



## Distance Learning Program Parent Guide

### INTRODUCTION

OCEAA is proud to launch our Dual Language Immersion program in a 100% distance learning model. Our mission and program goals remain the same, and we aspire to use technology as a tool to further student achievement in three dimensions:



#### **MASTERY OF KNOWLEDGE & SKILLS**

OCEAA graduates achieve academic excellence in Spanish and English.



#### **CHARACTER**

OCEAA graduates become effective learners, ethical people, and culturally competent leaders who contribute to a better world.



#### **HIGH QUALITY STUDENT WORK**

OCEAA graduates create complex, authentic work that demonstrates a high level of craftsmanship.

This document highlights specific changes and additions to our OCEAA Family Handbook policies that are impacted by the transition to distance learning. Our program is aligned with the standards for distance learning established by California state legislation and the Department of Education and includes:

- Daily live interaction
- Minimum instructional time
- Preventing absenteeism
- Taking student attendance
- Serving students with special needs
- Checking families' connectivity

Policies and procedures are subject to revision with changing circumstances; we will continue to work with local education and public health agencies and adjust plans so that we can welcome students and families back to our campus in the future.

Parents are encouraged to collaborate with school leadership through attending informal Coffee Chats, parent leadership meetings such as Families Supporting OCEAA (FSO), School Site Council (SSC), English Learner Advisory Committee (ELAC), and OCEAA Board of Directors meetings.

## **PARENT CONTACT INFORMATION AND COMMUNICATION**

It is vital that accurate parent contact information was provided during the registration and enrollment process to ensure our school communications are reaching you. If you are not receiving weekly email bulletins from [receptionist@oceaa.org](mailto:receptionist@oceaa.org), please contact the main office at 714-558-2787 or email [receptionist@oceaa.org](mailto:receptionist@oceaa.org).

In addition to email notifications, OCEAA posts information on its web, Instagram and Facebook pages. Class Dojo is used for direct parent-teacher and parent-principal communication. Parents are responsible for accessing school updates via these communication platforms.

## **DISTANCE LEARNING ATTENDANCE POLICY**

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 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.

Parents do not need to call if their child is unavailable for designated Zoom class time, as long as the student completes the daily assignments.

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 at (714) 558-2787 or [attendance@oceaa.org](mailto:attendance@oceaa.org).

If a student is absent from distance learning for more than 3 school days a week, the Attendance Review Team will make contact with the family to make a plan for re-engagement.

## DEVICES AND CONNECTIVITY

Students without access to an iPad (TK-K) or Chromebook (1st-8th) will be able to check out a device 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 “Help Line” 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. OCEAA’s Family Tech Help Hotline is (714) 404-4326 or **FamilyTechHelp@oceaa.org**.

## FAMILY ORIENTATION MEETINGS

Teachers will invite families to attend virtual orientation meetings the week of August 10-14. The purpose of these meetings is for students, parents and teachers to build positive relationships and have a shared understanding of class schedules, routines and expectations before the first day of school.

## COMMUNICATION

[Class Dojo](#) will be used as the school-wide tool for teacher-parent communication. Teachers can post updates to the class or message individual parents. School leaders can post to the whole school, grade level, class or individual parent.

[Seesaw Portfolios](#) will be the school-wide platform for communicating assignments, submitting work and tracking progress. Video tutorials and other resources for parents will be posted on OCEAA’s Digital Dual Language Immersion webpage. Once you have activated your Seesaw parent account, you will be connected to your child’s class.

## DIGITAL DUAL LANGUAGE MODEL

OCEAA recognizes the reopening of school as an opportunity to re-examine, transform, and improve our Dual Language Immersion (DLI) program to ensure equitable outcomes for all students. To bring this vision to life, OCEAA has designed a Digital Dual Language Model that is adapted to distance learning and:


- Maintains a 90:10 DLI program design
- Combines synchronous (real time, face to face) and asynchronous (online) learning to ensure students are reading, writing, speaking and listening daily in Spanish and English
- Includes English Language Development time
- Engages students in meaningful projects and presentations that allow them to use Spanish in authentic ways


## ELEMENTARY GRADES DISTANCE LEARNING SCHEDULE (TK-5)


OCEAA recognizes the need for families to have predictability, consistency and flexibility in learning schedules. Our Elementary Distance Learning program includes synchronous and asynchronous activities, core instruction, independent work and extended day activities.

**TK - 5TH**


**SYNCHRONOUS LEARNING TIME**





 **8:10am-11:50am**  
Join your class for live instruction


 **12:00pm-2:00pm**  
Lunch pick up and recess

**ASYNCHRONOUS LEARNING TIME**



 **Independent Work**  
1st-3rd = 40 minutes  
4th-5th = 50 minutes

 **Extended Day Enrichment and Intervention**



From 8:10am-11:50am, students participate in 180-190 minutes of live instruction and interact with their teachers and classmates.

- Combination of whole and small group learning
- Lessons are focused on character development, social emotional wellness, math, literacy, and projects.
- Lesson videos will be available for viewing at a later time.

