



# **College and Career Preparatory Academy**

Learning Continuity and Attendance Plan  
Orange County Board of Education

September 2, 2020

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Dave Connor, Principal	<a href="mailto:DConnor@ocde.us">DConnor@ocde.us</a> , 714-796-8795

## General Information

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

The Orange County Board of Education (the Board or OCBE) and the Orange County Superintendent of Schools (the Superintendent or OCSS) are referred to herein as ‘OCDE.’

College and Career Preparatory Academy (CCPA) has used distance learning strategies for many years, from state standard adopted online courses using the Canvas learning management system, to GradPoint courses offered across the CCPA program, to paper-based independent study strategies facilitated by contract learning teachers in the curriculum areas. Consequently, CCPA is well-positioned to continue and improve upon distance learning across the program. For CCPA, there was no break in learning continuity or enrollment opportunities for students.

In order to implement this distance learning plan, CCPA in partnership with OCDE’s IT department have lent out many Chromebooks and hotspots to CCPA students. This lending was already a CCPA practice, given that CCPA serves large numbers of students from families struggling to make ends meet. The suspension of student attendance required a significant and rapid expansion of this lending program.

CCPA support staff are proactive in seeking to support the learning process and offer support to students and families in academic, social, and emotional domains. Support staff are regularly included in site and area zoom meetings, text or email groups, and conference calls. Student Records Technicians (SRTs), Data Techs, Counselors, Clinicians, and others in every type of staff support position continue to complete their assignments in support of teachers and students.

SRTs, School Counselor, and Project Liaison have continued to work with community partners and have adopted a schedule of online virtual enrollments. The SRTs and School Counselor have developed a method of scheduling Zoom meetings with potential students to enroll them in school by completing enrollment forms online with students. The Project Liaison and SRTs have continued to reach out to community partners to keep abreast of changing enrollment procedures for the federally-funded workforce partners. Since most partners are also enrolling students virtually, CCPA SRTs can enroll students in the program and assign to a teacher as normal.

A direct impact for CCPA is the student learning loss. This can be measured in terms of teacher feedback and student work completed. According to teachers, 66% of teachers felt that student participation has declined. This is evident in the second term of 2019-2020 school year where we saw a 20% decrease in the average amount of credits earned by student in comparison to the second term of the 2018-2019 school year. Credits earned per student will be another factor to be monitored by teachers and administration during the 2020-2021 school year.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

To ensure involvement of our stakeholders, CCPA's School Advisory Committee elicits input from our community partners, local business executives, CCPA staff, students and parents. The School Advisory Committee represents an organizational and technical design to ensure CCPA remains a viable enterprise, with active and effective representation of interested parties supporting a successful educational program. The School Advisory Committee represents the diverse interests of the students and staff that make up the local school community. In an effort to gather meaningful input from all stakeholders, various methods of acquiring input was conducted. Meetings via web-conferencing, phone calls, surveys online and over the phone in various languages, and committees were conducted to solicit input for the Learning Continuity and Attendance Plan. Feedback from the community and staff during the Public Hearing where CCPA's Learning Continuity Plan is presented will also help to inform the direction of the program. Individuals wishing to provide input during the meeting may join the meeting virtually or submit written comments via email.

- CCPA School Advisory Committee meeting held for public hearing and open to public comments, available through web-conferencing and phone call in.
- DELAC meeting held for parent questions and feedback.
- Online surveys conducted to gather feedback from students, teachers, staff, community partners and parents.
- Emailed and texted survey to parents in English and Spanish.
- Phone surveys conducted in English and Spanish for Parents.
- Daily meetings with staff that discussed the Learning Continuity and Attendance Plan.
- Surveys/phone calls/meetings with stakeholders from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.

The OCDE Task force developed an Attestation in preparation for all school openings that has taken into consideration the public's concerns. In accordance with the OC Health Officer's Orders effective June 20, 2020, all businesses, industries and entities that reopen in Orange County shall post an industry-specific checklist and attestation at a visible location at the public entrance of each property. The OC Health Care Agency and the Orange County Department of Education recommend county schools follow this checklist that is supplemental to the COVID-19 California Department of Public Health (CDPH) Industry Guidance: Schools and School-Based Programs. The checklist is a summary. Districts and schools should familiarize themselves with the complete CDPH guidance before using this checklist.

[A description of the options provided for remote participation in public meetings and public hearings.]

Understanding that not all CCPA students and families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearings for the Learning Continuity and Attendance Plan. In addition to emailing comments, a mailing address was provided for comments to be sent via US mail, and a phone number was available for leaving messages. School messenger, phone calls, and text messages directed CCPA students, families, community partners, and CCPA staff to take electronic surveys for stakeholder input and feedback.

