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
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General Information

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

Opportunities For Learning Capistrano offers educational opportunities for those students that struggled in the traditional school setting. We offer an educational choice for families through the use of independent studies, direct instruction, digital curriculum and cohorts. Opportunities For Learning Capistrano offers a tailored approach to education, supports students to recover academically, and allows students to get back on track to receive a high school diploma. Opportunities For Learning Capistrano attributes much of its success to its ability to create a safe learning environment and positive school culture by fostering partnerships with all stakeholder groups through authentic, rounded, and student-centered interactions.

Due to the COVID-19 pandemic, Opportunities For Learning Capistrano had to pivot away from in-person appointments and classes which are instrumental in student engagement and connection to the school community. In addition, Opportunities For Learning Capistrano had to make the following operational and instructional adjustments to adapt to the changing needs of its students, parents, and staff:

• 	Transition more students to its digital curriculum platform- Edmentum
• 	Increase digital course offerings through Edmentum
• 	Offer additional professional development in digital curriculum, distance learning instructional and engagement strategies, mental health, and educational technology
• 	Purchase technology and developed a technology hotline to address digital gaps
• 	Rely on virtual platforms for all instruction, assessments, students with exceptional needs service minutes, communication, events, and staff meetings
• 	Shift schedules for some students and staff
• 	Staffing modifications, including roles and responsibilities, to address the needs of students and staff
• 	Increase social emotional support and resources for the entire school community
• 	Participate in additional informational and collaborative school leadership webinars hosted by the California Department of Education, Orange County Department of Education, Charter School Development Center, and California Charter Schools Association
• 	Increase the frequency of needs assessments through stakeholder input and feedback
• 	Procure instructional and operational resources, tools, and equipment to offer a comprehensive learning plan and adhere to health & safety requirements

Although operational and instructional adjustments were made, Opportunities For Learning Capistrano continues to stay committed to the following: (i) to offer a comprehensive learning experience under the Common Core State Standards to students, (ii) to identify students who are not being served in the traditional public school system and provide them educational services: and (iii) to help students become self-motivated, competent, lifelong learners.

Opportunities For Learning Capistrano will continue to utilize all available resources and tools provided by the California Department of Education, Orange County Department of Education, Charter School Development Center, Capistrano Unified School District, California Charter Schools Association, local community resources, and stakeholder input to continue the ongoing development of the Learning Continuity and Attendance Plan and to ensure that the needs of the school community are addressed during this unprecedented time.

Stakeholder Engagement

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

Opportunities For Learning Capistrano utilized various platforms and opportunities to engage each stakeholder group and provide input in the development of its Learning Continuity and Attendance Plan.
Student input and feedback was obtained during individualized meetings that were held throughout the 2019-20 school year and continued during distance learning through virtual platforms, text, and phone. These meetings included student-led conferences/parent conferences, monthly academic planning and goal setting, School Site Council, school group meetings, counseling appointments and academic appointments. In addition, students were also able to provide input through surveys that went out through the school's online testing platform from March 10, 2020- April 24, 2020, and School Messenger System via email and text from July 17, 2020 - August 14, 2020. To ensure accessibility for all stakeholder input and align with ed. code, Opportunities for Learning Capistrano translated communications that went out to students in Spanish to include our English learners and their families. Efforts to gather student input were diversified to include in-person (before distance learning went into effect), texts and phone calls to ensure that students, regardless of internet access, were able to provide input in the development of the Learning Continuity and Attendance Plan.

Parent input and feedback was obtained through a variety of parent engagement events and meetings held prior to and during the COVID-19 pandemic as the school had to pivot its focus from developing the Local Control and Accountability Plan to the Learning Continuity and Attendance Plan to address the impact the pandemic had on the school and its school community. All parent input provided, regardless of time frame obtained, was reviewed by Opportunities For Learning Capistrano and considered in the development of the Learning Continuity and Attendance Plan based on the relevancy to speak to the needs and provide solutions to the impacts and exacerbated issues created by the pandemic. Parent input opportunities included the following: WASC parent focus group (9/10/19), Family Art Night (10/2/19), Parent/ Guardian Team meeting (10/7/19), Entrepreneurial Event (11/8/19), Parent Universities (10/23/19 and 11/7/19), virtual college/career preparation workshop (4/24/20) and School Site Council meeting (5/21/20). During these parent engagement opportunities, staff provided parents/guardians with opportunities to voice concerns, offer feedback on procedures and policies, and indicate programs/resources they would want the school to provide to address needs that they have identified. In addition, parents were also able to participate in the decision making process by providing input and feedback through surveys sent out through the School Messenger System theRemind application, email and via text during the following survey windows: March 10, 2020- April 24, 2020 and July 17, 2020 - August 14, 2020. These surveys