Families participating in the National School Lunch Program (NSLP) can pick up meals at OCEAA on Mondays and Wednesdays between 12:00pm and 1:30pm.

After lunch, students work independently at a time that works best for them; teachers communicate with families and respond to student work during office hours.

Students can extend their day through optional online enrichment activities or extra help offerings.

### Minimum Instructional Minutes Met

TK-K = 180 (live instruction)

1st-3rd = 230 (live instruction + independent work)

4th-5th = 240 (live instruction + independent work)

## DISTANCE LEARNING SCHEDULE / Middle School Grades 6-8

In middle school grades, students spend more time in science and social studies content. Odd and even periods alternate days so that students have fewer class changes each day.

### 6TH - 8TH

# DISTANCE LEARNING SCHEDULE

**Crew**  
**8:10-8:50**  
On line

**Period 1 or 2**  
**9:00-10:05**  
On line and offline


**Period 3 or 4**  
**10:15-11:20**  
On line and offline



**Lunch**  
**11:20-12:00**

**Period 5 or 6**  
**12:00-12:45**  
On line and offline

**Period 7 or 8**  
**12:55-1:40**  
On line and offline

**Extended Day**  
Enrichment and Intervention



### Language of Instruction 6th grade

Spanish  
Crew  
Language Arts  
Science  
Social Studies

English  
Language Arts/ELD  
Math  
Social Studies  
Art

### Language of Instruction 7th grade

Spanish  
Crew  
Science  
Math  
Language Development

English  
Crew  
Language Arts/ELD  
Social Studies  
Art

### Language of Instruction 8th grade

Spanish  
Crew  
Science  
Math  
Language Development

English  
Language Arts/ELD  
Social Studies  
Art

### Minimum Instructional Minutes

6th-8th = 260 (on and offline)

## PARENT, STUDENT AND TEACHER RESPONSIBILITIES

OCEAA's commitment to our students has never been more important. Teachers, students and parents share responsibility for improved student academic achievement and social development. Below are shared responsibilities that support all students in reaching their goals:

### Teacher Responsibilities

- Being ready for live instruction at 8:10 am daily
- Clearly communicating class schedules, routines, norms and expectations for all online interactions and collaboration
- Fostering a sense of community and connectedness through student Crew
- Developing appropriate learning activities and assignments for students with consideration of their unique needs in a distance learning environment
- Providing timely feedback to student work in Seesaw, Google apps or other submission platform
- Holding office hours daily from 12:30-1:30 or other time posted in advance, and being responsive to parent and student questions or concerns
- Keeping parents informed about progress through Class Dojo, Seesaw, virtual conferences, emails and/or calls home.
- Protecting the safety, interests, and rights of all individuals in the classroom

### Student Responsibilities (level of parent support varies by age)

- Setting up a workspace with table, chair and materials needed for learning, charging your device overnight
- Joining Zoom classes on time ready to learn
- Demonstrating good Digital Citizenship and Habits of Character while collaborating and interacting online
- Knowing where and how to get assignments on Seesaw, Google apps or other platform
- Carefully completing the work assigned by your teachers, participating in online lessons, and making the best use of extra help opportunities
- Communicating with teachers by email or Seesaw when you have questions about an assignment
- Respecting the safety, interests, and rights of all individuals in the classroom

### Parent/Guardian Responsibilities

- Establishing a daily routine that supports attending live instruction and completing independent work
- Contacting the teacher if your student will be absent (not participate in any learning activities during the day)
- Helping set up an organized work space with needed materials
- Providing login assistance or supervision during instruction appropriate to the student's age
- Setting up Class Dojo and Seesaw accounts to stay informed about class information and assignments
- Helping your child preview and plan for the week's activities and work
- Checking-in with your child regarding their work and engaging them in a discussion of their work
- Contacting your child's teacher with questions, concerns, and for support during office hours

## LEARNING TARGETS, ASSESSMENT AND REPORT CARDS

Teachers collaborate in teams to develop lessons and assessments based on grade level priority standards and Learning Targets. Priority Learning Targets will be shared with parents early in the year so that students, parents and teachers can better work together towards shared goals.

Curriculum used during distance learning is standards-based and of similar quality to that used during in-person instruction. During the first month of school, teachers will assess student's current levels in reading, writing and math and collaborate with parents to plan necessary interventions to address learning loss.

Standards-based grading is in effect. 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 using your parent account.

Report card grades will be provided at the end of each trimester whether distance learning, on-site learning, or a combination is in effect. In each subject students are graded on academic achievement and citizenship. Academic grades 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.

### TK-8 Standards Performance Levels

- 4 = Advanced
- 3 = Proficient
- 2 = Approaching
- 1 = Below

### TK-8 Character Performance Levels

- E = Excellent
- S = Satisfactory
- N = Need Improvement
- U = Unsatisfactory

## CHARACTER DEVELOPMENT

OCEAA's high expectations for student character are in effect during Distance Learning. Our school wide character habits are: Perseverance, Integrity, Collaboration, Compassion, and Courage. We strive for our graduates to be ethical community members who take pride in their language, culture, and ability to face challenges with a growth mindset. OCEAA students are compassionate, collaborative leaders who advocate for themselves and others.