[A summary of the feedback provided by specific stakeholder groups.]

Since CCPA's student population consists of young adults age 18-25, the greatest stakeholder feedback was received was from student surveys. Feedback from student surveys indicated they strongly agreed that they are feeling supported and receiving a quality education during this pandemic.

Students feel comfortable returning to school in person as long as procedures are in place and being followed. With the protocols being followed of daily cleanings, PPE gear 62% of students surveyed felt safe to return to school.

Teachers miss their students and the rapport they had built over time through daily in-person interactions. The majority of our students are utilizing online based curriculum and teachers have expressed the need for additional professional development in the areas of Google classroom and the Canvas Management system. To continue distance learning for their students, they also felt the need for additional Chromebooks and hotspot connectivity. Teachers feel that they are losing contact with their students as evidenced by a decline in work completed and missing scheduled appointments. During staff meetings, teachers requested additional community resources they can offer to students and their families as needed.

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

Stakeholder feedback is a key component in adjusting and revising the Learning Continuity and Attendance Plan. Feedback taken from stakeholder input has been utilized in in our plan through reengagement strategies and Implemented Pupil Learning Loss Strategies. For example from community partner's feedback, we are conducting weekly meetings with support staff, teachers, and community partners to ensure students engagement. In these meetings, student weekly attendance and work completion are discussed, as well as identifying whom the teachers and community partner counselors feel could benefit from extra support in reengaging them with school. In addition, support staff will continue reaching out to students and supporting them in their enrollment procedures with local workforce agency partners. In response to staff concerns and a decrease in credits earned, CCPA staff is scheduled to attend a four-part series entitled California LEAs: Rising to the Challenge of COVID-19: Student Engagement and Attendance Strategies workshop.

In the distance learning model that we are working in, new students are enrolled via web-conferencing appointments and are learning the skills required to complete our enrollment procedures via web-conferencing. These skills are then utilized to complete our workforce partner's enrollment procedures and virtual conferencing with teachers. If the student does not have the technology or connectivity to conduct these

enrollment procedures in the various programs, we are providing chrome books and connectivity to all students as needed. Through parent feedback of EL students, having access to technology was important for their students. This area of concern continues to be addressed by providing all students with technology.

A major concern expressed by our community partners is the social-emotional well-being of our students during this time. As such, CCPA will provide resources, strategies, and interventions to support engagement in learning and provide social-emotional consultation through Multi-Tiered System of Supports (MTSS). To support the needs of students, funding will be allocated to hire a Community Resource Specialist. Follow-up surveys and responses will be collected throughout the 2020-2021 school year to gather student feedback regarding connectedness to school, coping with stress, and questions to determine basic student needs. Clinicians are creating a bi-monthly newsletter/email to address social-emotional well-being that will include strategies for both staff and students. OCDE created a website link offering resources which include Mindfulness Strategies developed by the Positive Behavior Intervention Supports team. Considering stakeholders views that no one for a fact can guarantee anyone's safety during this pandemic, CCPA will continue to offer a virtual option for student-teacher weekly appointments and enrollments. These plans and resources are evidenced in our distance learning program and adjusted with staff responsibilities and roles.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

CCPA, under directions from OCDE, will follow the lead from the California Department of Education, Center for Disease Control (CDC), the Governor's office, and local health agencies to plan for in-person scenarios that are likely to present themselves in the school year ahead. OCDE began this process several months ago and will continue to refine its plans using the work of committees and input from all stakeholders. OCDE understands that even when offering in-person instruction many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred during Distance Learning.

To continue delivering instruction on site and in person, a staggered scheduled approach will be taken to allow teachers back on the school site. As soon as allowed by OCDE, teachers will begin returning on site two days a week to meet with students one-on-one for their scheduled appointments. After two weeks, teachers will be on site three days a week, and finally after those two weeks, teachers will be on-site full time at five days a week. Students will schedule their one hour meeting with their teacher by appointment only. While at their appointment, students will be working individually one-on-one with their teacher or support staff. All students will need to meet safety precautions standards upon entry of the building and OCDE safety procedures will be adhered to at all times. This individualized approach will support the students who have struggled to thrive in the Distance Learning platform and help them to regain their academic skills and knowledge. Students will continue to have the option of returning to appointments in person, or continue distance learning with appointments being held virtually.

OCDE's focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

**Safety** – OCDE is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures and sanitizers. Additionally, safety-training procedures are provided for all staff and students at school sites and district offices.

