

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>.

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General Information

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

OCASA Charter is in its 5th year and is authorized by Orange County Department of Education, currently serving approximately 290 Kindergarten through 5th grade students. Prior to the COVID-19 pandemic, OCASA Charter had planned to open school with all students on the campus located in Laguna Niguel. As a result of the COVID-19 restrictions, OCASA College Prep was unable to open the campus to students and instead offered distance learning for all students.

To ensure that all students were able to access the curriculum and distance learning sessions, each student was offered a Chromebook and charger for home use. Other materials such as paper copies of assignments, novels for literature circles and digital textbooks are made available to families. The core curriculum is housed in each teacher's Google Classroom and there are no textbooks needed for our students. Families who required help with internet access were connected with service.

Teachers interact with students daily through Google Meet to provide whole group instruction, small group instruction, and individual support as needed. Each teacher has built a Google classroom where all assignments are accessible to students. Printed copies of materials will be made available to families who request this for their students. Teachers were provided with professional development opportunities to support their use of virtual instruction tools/apps prior to the start of school in order to provide effective distance learning environments for students.

With a focus on mitigating learning losses at the start of the school year, students were assessed using NWEA MAP or NWEA Screener assessments during the first three weeks of the school year to identify critical areas for support and intervention. In addition, Fluency assessments and Basic Phonics Skills Tests (BPST) were administered to obtain multiple data points for each student's instructional level. Teachers are using this information to provide scaffolding and intervention that is individualized to the student's academic needs through small group and individualized instruction..

As OCASA Charter plans for the eventual return of students to campus, a plan to support both in-person instruction as well as distance learning for families has been developed to provide safe options for our families based on stakeholder feedback.

Stakeholder Engagement

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

As it became clear that OCASA Charter needed to plan for both distance learning and in-person learning options, two family surveys were sent to determine family preference for each option as parameters for returning to in-person instruction continued to change. Staff was surveyed as well to determine their preferences during an eventual return to in-person instruction. With limited space in the classrooms to social distance, it was important to understand the desire of our families.

Stakeholders were also asked to submit questions regarding the structure of the school year prior to OCASA Charter’s first parent meeting in July so that their concerns and feedback could be addressed in the planning process. Teachers and other staff members engaged in multiple meetings over the summer as the team worked together to bring a successful and engaging program to the students, whether the plan was for full distance-learning or a hybrid of in-person instruction combined with full-distance learning. Student feedback has been derived from one-to-one weekly mentoring meetings with students as well as parent-student conferences with administration. Spanish translation was provided for families whose primary language is Spanish in order to engage these families in the planning process.

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

All meetings were held virtually through the Google Meet platform. Access to these meetings was shared via Parent Square, our internal communication system, which allows for translation into the language of the family’s choice. During these meetings, the chat feature was enabled for continual live feedback to the stakeholders, which included families and staff. Questions were answered via chat and through a question/answer session at the end of these meetings. A Frequently Asked Questions document was posted on our website as well as a recording of these virtual meetings for those stakeholders who were unable to attend the live meetings.

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

Overall, the feedback from our stakeholders was supportive and grateful for the transparency of our planning process. Families were divided in their desire for distance learning versus a return to in-person instruction based on each individual family’s need. Providing a survey which allowed families to express their desired venue for instruction was comforting for many of our families. Access to Chromebooks and internet were a common concern. As a one-to-one device school, this was addressed through a stream-lined check-out process for our families and a help desk available to support troubleshooting as needed. Additionally, families were looking for flexibility during the instructional process based on student needs, with the ability to access asynchronous instruction virtually if that met the family/student needs more effectively.

Teachers expressed concerns over meeting the learning needs of the students virtually and requested training to be prepared to teach in a virtual environment. Scheduling to provide time to mentor students was a critical part of the planning process. Time to meet the learning needs of the students was also a factor to be built into the schedule. Partnering with our Special Education team was another consideration in meeting the needs of the students.

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

In response to the feedback from all stakeholders, these aspects were incorporated into the Learning continuity and Attendance Plan.