were focused on gathering input for distance learning and the Learning Continuity and Attendance Plan. Technology gaps were also communicated by parents through the Home Technology Survey that was emailed and texted on March 12, 2020- March 20, 2020. Due to the small learning environment offered by Opportunities For Learning Capistrano, staff is able to connect with parents on a regular basis and solicit feedback that has informed school decisions and offerings. To ensure accessibility to input opportunities, Opportunities for Learning Capistrano translated communications that went out to parents to accommodate families that need or prefer information in Spanish. Efforts to gather parent input were also diversified and included in-person (before distance learning went into effect), texts, emails, phone calls, social media and school website postings which included Public Notice to Board Meetings to ensure that parents, regardless of internet access, were able to provide input in the development of the Learning Continuity and Attendance Plan.

Opportunities For Learning Capistrano has continued to actively collaborate and seek input from teachers and staff to conduct needs assessments and procure materials and resources necessary for them to serve students during the COVID 19 pandemic. Like other stakeholder groups, teacher and staff input was collected prior and during the pandemic to create the Learning Continuity and Attendance Plan. Teacher input and feedback was obtained through surveys held on March 10, 2020- April 24, 2020 and July 17, 2020 - August 14, 2020. On June 4, 2020, staff completed the Return to Work Essential Workers Survey to create the staffing schedule for the school site while adhering to health orders and social distancing guidelines. For direct instruction course offerings, expectations and pacing, teachers provided input in the Direct Instruction Survey sent out by the Instructional Coach. Additional teacher input opportunities included other methods such as in-person (prior to distance learning going into effect) weekly staff meetings, one-on-one staff check ins, monthly professional learning communities (PLCs), team building events, and staff workshops.

School leadership input was utilized to inform the Learning Continuity and Attendance Plan as needs assessment were conducted and continue to be monitored on a weekly basis. Opportunities For Learning Capistrano's school leadership team strategically participated in various collaborative meetings with its Special Education Specialist, English Language Specialist and Foster & Homeless Liaison to track needs and provide resources to these specific subgroups of students. The school leadership team consulted with Southwest SELPA on 4/7/2020 on a proposed Local Control and Accountability Plan goals, metrics, and actions. Based on the feedback provided by the SELPA, students with exceptional needs needed to be included in overarching goals and specific actions that would help close the opportunity gap. Although Opportunities For Learning had to pivot its efforts to develop the Learning Continuity and Attendance Plan, SELPA recommendations will still be utilized to ensure that the needs of students with exceptional needs are addressed throughout the learning plan. In addition, the school leadership team utilized recommendations by the California Department of Education, Orange County Department of Education, Charter School Development Center, California Charter Schools Association and stakeholder input analysis to inform the development of the learning plan and address the identified needs.

[A description of the options provided for remote participation in public meetings and public hearings.]
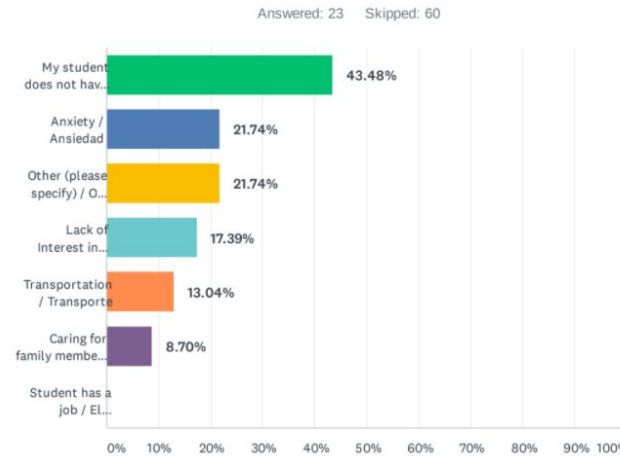
Opportunities for Learning Capistrano is committed to collaborating with all stakeholders, ensuring that all parties have access to important school information, and that their voices are heard. During this pandemic, Opportunities For Learning's Governing Board has provided options for remote participation in public hearings by providing teleconference (dial in option) and by making the school accessible for stakeholders to participate in board meetings (following safety, health, and social distancing requirements). Translators are available at each board meeting, so that participants speaking languages other than English are not denied access. The School Messenger platform is utilized

to send Public Meeting Notice to stakeholders via the following methods: email, text, calls. Information is also posted on the schools website and outside the school site. Flyers with meeting information were also mailed home to increase stakeholder participation in public meetings.