**Academic Success** – The foundation of OCDE’s school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and Distance Learning with a highly-engaging and rigorous curriculum and staff to support the learning at all levels.

**Social-Emotional Support** – Providing social-emotional support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. We will provide resources, strategies, and interventions to support engagement in learning and provide social-emotional consultation through Multi-Tiered System of Supports (MTSS). To support the needs of students, funding will be allocated to hire a Community Resource Specialist. This position will identify regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation.

**Communication** – Frequent, two-way communication in multiple languages with students, families, agencies and stakeholders will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Hire Community Resource Specialist.	\$141,684	Y
Purchase of Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff.	\$6,000	N
Purchase instructional materials for students.	\$50,000	Y
Professional development for teachers on newly adopted science curriculum.	\$5,000	N

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

CCPA is an independent study program that has used distance learning strategies for many years, from state standard adopted online courses using the Canvas learning management system, to GradPoint courses offered across the CCPA program, to paper-based independent study strategies facilitated by contract learning teachers in the curriculum areas. Consequently, CCPA has been relatively well-positioned to transition to distance learning across the program. For CCPA, there was no break in learning continuity for students. Teachers are utilizing a broad array of distance learning resources across CCPA, adapting tools to the needs of distinctive students.

Examples of tools and strategies being used are:

- Canvas-based courses created by ACCESS teachers using state standard adopted curriculum such as:
  - Pearson Social Studies
  - Holt Collections series
  - Access Character Education (ACE – a literature-based curriculum developed by ACCESS Teachers)
  - Pearson Algebra 1 Common Core
  - Agile Mind math curriculum resources
  - Discovery Science Education
  - MELD (ELD curriculum created by ACCESS)
- Google classroom
- GradPoint online courses
- Paper/pencil adopted curriculum
- UCI History Project lessons
- UCI Math Project lessons
- ALEKS
- i-Ready assessment and intervention tools
- MaxScholar remediation and intervention program

Supplemental resources/material include Khan Academy, PBS Learning, Discovery Education, and Newsela.

CCPA has historically utilized online courses. CCPA students are continuing with online GradPoint classes and Pearson Realize as well as starting to use online Canvas courses. Zoom appointments have replaced on-campus appointment times with teachers. Teachers are also



utilizing Adobe Spark (Video, Web Page and Post), Camtasia, Turnitin.com, and virtual science labs. Supplies for specific classes have been distributed to students (e.g., Art courses). Textbooks and workbooks are used as needed. The use of Youtube for instruction, GoToMeeting for math support, videos and shared links are also incorporated to maximize student instruction and differentiated learning.

CCPA teachers continue to communicate assignments to students, monitor student progress, provide feedback on student work, and assign credit for work successfully completed.

ACCESS provided CCPA teachers with the Aeries student information system teacher portal to allow teachers to retrieve student information from home. ACCESS has instituted a two-factor authentication security protocol for Aeries to assure the security of that information. Teachers are thus able to continue to track and record student attendance and credits earned.

Much of the giving of assignments, accepting of student assignment submission, and teacher feedback can be accomplished online. For paper-based distance learning, areas are providing curbside drop off and pick-up, observing security protocols and social distancing, and providing plastic bins with teacher's names where students can submit or retrieve assignments, or providing a mail slot through which assignments may be submitted. This means students and families don't have to come inside the building, but may drop off of the paper/pencil work. Students also sometimes use cell phones to take pictures of completed assignments, or scan them on the computer and send them to teachers.

Teachers give feedback on student work via online tools (e.g., Gradpoint, Canvas, iReady), Zoom calls, emails, or on paper-based packets.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

To address students being equipped with 21st Century skills, CCPA provides instruction through an online environment. Technology plays a critical role and the policies and operations of CCPA and OCDE provide the needed resources and support for online instruction to be effective. CCPA's policy is to ensure each student has access to technology and access to the internet to promote 21st Century Skills. To meet this goal, CCPA provides each student with the opportunity to check out a Chromebook and a connectivity hotspot. By examining student survey results, it is evident that nearly all students feel they have the needed technology access to be successful in their courses.

In order to continue with a distance learning plan, CCPA in partnership with OCDE's IT department, have lent out many Chromebooks and hotspots to CCPA students. This lending was already a CCPA practice, given that CCPA serves large numbers of students from families struggling to make ends meet. To ensure all students have access to online curriculum that will support distance learning, devices and connectivity are given to every new student at enrollment, if needed. As evidenced by teacher surveys, nearly 100% of students have access to technology to complete assignments. Students have also completed a survey to address what additional supports they would need to continue their education moving forward and if needed, distance learning at some point throughout the 2020-2021 school year. Of the students surveyed, less than 5% were lacking a Chromebook or connectivity. For those students who have indicated that they need a Chromebook or hotspot, they have been given one for their use.



## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

OCDE has established an online electronic attendance process that all teachers will use to document student daily attendance. This electronic system will contain a checklist to note the method and frequency of communication between the teacher and the student. Teachers will continue their weekly appointment with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails. Student progress will be measured in the completion of work assigned for the duration of the week and can be monitored through meetings using Canvas, web conferencing tools, Google applications, the Remind app and other forms of virtual communication. Since CCPA is an independent study program where students enroll with varying amounts of credits, another measure of student progress will be to measure the graduation rate and credits earned for students in comparison to previous years. Currently, the total number of CCPA Graduates has increased most years, with the one exception being the 2019-2020 school year due to the pandemic. In 2019-2020 there were 156 graduates compared to 162 graduates in 2018-2019. The graduation rate will continue to be monitored through the 2020-2021 school year. As for credits earned, in the second term of 2019-2020 school year, there was a 20% decrease in the average amount of credits earned by student in comparison to the second term of the 2018-2019 school year. Credits earned per student will be another factor to be monitored by teachers and administration during the 2020-2021 school year.

Student attendance and participation will also be monitored using online course participation or verified daily assignment completion while submitting their weekly contemporaneous reports. Online curriculum platforms such as Canvas, Gradpoint, and Google Classroom provide data documenting time on task, assignment completions, and course completions.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established master agreements and course contracts that clarify and calibrate assignment completion and credits earned within the course description.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Given that the CCPA model has always functioned in a distance learning environment combined with in-person meetings between teacher and student, we are committed to ensuring as much access to high quality curriculum and instructional practices even if such programs are not able to offer the in-person element. Online learning alone without the personal connection is not the optimum learning environment and we will restore the personal instruction element with appropriate safety measures as soon as possible. CCPA is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of the Canvas learning management system (LMS) and Google applications is provided. Canvas and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Canvas and Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

Support for the Canvas tool is offered to both teachers and students to maximize the effectiveness of the resource. For students new to Canvas, an introductory course is available to familiarize them with the platform with the content delivered in nine training modules and archived for repeat viewing. Teachers are likewise trained on the use of Canvas through a five-module training program that explains how to effectively use the system across grade levels.

Teachers are also supported through Guided Language Acquisition Design (GLAD) training opportunities that take place via asynchronous and synchronous webinars. GLAD is an instructional model incorporating numerous research-based and highly effective instructional strategies focused on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards for English learners. The GLAD strategies learned by teachers during the trainings benefit all students, particularly those developing language skills, through the use of high-level thinking and academic language, as well as cross-cultural skills.

In addition to Canvas, Google apps, and GLAD trainings, teachers have additional opportunities to further strengthen their skills and knowledge by participating in the following workshops and trainings:

<b>Professional Developments</b>	<b>Dates</b>	<b>Subjects</b>
Canvas	Fall 2020	to improve online virtual learning techniques for students and teachers
GLAD	December - March 2021	teachers learning pedagogy to support EL students
Discovery Education Science curriculum	Spring 2021	teachers learning newly adopted curriculum
UCI History Project Civil Engagement	Dates TBD	For teachers to engage and inform students of their civic responsibilities
Career Technical Education	Dates TBD	Trainings that would provide students with CTE certifications
Google Applications	weekly starting May 2020	For all staff, learning online applications for distance learning
Google Virtual Camp	July 22nd & July 23rd	For all staff, to enhance online applications skills

## Staff Roles and Responsibilities

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

CCPA support staff are proactive in seeking to support the learning process and offer support to students and families in academic, social, and emotional domains. Support staff are regularly included in site and area zoom meetings, text or email groups, and conference calls. Student Records Technicians (SRTs), Data Technicians, Counselors, Clinicians, and others in every type of staff support position continue to complete their assignments in support of teachers and students. In partnership with OCDE IT, CCPA is providing staff with laptops and VM to be able to carry out their work from home. For support staff in the administrative office, day-to-day business has been conducted as usual while working remotely.

Support staff contact teachers regularly via phone calls, text, and emails. School sites are offering Zoom tutoring with Paraeducators and the academic support assistant. The Student Records Technicians (SRTs), School Counselor, Paraeducators, Academic Support Assistant, and Administrative Assistant are reaching out to students and families if teachers are having difficulty reaching the student. They are using School Messenger, calling and emailing students and parents, offering resources, and encouraging students to contact teachers if they need more assignments.