Family technology concerns were addressed by issuing a Chromebook and charger for use at home for any family requesting. Access to the help desk through email was incorporated into the technology support for families. Newsletters and messages posted on Parent Square, our internal communication system which incorporates translation capabilities in multiple languages, included information on how to contact the help desk and who to contact with other technology issues. Students have a single sign-on solution in order to simplify login and access to curriculum and academic supports.

Teacher technology concerns were addressed through professional development on various technology platforms as well as hardware use. Streamlining access for our students through a single sign-on solution simplified student needs for access to the curriculum. Google Meet Video Conferencing Hardware will be installed into each classroom in order to support distance learning as well as in-person instruction at the same time when there is an eventual return to the classrooms.

To address concerns over the need for schedule flexibility for our families, instruction is recorded during each class so that families can access it asynchronously if needed. Additionally, this provides an extra opportunity for support should a student want to review the instruction in order to complete assignments at a later time. This is especially important for students with disabilities who may need to review content multiple times in order to successfully understand the content. Students are able to attend class virtually on the same schedule as if they were on campus for instruction, providing consistency regardless of the format for instruction throughout the school year. Built into the schedule is also time for one-on-one mentoring, small group instruction, and workshops to support individual student needs. Students are able to collaborate in break-out sessions with each other and with the teacher to support the social-emotional needs as well as the academic needs of our students.

Our special education team is working in collaboration with families, students, and teachers to determine how best to meet the learning needs of our students with disabilities. This includes virtual SAI support, counseling, speech therapy, and occupational therapy.

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.]

OCASA Charter School will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in Orange County permit us to return to in-person instruction in the school year ahead. OCASA Charter School has been in the planning process for CDE several months and will continue to refine its plans based upon input from all stakeholders. OCASA Charter School understands that even when in-person instruction resumes, 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.

The return to in-person instruction will begin with small cohorts of up to 16 students, contingent upon the classroom size and space available. The remaining students will be partnered with the students who are receiving in-person instruction and will participate in classes virtually along with their classmates. Incorporating those students who are participating virtually into the in-person cohorts will provide the structure students require to be successful in school, opportunities for collaborative work with both students and teachers, as well as the social-emotional engagement that students need to feel connected to one another and part of the community.

OCASA Charter School incorporates one-on-one mentoring, Responsive Classroom practices, and 2nd Step Social-Emotional Learning throughout the school day. Targeted supports, based upon multiple assessments for all students, with a particular focus on those students who require mitigation to overcome learning loss are in place through MTSS and Special Education programming.

For those students who demonstrate significant learning loss due to school closures, teachers will provide targeted workshops during Self-Directed Learning periods specifically focused on the student's individual area of learning loss. Office hours outside of the regular school day will be offered to students to gain access to additional assistance as needed.

OCASA Charter School's commitment to a return to classroom-based instruction includes the following plans and protocols to ensure the safety of students and staff:

Safety of Students and Staff

OCASA Charter School will have a day porter who will regularly clean high touch areas and keep the campus clean throughout the school day. A nightly janitorial service will clean and sanitize the entire campus every night in order to minimize the risk of COVID-19 transmission. Each classroom will be equipped with touch free hand-sanitizer machines with a requirement that everyone must sanitize their hands upon entering and exiting the classrooms. There are sinks in every classroom which will be available for students/staff throughout the school day.

Students and staff will have physical distancing requirements of at least 6 feet while on campus. To maintain this distancing, desks for students and teachers will be placed in order to maintain this social distance in the classroom. Traffic flow patterns will be marked on the floors of the classrooms as well as on campus to help with the physical distancing while on campus. Sufficient passing time will be incorporated into the master schedule to ensure that students have adequate time to move around the campus while maintaining social distancing. No volunteers or visitors will be allowed on campus and all meetings will be held virtually.

OCASA Charter has acquired face masks for staff and students. Face masks are required for students in grades two through five and all staff unless there is a medical condition documented by a medical doctor. Face shields will still be required in lieu of a face mask.

Identification and Support of Students who have Experienced Significant Learning Loss Due to School Closures

Students will all be assessed at least three times over the year using the NWEA MAP or NWEA Screening Assessments. In addition, fluency assessments will be used to progress monitor student literacy development and when necessary BPST will be used to track phonics and phonemic awareness development. The results of these assessments will be the basis for intervention and placement into small group workshops. Additionally, formative/summative assessments which take place throughout the course of the semester will serve to further identify areas where students require more support. A significant number of resources are also built into the our MTSS and Special Education resources to support students with disabilities and students who are English learners. Teachers will use this data to make adjustments to interventions throughout the school year to support mitigation of the learning losses in our students.