[A summary of the feedback provided by specific stakeholder groups.]
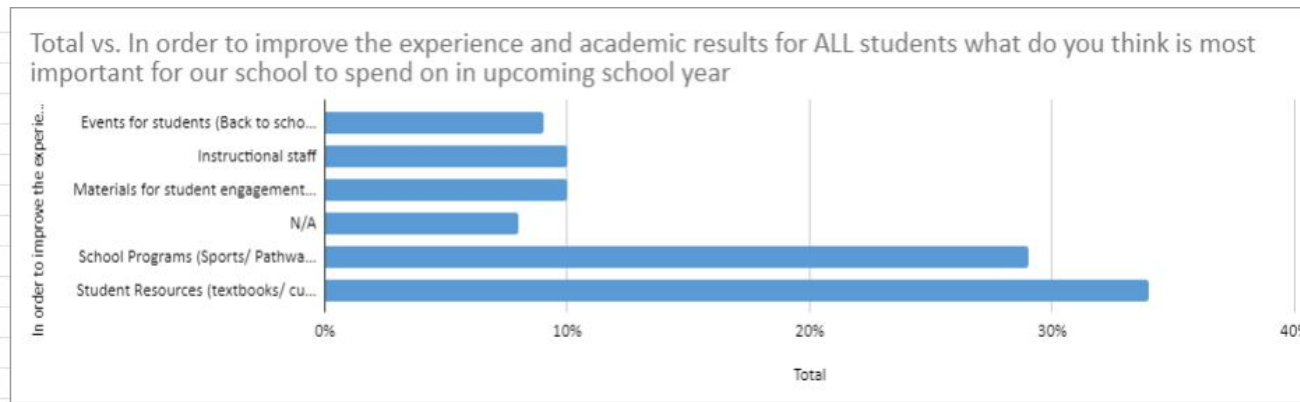
In looking at Learning Continuity and Attendance Plan survey responses, 43.48% of respondents indicated that students did not have any challenges attending school due to impacts of COVID-19. The other 56.52% of respondents indicated that students are experiencing the following challenges due to COVID-19 which included anxiety (21.74%), lack of interest (17.39%), other issues (21.74%) including distractions, computer issues, depression, transportation (13.04%), and caring for other family members (8.70%). Student access to the School Psychologist and Counselor are services that will need to be increased to support with these needs. In addition, teachers will have to get additional training so that they are prepared to support the influx of the social emotional needs of their students during this time.

Q7 What challenges do you/does your child face in attending all required appointments due to the impacts of COVID-19? (Check all that apply) ¿Qué retos enfrenta usted / su hijo para asistir a todas las citas obligatorias debido a los impactos de COVID-19? (Marque todo lo que corresponda)

Answered: 23   Skipped: 60

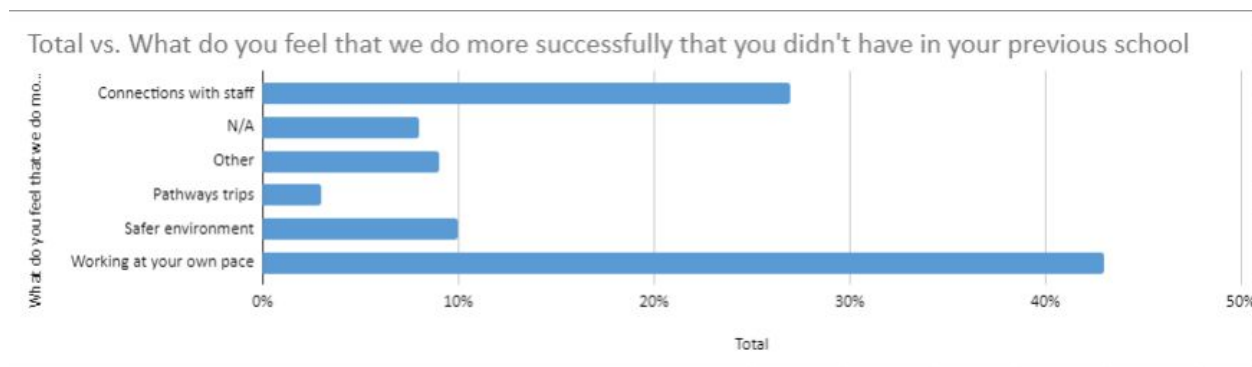| Category	Percent
My student does not hav...	43.48%
Anxiety / Ansiedad	21.74%
Other (please specify) / O...	21.74%
Lack of Interest in...	17.39%
Transportation / Transporte	13.04%
Caring for family membe...	8.70%
Student has a job / El...	