SRTs, School Counselor, and Project Liaison have continued to work with community partners and online virtual enrollments. The SRTs and School Counselor have developed a method of scheduling Zoom meetings with potential students to enroll them in school by completing enrollment forms online with students. The Project Liaison and SRTs have continued to reach out to community partners to keep abreast of changing enrollment procedures for the federally-funded workforce partners. Since most partners are also enrolling students virtually, CCPA SRTs can enroll students in the program and assign to a teacher as normal.

Professional developments have been offered to support all staff with distance learning. Each week, one staff meeting is dedicated to learning tips and techniques for Google Classroom as offered by ACCESS Teachers on Special Assignment (TOSA). Promethean Board trainings are offered to teachers to utilize for student distance learning. Additionally, staff have attended the Virtual Google Camp to enhance and learn more about all the features of working with Google applications.

Additionally, CCPA is in the process of providing training on the Canvas Learning Management Platform operating system. This system will offer teachers and students easy access to a single online curriculum platform, which will allow CCPA to build the digital learning environment that meets the unique challenges faced by our adult students. Canvas simplifies teaching, elevates learning, and integrates curriculum that supports the academic needs of students.

Through our self-evaluation and feedback from stakeholders, it has been determined that our students are in need of critical social-emotional support that alleviates barriers to their education and provides essential resources. To support these needs, resources will be allocated to hire a Community Resource Specialist. This position will identify regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

For students who are English learners (EL), foster youth, and low-income, distance learning can pose an extra set of challenges when considering language or socio-economic barriers. In addition to providing all students in need with the necessary technology to access academic curriculum via an electronic platform, CCPA is meeting the needs of English learners by providing virtual support with bilingual Paraeducators and an academic support assistant. They are in contact with teachers via phone calls, text, and emails in order to identify EL students who need additional support and offer Zoom tutoring and/or connect the student to Khan Academy for supplemental support. Khan Academy is available in multiple languages. Bilingual staff reach out to parents and students if teachers are having difficulty communicating with family.

Teachers are using curriculum, strategies and resources that assist learning for English learners by using Monthly English Language Development (MELD), Guided Language Acquisition Development (GLAD), and Universal Design for Learning (UDL). These resources and strategies are embedded within their instruction. Also, students are assessed utilizing the i-Ready assessment program for math and reading and intervention strategies are assigned to students based on the student's individual needs.

Over the past three years, English Learners on average represented 40% of our overall student population. Currently, ELPAC data indicates that most of our students score at Levels 3 and 4. In reviewing the domains assessed, Reading and Writing are areas where EL students need additional interventions. All staff have been trained using Constructing Meaning strategies and implementation of ACCESS's EL designated curriculum, MELD, to support students who have lower scores in reading and writing.

For our students who are foster youth, the Foster Youth District Educational Liaison ("Liaison") connects with each school team to ensure the foster youth in CCPA have what they need to be successful during remote learning. The Liaison continues to provide support between the school team and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth.

As the majority of CCPA students are low-income, all students are provided with instructional materials and resources, including technology and connectivity, textbooks, and basic school supplies. Phone calls, text messages, and flyers are also provided to all students with information on community resources, including food distribution events occurring at OCDE school sites.

## Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional development for teachers in the use of new digital teaching platforms.	\$10,000	N
Professional development for teachers and staff to support English learners	\$20,000	Y
Purchase of additional devices and technology for students and staff to use during distance learning.	\$100,000	Y
Provide educational resources for students	\$15,000	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

CCPA recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, CCPA is committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas.

As an alternative education program, CCPA is uniquely equipped to support this need for accelerated learning due to our year round enrollment. Therefore, classes with direct instruction are available for 242 days a year compared to a typical school district of 180 days. A strength of the CCPA program is the ability of our teachers to connect with our students one-on-one. Teachers have discussions with students, and based on feedback, are able to delineate clear expectations for success in the program. The Master Agreement, course contract and weekly assignment sheets are tools that guide learning and encourage open dialogue between teachers and students regarding expectations. By monitoring student attendance and evaluating completed work, teachers gauge student understanding of expected learning outcomes. These strategies have proven to be effective based on student and teacher feedback. In these instances, the teacher has a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred.

The plan to address learning loss will include the expansion and standardization of the i-Ready program, which was first implemented in 2017. The i-Ready program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the area of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, i-Ready is accessible whether students are receiving in-person, distance learning, or blended instruction. CCPA, through OCDE, has also invested in the paper-pencil version, known as the Teacher Toolbox, which provides equitable options for students with connectivity challenges. After the student has taken the online assessment, Teacher Toolbox offers students printed intervention lessons based on the diagnostic results and provides additional resources for teachers.