Teachers will be provided with continuing professional development to support student needs in these areas:

- Google Suite Tools
- Google Meet Video Conferencing Hardware
- Data Driven Decision Making
- Bridges Math Intervention
- Project Read Intervention
- Special Education Intervention and Supports
- NWEA MAP Training

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	[\$ 0.00]	No.
Purchased Google Meet Hardware to allow students to interact collaboratively with students who remain in distance learning, thereby providing opportunities for further academic growth as well as social-emotional support		Yes

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.]

Students who remain on a distance learning program will access the curriculum in the same manner as those students who will be on campus during in-person instruction. The master schedule remains the same for students whether they are participating in distance learning or in-person instruction. Distance Learning students will attend class synchronously with all other students as much as is possible based on family/student needs.

Students will be placed into collaborative break-out groups through Google Meet with their in-person instructional peers, thereby participating in substantially the same fashion as their in-person peers. As previously discussed, this provides for a richer, stronger academic learning environment while continuing to support the social-emotional learning needs of the students.

Where there is a need for hands-on activities, teachers will be modifying the curriculum to include activities with easily accessible items from home for these activities. Where this is not possible, families will be able to pick up materials from school to use for these hands on activities.

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 ensure that all students were able to access the curriculum and distance learning sessions, each student requesting a device was provided with a Chromebook and charger for home use. Other materials such as novels were also checked out to students whose families requested them. As the core curriculum is available through online subscriptions there are no textbooks needed for our students. Families who required help with internet access were connected with Cox Communication's ...

Communications were shared with our families on how to check-out a chromebook through Parent Square, our internal communication system, and via live parent meetings. For those who were unable to attend on the day that chromebooks were checked out, families were able to schedule appointments throughout the week to pick up a chromebook for their students. Families are able to reach out to the help desk to access support for all IT issues, including replacement Chromebooks if needed.

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.]

OCASA Charter School teachers will take daily attendance using our Student Information System. Additionally, teachers will be able to track attendance through the Google Meet attendance features to ensure that students are all accounted for during synchronous instruction.. Virtual parent meetings, phone calls, and messages through our Parent Square communication tool will be used to track the amount of communication that has taken place both synchronously and asynchronously. Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. Work completion and Google Classroom participation will provide data documenting time on task, assignment completions, and course completions. Teachers will be tracking the time value of assignments through a Week-At-A-Glance document which will be connected to a weekly review of completed assignments for each student.

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.]

Google Meet Video Conferencing Hardware is being installed in all classrooms. Staff will be trained in the use of this hardware and software. In addition, all staff members are being trained on virtual assessment tools such as NWEA Map and NWEA Screener. The entire staff will participate in NWEA Reports training. The entire staff is also being trained in Professional Learning Communities and will use this training in conjunction with data driven decision making as well as specific instructional strategies which are supportive of effective distance learning and assessment practices. A technician has been hired to manage our help desk system and provide support to staff and families.

Staff Roles and Responsibilities

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

Staff are expected to record all whole group instruction and make it available to students when needed. When we return to campus staff are expected to train students in proper social distancing, hand washing, hand sanitizing and mask wearing. In addition, staff is expected to monitor student compliance and redirect behaviors falling outside the expected norms for COVID-19 safety measures.

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.]

Using data gleaned from NWEA MAP, NWEA Screener, Fluency Assessments, BPST, Project Read, Read Live, Wonders, UCI-Math and Bridges Math assessments, teachers in partnership with students and their families will develop individual learning plans (ILP) for all students. These plans will have specific measurable and attainable goals for the first semester. Progress will be monitored and communicated to students and families. The second semester ILP will also be based upon the assessments described above and once again developed in conjunction with the student and adults in the children's life.

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

Description	Total Funds	Contributing
Materials for Wonders Online (literacy materials for our ELA programming)	[\$ 9746.46]	Yes
NewsELA for (literacy materials for our ELA programming)	[\$ 7150.00]	Yes
NWEA Assessments (virtual assessments to identify lexile level, mathematics level)		

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.]