Student Feedback
In a separate survey, students identified the need to allocate funds for school programs such as sports/field trips, and student resources for the 20-21 school year. With the limitations of distance learning, virtual options for school programs will be offered and digital student resources have continued to be procured. These responses highlighted the need for students to want to continue engaging in the program both academically and socially.

Total vs. In order to improve the experience and academic results for ALL students what do you think is most important for our school to spend on in upcoming school year

Based on the following information, additional tutoring in Math and support on how to get started on assignments are areas that students have identified as struggling the most. Although these responses are not unique to students during COVID-19, Opportunities For Learning Capistrano needs to increase communication of available supports as students might need more guidance to access these resources.

Total vs. Which of the following do you feel like you struggle with the most?
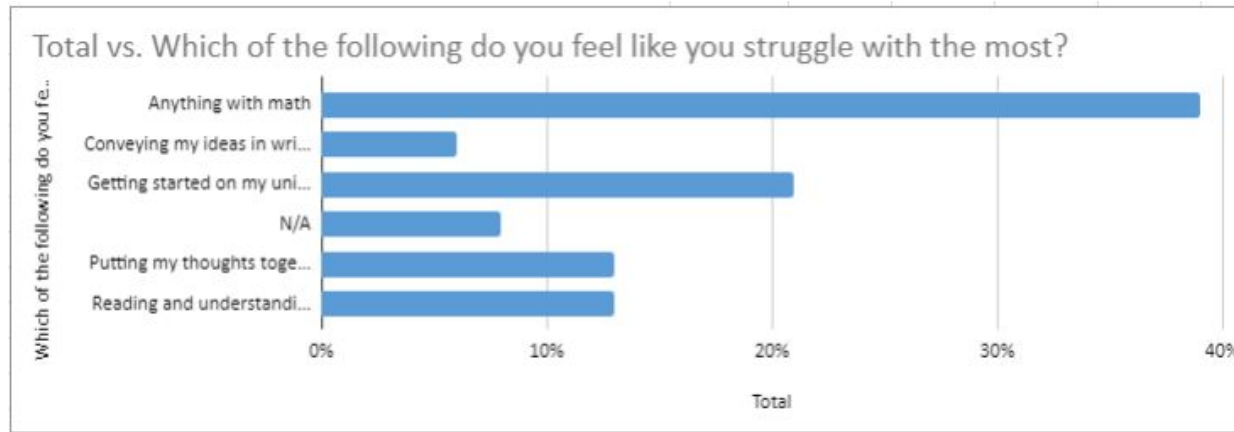
In addition, students have identified school connectedness with staff and the ability to work at their own pace as two main reasons for being successful in our program. Opportunities For Learning Capistrano will have to ensure that regardless of the platforms these important elements are still provided to all students regardless of the method of delivery ,virtual or in-person.

Total vs. What do you feel that we do more successfully that you didn't have in your previous school

The need to continue providing social emotional and academic support through counseling, groups, math tutoring and educational resources is evident by the data collected in surveys and echoed throughout the various platforms used to collect student input. With this feedback in mind, Opportunities for Learning Capistrano has implemented and will continue to expand on support services offerings to support the whole student; emotionally and academically.

Parent Feedback
Parent input showed similar trends as students with the need for additional counseling, academics tutoring, and educational resources. In the Learning Continuity and Attendance Plan Survey, 47.83% of parents indicated that their child struggled with the transition to distance learning and 54.55% indicated that their child experienced some form of learning loss. During the free response opportunities, parents expressed a need to increase access to tutoring time, organizational and time management skill development, student motivation in the distance learning platform, self-confidence, mental health including coping strategies, mindfulness, meditation, self-care, social groups, counseling, and more communication from the school. Overall parent input has identified the need for additional tutoring services for students and expanded mental health offerings targeted on distance learning and how students can cope with this new way of learning. In addition, the school will need to continue its efforts to inform parents on all the platforms the school is using to keep them engaged in the school community.