The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of the i-Ready reports, teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement.

The 2020-21 school year's expansion of i-Ready will include a standardized assessment time frame, thus increasing the percentage of students who are administered i-Ready and provided interventions per their results. Assessment results will then be entered into a learning management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For students who are English Learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, teams of teachers meet to develop distance learning support plans specific to EL students that address academic, social-emotional, and attendance goals. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. The English Learner team will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program. The EL team is also developing a virtual Newcomers Club to support and enhance language development skills. The club will provide a safe, social online environment for EL students to interact with teachers and peers and practice their academic English skills.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring at CCPA and other OCDE school sites.

The Foster Youth District Educational Liaison will continue to track and support teams in order to ensure that foster youth complete I-Ready assessments.

Students with exceptional needs can experience regression if instruction is not consistent and comprehensive. To address any potential student learning loss, CCPA teachers and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.



Communication between CCPA teachers and special education staff has been conducted daily in CCPA staff meetings and monthly in Multidisciplinary Collaborative Team (MCT) meetings using the ABC system to evaluate students: Attendance, Behavior and Credits. If any of these indicators are lagging, or not meeting what the team feels is adequate progress, interventions will be initiated. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visits. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 Paraeducator support more frequently, or assign students to tutoring group. Students with social-emotional concerns can receive telehealth services by a mental health clinician, school counselor or school psychologist depending on the level of support needed. Academic concerns may be addressed using various online remedial programs such as Max Scholar or Lexia for basic reading or comprehension issues.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and insufficient internet access. To address these issues, teachers and Paraeducators work closely to identify, reach out to, and support any students who are not attending remote learning sessions, logging into their i-Ready accounts, or submitting assignments regularly.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The implementation of learning loss assessment strategies are a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, CCPA is committed to the following protocol and process:

1. A newly established plan, setting three standardized assessment windows during which time students are administered the i-Ready assessment
2. Increased teacher and administrator accessibility to student results via IO Assessments, which will provide both individual and collective outcome data
3. Professional time set aside to review, assess, and plan, using the i-Ready data available from IO Assessment reports
4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of our alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social-emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice



the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal social-emotional issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Intervention Team meeting (SIT). Once these interventions are identified and set up the SIT process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutoring group). Student supports can include help from tutors, the school counselor, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student’s IEP. Progress is also reviewed following extended school breaks. These data driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student’s IEP.

**Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Purchase of Teacher Toolbox resource kit for teachers and students	\$5,000	Y

**Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Providing social-emotional support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. CCPA will provide resources, strategies, and interventions to support engagement in learning and provide social-emotional consultation through Multi-Tiered System of Supports (MTSS). To support the needs of students, funding will be allocated to hire a Community Resource Specialist. This position will identify regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation.

CCPA sent students surveys which included questions on student wellness and the need for additional resources. As of July 27th, 60 responses have been received. Administration and staff will continue gathering feedback from the remaining students in the upcoming weeks. Data will be analyzed three times during the 2020-21 school year: September, January, and June. Follow-up surveys and responses will be collected to gather student feedback regarding connectedness to school, coping with stress, and questions to determine basic needs the student and their families may have. In addition, CCPA also asked parents about student social-emotional support in a recent Parent Survey, and as a result, a small number of parents requested additional resources. However, as CCPA students are, 18-25, students don't qualify for services through OCDE, but can be offered local community resources.

OCDE provides a variety of ways to support staff overall and during COVID-19. Since March 19, 2020, the Mental Health Clinicians have provided a weekly social-emotional check in email to staff designed to encourage, support and provide useful tips for self-care and strategies to support students. The staff have given such positive feedback that the Mental Health and School Counseling team are going to implement creating a bi-monthly newsletter/email to address social-emotional well-being that will include strategies for both staff and students. OCDE also created a website link that offered resources which included Mindfulness Strategies developed by the Positive Behavior Intervention Supports team.

ODCE will be designing a Mental Health Staff Development Module that will include the following trainings: Suicide Awareness, Mental Health 101, and Trauma Informed Practices. These trainings will either be presented at staff development meetings or available online. Additional trainings will continue to be developed which will include, but are not limited to LGBTQIA, Racial Sensitivity, and Substance Use.

