1, teachers continued to plan crew (advisory) lessons incorporating our character traits, our PBIS specialist provided community resources as part of Mental Health Awareness month and counseled students and families by referral, and attendance team monitoring focused on family outreach to remove barriers to participation.

To accomplish Goal 2, TK-8th grade teachers selected priority standards in math, English and Spanish language arts and utilized blended learning formats to deliver instruction. 6th-8th grade science, social studies and arts teachers also utilized blended learning formats to teach prioritized standards-based content. RtI and Special Education services were delivered by pushing into synchronous learning activities and pulling out for asynchronous individual or small group learning. Seesaw, Class Dojo Portfolios or Google Classroom were used for work submission and feedback; Zoom was used for live instruction.

To accomplish Goal 3, weekly choice boards were curated for independent study in the arts, ELD, science, social studies, and physical and mental health. Arts specialists provided a wide variety of opt-in arts lessons and facilitated virtual performance opportunities. Students participated in Better World Day by creating sidewalk art, letters, and cards of appreciation for those demonstrating courage and kindness by helping others in this difficult time. Our annual Jog-a-thon event was coordinated virtually.

4. Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

We officially closed the campuses on Friday, March 13th and went into planning mode to make sure there wasn't a lapse in access to free meals to our students. OCEAA represents nearly 70% of students that are classified free or reduced, so knowing that we made sure to have a

plan in place. The first phase was serving meals starting on Monday, March 16th, and this was daily, Monday's through Friday's. The meals that were served transitioned away from a scratch cooking style to meals that had a longer shelf life. We then went into phase two, which had meal distribution on Mondays, Wednesdays and Fridays. Tuesday's and Thursday's meals were also covered on the day before. Now we are serving the week's meals on Mondays and Wednesdays until July 22nd. We want to make sure that during this pandemic, families have access to healthy meals. To date we have served over 25k meals.

The nutritional services team implemented personal protective equipment along with practicing social distancing while onsite. They also created a station at our drive up area so as cars drove up, that station provided ample distance from the staff to our families. They also used large trays to put the meals on, so families can reach over and pick up their meals in an effort to practice social distancing.

5. Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

During this time, we didn't get demand for these services. Thus our resources went towards growing our distance learning program and meal service. We do have a collaboration with the Boys & Girls Club of Central Orange Coast, they were one of the first organizations locally to develop an excellent plan for child supervision. We took their marketing materials regarding child supervision and shared these with our families via our communication platforms, such as Instagram and Facebook. Those channels have had a big increase in engagement during the pandemic and we have been maximizing them!