Staff Feedback
Staff input has indicated the need for educational resources and emotional supports during the pandemic. In survey responses and free response input opportunities, staff has requested educational tools to create synchronized and asynchronous instruction/support services more interactive and engaging for students during distance learning. As Opportunities For Learning Capistrano leverages in-person interaction with students to build strong working relationships and motivate them to continue towards graduation, staff's priorities to maintain academic and emotional connection with their students despite the learning platform has heavily influenced the Learning Continuity and Attendance Plan. Teachers and staff identified the need for specific educational technologies to adapt the independent studies curriculum, targeted professional development including educational technology, digital curriculum, retraining of mandated reporters through the lens of virtual learning, student/parent engagement strategies, mental health resources & strategies, and the need for additional technology devices. Educational Resources have been and will continue to be procured to ensure students are engaged in the learning program and stay connected to the school community. Professional Development will continue to be offered to ensure that staff is able to effectively utilize the educational resources that have been obtained for academic and engagement purposes. Staff input has also indicated that mental health

and well-being of all stakeholders should be maintained as areas for additional resources to be offered. In addition, staff input played an integral role in the Master staffing schedule during Phase 1 of the return to school plan. This will continue as we move through the phases of the reopening plan and ensure the safety of all stakeholders.

Below are word clouds created from free response survey answers that also aligned to in-person staff input gathered to inform the Learning Continuity and Attendance Plan. Note that colors change for each word due to the frequency of the word being mentioned (teal color fewer mentions and red color more mentions).

Q19 What professional development and resources would you like to provided to support you in distance learning?

Answered: 17   Skipped: 66

ways Technology resources students support job

Number of mentions

fewer ▦▦▦▦▦▦ more

3   4
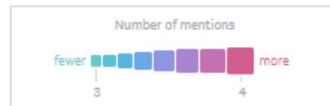
Q20 How can we provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery?

Answered: 17   Skipped: 66

time access ways support teachers education students
packets help increase think provide

Number of mentions

fewer ▦▦▦▦▦▦ more

3   11

Q22 What kind of support or resources do you recommend to help with student engagement?

Answered: 17   Skipped: 66

social *teachers* **students** think clubs

Number of mentions

fewer ▪□▪▪▪▪▪▪ more

3   4

Q25 What would you like to see funding spent on in order to increase/improve the services for low income students, English learners, Foster Youth and students experiencing homelessness?

Answered: 17   Skipped: 66

social *support* **students** wifi learning

Number of mentions

fewer ▪□▪▪▪▪▪▪ more

3   4

School Administrators Feedback

School Administrator's input has found the need to procure additional instructional technology geared towards distance learning, operational resources/tools, and mental health offerings to ensure that students, parents, and teachers feel supported academically and emotionally during this time. To maintain fidelity to the vision of the school to empower and inspire students to achieve their goals, the school leadership team will continue to take a tailored approach to student academics and learning. In addition, the school leadership team will continue to increase communications efforts to ensure that the school community stays connected and informed as shifts happen during the pandemic.

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

Stakeholder input gathered through various platforms influenced the development and design of the LEA's Learning Continuity Plan. Feedback from students and parents regarding social emotional opportunities reveal a need to provide additional social emotional opportunities to our students and families. These items are addressed in the Mental Health and Social Emotional Well- Being section of the plan.

Opportunities For Learning Capistrano will continue to offer and increase the frequency of virtual social emotional opportunities such as Run Group, Movie Club, Flip-Grip Challenges, field trips, academic counseling, mental health counseling, and senior events to support overall academic engagement and connection to the school community. The increase in mental health and self-care resources will support the anxiety, lack of motivation, and shifts in home responsibilities that students have identified as issues. In addition, Opportunities For Learning

Capistrano students' will continue to have an option to use independent studies curriculum (paper format) or digital curriculum depending on their learning styles and/or preference. School ceremonies will also continue to be offered to celebrate student accomplishments and promote school connectedness. On June 30, 2020, Opportunities For Learning Capistrano held its first drive-in graduation and virtual English Language reclassification event on May 17, 2020 which was very much appreciated based on stakeholder feedback.