OCDE will continue to reach out to students and staff to develop trainings and services to address social emotional needs so that students are able to thrive at school and in their jobs.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

According to CCPA teacher survey results, 66% of teachers feel that work completion from students has been “somewhat bad” (below average) and 50% of teachers feel that students attending appointments online has been “somewhat good” and average. Teachers have been communicating with students weekly to engage them in their online learning and assignments. All teachers are communicating through email and text messaging while most teachers also reach out through phone calls, mailed letters, and web-conferencing.

At the initial enrollment, students meet with the school counselor who interviews the students. Together, the counselor and student complete an Individualized Education Career Service Plan (IECSP). The IECSP allows our students and staff to analyze current academic levels, career interests, and to determine appropriate interventions if needed. This plan not only addresses academic needs, but also supports the social and emotional needs of our students. Teachers utilize the IECSP to develop a plan for students to reach their post-secondary goals (career/college). The IECSP is reviewed by the teacher on a continuous basis to provide needed support and to discuss graduation status. When students are in danger of not meeting academic requirements, the Counselor is also brought back into the loop to help connect with the student’s academic progress. The IECSP can be used by teachers and administrators to follow-up on students’ needs to meet educational goals. When a student becomes disengaged from school, reengagement strategies are implemented. This begins with the teacher following up and reaching out to the student. If no contact is made and students are still not meeting compulsory education requirements, they will be notified via mail of the attendance requirements of the program. Staff that have had a relationship with the student through their academic career, from enrollment on including the SRT, counselor, and Paraeducator, will help to reach out to the student via emails, phone calls, and text messages. Meanwhile, three notification letters will be sent to the students’ address on file. If the attendance requirements of CCPA are not met, students will be dropped from the program following no response after the third letter sent.

As a result of our community partner’s feedback, we are conducting weekly meetings with support staff, teachers, and community partners to ensure students engagement. In these meetings, student weekly attendance and work completion are discussed, as well as identifying whom the teachers and community partner counselors feel could need extra support in reengaging them with school. In addition, support staff will continue reaching out to students and supporting them in their enrollment procedures with local workforce agency partners.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

All current CCPA students are young adults between the ages of 18 to 25 and currently meet with teachers in a one-on-one contract learning setting. Because of this, free or reduced priced meals are not provided. However, in partnership with community organization food programs, meals have been distributed to students and families throughout Orange County for those in need. OCDE coordinated drive-through grocery distributions at school sites and community locations in the county. Originally planned to provide for up to 80 families per distribution event, supplies were increased to provide for up to 200 families per event when the need for additional food became apparent. CCPA students have been informed by their Counselor, Teachers, and Paraeducators on a weekly basis of all opportunities to attend a food drive. Multiple locations, including at CCPA locations in Fullerton, Santa Ana, and Fountain Valley, have distributed meals to hundreds of families. As the pandemic progressed, it was better to centralize the location to Santa Ana and once per week on Friday. If transportation is an issue for students, teachers have collected names and addresses for the Principal or teacher to deliver the meal boxes at safe locations practicing social distancing. Ultimately, over two million meals were served to the residents of Orange County, many of who were CCPA students and families.

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
N/A	Design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$27,000	N
N/A	DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$8,000	N

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.47%	\$622,016

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The College and Career Preparatory Academy (CCPA) was established to provide instructional services that the Orange County Department of Education does not generally provide for those aged 16-25 and offers educational services that benefit its target population. CCPA will support students in a way that focuses on one of the legislative intents in the Charter Schools Act, which is to “increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.” To this end, The College and Career Preparatory Academy endeavors to educate a broad range of students from geographically diverse areas throughout Orange County. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind.

CCPA is an independent study program that has used distance learning strategies for many years, from state standard adopted online courses using the Canvas learning management system, to GradPoint courses offered across the CCPA program, to paper-based independent study strategies facilitated by contract learning teachers in the curriculum areas. Consequently, CCPA has been relatively well-positioned to transition to distance learning across the program. For CCPA, there was no break in learning continuity for students. Teachers are utilizing a broad array of distance learning resources across CCPA, adapting tools to the needs of distinctive students.

The Home Activity Kits are an example of a resource being provided to all students which principally benefits a selected group of students. For low-income students who may not have access at home to the supplemental supplies contained in the kits, this resource allows them to engage in a variety of kinesthetic and artistic activities they might not otherwise be able to experience.

Professional development trainings and workshops to support teachers’ instructional skills were offered to all teachers, and the benefits of these professional development opportunities was felt the most by our large population of ELs who required additional support from their instructors to mitigate learning loss and maintain their language acquisition skills outside of the classroom. In addition, any time a teacher training is being offered that will be particularly valuable to the learning needs of EL students, the district EL team contacts the principals directly to make them aware of the opportunity.