To develop student character at such a high level, students and teachers build community through daily class Crew meetings. Character habits are taught at the beginning of each school year and assessed each trimester to help students monitor their behavior choices and set goals. **A full description of our School-wide Discipline Policy can be found in the 2020-2021 OCEAA Family Handbook.**

Below are some ways OCEAA's Habits of Character translate to our distance learning program.

<p style="text-align: center;"><b>Integrity</b></p> <p>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"> <li>● <b>Treat online learning like “real” school.</b> Being ready for the next grade level in reading and math is one way to take pride in doing the right thing for yourself.</li> <li>● <b>Be on time.</b> 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!</li> <li>● <b>Hold yourself accountable.</b> Complete assignments with <u>integrity</u> and academic honesty, and remember your classroom norms and commitments.</li> </ul>
<p style="text-align: center;"><b>Collaboration &amp; Courage</b></p> <p>We work together respectfully. We advocate for doing what's right in all areas of life.</p>	<ul style="list-style-type: none"> <li>● <b>Actively participate.</b> <u>Collaborate</u> with—and support—your peers in online and distance learning; seek help/feedback from teachers as needed.</li> <li>● <b>Eliminate distractions.</b> 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.</li> </ul>
<p style="text-align: center;"><b>Compassion &amp; Perseverance</b></p> <p>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"> <li>● <b>Remember, we are all learning!</b> <u>Compassion</u> and <u>perseverance</u> are needed from all members of the learning community in order to support academic growth.</li> <li>● <b>Demonstrate kindness, determination and a positive attitude.</b> Everyone is experiencing higher levels of stress due to COVID-19. There is no better time to show kindness in words, thoughts and deeds.</li> </ul>

## TIPS 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. We do need your help with making sure your students can participate in the program. 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. 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 Cesar Alcaraz, School Counselor, over ClassDojo or at [calacaraz@oceaa.org](mailto:calacaraz@oceaa.org).

## **SOCIAL EMOTIONAL SUPPORTS FOR STUDENTS AND FAMILIES**

As schools open in a distance learning format, the minds of some students and parents may be eased, while others may experience increased anxiety and fear as the virus continues to spread throughout the community. OCEAA is committed to supporting students' social emotional wellness and offering resources to provide support during distance learning and also a smooth, eventual transition back to

school. We recognize that not all families have the same areas of need or the same access to resources; therefore, a range of strategies will be employed to connect. Supports include:

- Crew meetings that utilize social emotional lessons created by teacher teams
- Calls home by staff to connect and engage
- Increased outreach, including webinars and virtual gatherings from our school counselors and other mental health providers during the period of distance learning
- Outreach and support for families who are experiencing trauma impacting their child's participation in learning
- Online social groups for students in distance learning models
- Support for teachers in enhanced engagement for online learning
- Use of Multi-Tiered System of Supports Team to enact early intervention for students
- Increased awareness and referrals to community agencies that support students and adults, including Child & Family Services
- Opportunities for professional development and support to understand and implement Culturally Relevant and Trauma Informed Counseling practices to ensure all students are seen, heard and validated
- Health and parenting presentations

**For more about OCEAA's Multi-Tiered System of Supports see the OCEAA Family Handbook.**

## **STUDENTS WITH SPECIAL NEEDS**

OCEAA will schedule **Interim (30 day) IEP meetings** for all special needs students to review goals and services, and introduce parents and students to our Special Education team. All special education/504 services will be provided via a distance learning model. This includes specially designed instruction, provision of accommodations, and teletherapy.

## **ENGLISH LANGUAGE LEARNERS**

OCEAA will continue providing services to ELLs and their families, including: English Language Development instruction, parent notifications, English Language Proficiency Assessments for California (ELPAC) administration, reclassification and academic monitoring, facilitation of OCEAA's English Learner Advisory Committee (ELAC).

## **NUTRITIONAL SERVICES**

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 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.

## CONTACTOS Y RECURSOS IMPORTANTES

<b>Main Office</b>	While campus is closed, Cathy Finneran, Office Manager (cfinneran@oceaa.org, 714-558-2787), will be available to answer questions related to school operations, including questions about registration, records, and enrollment.
<b>Attendance</b>	Students are expected to participate in school activities during each day of distance learning. Teachers will take attendance for each Zoom session and check student work submissions. If you know your child will not join class or complete work from home, please let the teacher know through ClassDojo or e-mail or contact the attendance office at (714) 558-2787 or <b>attendance@oceaa.org</b> .
<b>Socioemotional and Behavioral Support</b>	Cesar Alcaraz, School Counselor will be available through ClassDojo or calcaraz@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.
<b>Technology Help</b>	The Technology Support Hotline for OCEAA families will be accessible Monday through Friday 11:00am-2:00pm ( <b>FamilyTechHelp@oceaa.org, 714-404-4326</b> )
<b>Program Oversight</b>	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.