A robust and comprehensive set of assessment data will be utilized to determine the student’s Zone of Proximal Development (ZPD) and current lexile level. All student information will be discussed in collaboration during PLCs. The staff will focus on student learning and use this assessment information and student work product to determine the scaffolding of instruction necessary to meet or exceed expectations. Data driven decision making will be based upon multiple data points including NWEA-MAP, running records to determine fluency, comprehension levels, self corrects and Basic Phonics Skills Test, Bridges math assessments, Project Read assessments and Read Live fluency probes.

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.]

Direct instruction within the student’s ZPD in the areas of literacy and numeracy is the foundation for all student learning. Literacy and numeracy instruction will be interdisciplinary based, grounded in STEAM and follow the established ILP. Specific strategies used will be based upon the needs of the students, they include but are not limited to: 1. direct instruction of phonics and phonemic awareness; 2.) repeated reading for fluency and comprehension development; 3.) Explicit vocabulary instruction including identifying similarities and differences, summarizing and note taking, nonlinguistic representations; 4.) Explicit instruction with comprehension strategies such as making connections, visualization and inferring, questioning, determining importance, and summarizing and synthesizing; 5.) Writers workshop to provide explicit instruction on the traits of writing as well as the writing process 6.) explicit mathematics instruction which includes developing number sense, problem solving skills and automaticity through visualization, number talks, understanding of mathematical schema, peer collaboration with problem solving and extensive use of manipulatives.

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 NWEA Screener was utilized this fall for all kindergarten students. Students in 1st grade completed the NWEA Map for primary age students. The NWEA MAP was given to all 2nd-5th grade students. The primary NWEA and NWEA MAP will be given in January and in the Spring. Students who qualify for MTSS services and Special Education services will be progress monitored using the curriculum benchmark tools available with our intervention programs (Bridges Math, Read Live and Project Read). At this point, we are working to add this progress monitoring information to our new student management system.

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

Description	Total Funds	Contributing
Professional Development in Data Driven Decision Making: We will utilize multiple data points to inform instruction, determine small group placement and	[\$ 0.00]	Yes
Implement research based instruction using Project Read, Read Live, Bridges Math using a coaching and mentoring model (Education Specialist will train, coach and mentor teachers and instructional assistants.)	[\$ 0.00]	Yes

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.]

OCASA Charter School utilizes the 2nd Step Curriculum for Social Emotional Well-Being, utilizes Responsive Classroom Practices, and is in its second year of PBIS training. All classrooms are multi-age so teachers, students and families are together for two years. This allows for the development of deep relationships and strong school home connections. All classrooms conduct morning meetings, provide explicit instruction in rituals and routines and employ a gradual release of responsibility. All staff have received professional development in suicide prevention. This year additional training in PBIS and the Second Step Curriculum is planned.

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.]

Students are expected to attend online instruction. This expectation has been communicated during July and August parent forums as well as through teacher Week At A Glance documents. Attendance is recorded daily. Teachers reach out to families via email and or phone when a student does not attend. Our office staff monitors student attendance. Both the teachers and office staff notify the principal of attendance and work completion concerns. Our principal meeting jointly with parents, teachers and students to problem solve around attendance and acceptable work completion. In addition, the principal communicates with parents using our ParentSquare portal.

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.]

For students attending in-person instruction, free meals will be provided to the students using the SSO program. Students attending virtually have access to free “take out” meals also through the SSO program.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
NA	NA	[\$ 0.00]	[Y/N]
NA	NA	[\$ 0.00]	[Y/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
[TBD]%	TBD

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.]

We are providing professional development in the areas of data driven instruction, reading interventions and math interventions throughout the school year. Data will inform the zone of proximal development for each student. Students will be provided additional engaged academic instruction using the research based instructional practices.

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

Because we are providing instruction within the ZPD and progress monitoring using the assessments from our research based intervention programs, we will be able to monitor and adjust based on individual student needs. The assessment data will allow us to provide increased interventions in both quality and quantity of services and supports.

In addition, our Spanish speakers can take the NWEA-MAP test in Spanish to provide an additional layer of information to support our Spanish speaking English Language Learners.