Through our self-evaluation, the CCPA stakeholders have determined that our adult students are in need of critical social-emotional support that alleviates barriers to their education. To support the needs of students, resources will be allocated to hire a Community Resource Specialist. This position will identify regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation. This position, although supporting all students, will have the most impact on low-income students who represent 80% of our student population, of which the vast majority of EL students would also qualify in this category.

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

For students who are English learners (EL), foster youth, and low-income, distance learning can pose an extra set of challenges when considering language or socio-economic barriers. In addition to providing all students in need with the necessary technology to access academic curriculum via an electronic platform, CCPA is meeting the needs of English learners by providing virtual support with bilingual Paraeducators and an academic support assistant. They are in contact with teachers via phone calls, text, and emails in order to identify EL students who need additional support and offer Zoom tutoring and/or connect the student to Khan Academy for supplemental support. Khan Academy is available in multiple languages. Bilingual staff reach out to parents and students if teachers are having difficulty communicating with family.

As over 80% of CCPA students are identified as low-income, servicing the needs of this group became a major focus when designing this distance learning plan. The number one concern for student engagement during this plan was the availability of technology and connectivity for all students. This action, although designed for all students, has had the most impact on low income students as they may not have had the resources for technology and connectivity at home. It also impacted our EL students, comprised of 40% of our population, as it provided a gateway to our online curriculum resources that support our EL students. Every two months write a designated ELD curriculum targeting the language needs of Long-Term ELs and provide training to staff on this curriculum. Achievement data of EL students on AMOs and the number of students reclassified.

Professional development trainings in the area of GLAD, will be utilized to support all students and specifically targeted to support our EL students. The program strategies target and promote language skills, academic achievement, and cross-cultural skills.

Through surveys and informal assessments, it has been discovered that our students are faced with unique challenges and barriers preventing them from being successful in our program. Through the shift to distance learning due to the pandemic, the benefit of enrolling students virtually has opened a new option to alleviate barriers for students. For students who might have struggled with transportation, childcare, or work scheduling issues, the ability to enroll at any place allows for more students to attend their enrollment appointments. Likewise, the new virtual classrooms using web-conferencing, allows foster youth, low-income and EL students greater access to Paraeducators and an Academic Support Assistant who are able to provide targeted, individualized academic assistance. Prior to distance learning, enrollments, teacher appointments and tutoring services were scheduled on-site and in the classroom to meet in person. With the new virtual web-conferencing model, Staff, Teachers, Paraeducators, and the Academic Support Assistant are not restricted by geography and time spent driving to sites and can devote more time to working remotely with students. In addition, staff were equipped with external cameras to support the Teachers

and Paraeducators when working with students individually in a distance learning model. We saw the most impact with these devices when working in the area of mathematics.

A strength of the CCPA program is our ability to build rapport with students through a supportive coaching relationship which is designed to meet their academic and social-emotional needs. For those students who actively participate, the one-on-one teacher-student relationship addresses barriers, improves student performance and increases attendance and capture rates. We have identified that many of our students enroll with us with gaps in their learning, and that the use of remedial and intervention programs, such as i-Ready, are needed. EL students will benefit from the close monitoring of student progress with the standardized windows to complete i-Ready assessments.

Student usage data indicates an opportunity for growth in the utilization of adopted software programs and online assessment tools. We believe that further development and implementation of consolidating adopted curriculum on the Canvas platform will better support the academic needs of students and make utilization easier for both teachers and students. The implementation of Canvas learning management system has also resulted in a marked improvement for OCDE's distance learning environment, specifically for low-income students and ELs. In addition to the traditional paper/pencil assignments, teachers were able to use Google classroom for online learning when OCDE schools closed their doors to in-person attendance in March 2020. However, through the exemplary work of curriculum teams, the core curriculum courses of English Language Arts, Math, History-Social Science, and Designated ELD were quickly transitioned to the Canvas platform. The newly adopted science curriculum will be utilized to build science courses on the Canvas platform which will be used for all students. The courses will incorporate GLAD and UDL strategies to support our integrated EL approach. Upon completion of creating the science classes on Canvas, professional development will be provided to staff on the new science curriculum.

For English learners, daily interactions is where language development occurs, and a distance learning environment can mean a loss of language skills if those skills are not protected and nourished. The district EL Services team is creating a virtual Newcomers Club for ELs where safe, positive online interactions can occur between students and teachers. Before distance learning, transportation barriers would have made this type of club challenging to implement, but in an online school community, ELs and teachers from across the program can easily come together to facilitate learning in a fun, social environment.