To address the needs parents have identified, Opportunities For Learning Capistrano will continue to offer additional counseling check in with the School Psychologist and Post Secondary Counselor. The School Psychologist has set open google meets hours each week for parents, students and staff to drop in and get dedicated support, strategies and resources. Virtual workshops will be programmed throughout the school year to address the social emotional needs of the students and their families. Monthly Mental Health resources will also be sent home via the School Messenger System to provide parents and students resources that they can use at home to promote healthy habits and routines. Opportunities For Learning will continue to add to its social group offering as parents and students have indicated that they would like to see an expansion of these offerings to re-engage students not only academically but socially as well. Additional tutoring opportunities will be accessible through the addition of dedicated intervention teachers, paraprofessionals, and support staff during the 20-21 school year.

Feedback from stakeholders regarding access to technology revealed a need for better communication about device availability for students. These items are addressed in the Access to Device and Connectivity section of this plan. Opportunities For Learning has taken the necessary steps to procure digital signature software, a school message system, educational technology to support synchronize and asynchronous instruction and curriculum facilitations, access to mental health resources, and additional technology devices for teachers and students. Professional Development opportunities offerings have also increased in frequency and topics to allow staff more flexibility when participating and an on-going menu of training opportunities based on their unique needs.

Based on overall, stakeholder input the Learning Continuity and Attendance Plan will include additional social emotional support including virtual options with school psychologists and post-secondarily counselors, allocating more resources to support virtual student groups, and expanding social group offerings to include yoga, e-sports and virtual cooking classes. In addition, the procurement of educational technology and targeted professional development are needs being addressed in the Learning Continuity and Attendance Plan.

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.]

As a non-classroom-based charter school in-person learning is not required pursuant to our charter petition. However, the LEA does offer Direct Instruction (DI) classes and will continue to do so in the new school year. The LEA will offer classroom-based instruction whenever possible during distance learning. Independent Study Teachers meet virtually with small cohorts of students for 1-hour blocks throughout the

school day. During this live interaction teachers will be able to provide academic support to students, and students will be able to ask questions and engage with other students. Teachers track weekly student progress and implement immediate interventions as necessary. Additional instructional appointments with the teacher, Math Intervention Specialist, and/or Instructional Support staff will be scheduled virtually through Google Meet as needed. Teachers will communicate with parents regularly through mail, email, phone calls, Remind, Google Meet, and texts when concerns are identified. Direct Instruction classes will meet at regularly scheduled class time through Google Meet. Direct instruction and classroom interaction will occur virtually until it is safe to return to in-person instruction.

Opportunities For Learning Capistrano understands the importance of an in-person approach to teaching and learning. Our program's success is built on the relationships and connections staff and students are able to build through the course of a student's academic journey. Although 100% in-person instruction will not be possible until it can be done so safely with state and health requirements in place. Opportunities For Learning Capistrano has established a phase approach in its return to school plan. This plan has been shared with all stakeholders with the understanding that due to the fluidity of the circumstances, phases are positioned along a continuum as schools can revert back or process through the different phases. This plan was also translated in Spanish and distributed to families.

Opportunities For Learning: Phases Infographic for Students/Families & Staff

Students enrolled in the OFL Program for the 2020-2021 school year will be fully engaged with our teachers, support staff, and curriculum in a distance learning or hybrid format, depending on current safety guidance. Students and families should expect to be flexible in moving from one phase to the next but will always be guaranteed an independent study teacher to the greatest extent possible. Families can also "**choose to remain**" in distance learning if they feel it is still not in the best interest of their student to return to the school site.

OFL Students and Families

Position along continuum subject to change based on local and state guidelines

	Phase 1	Phase 2	Phase 3	Phase 4
School Site Descriptors	School sites physically closed to all students and families	Schools reopen with modifications. Students will wear PPE	Schools reopen at full capacity with precautions (CDC)	Schools sites open with no restrictions (back to normal)
Learning Model Descriptors	100% Distance Learning	Hybrid Model (1-day or 2 day)	On-campus learning/ SGI/limited student activities	On-campus learning/ SGI/ resume full student activities

Definition of Distance Learning:

OFL teachers will deliver the charter's standards-based curricula with instruction delivered virtually in an independent study model with access to a teacher on a weekly basis. Students will have access to help and support in a variety of ways.

Definition of Hybrid Model:

To limit the amount of students at each school site and to ensure we are following social distancing protocols, students will be divided into two group and will be allotted an in-person appointment at least one day a week. Students must reserve an appointment with a teacher if they choose to come Fridays (3 students max per teacher desk).

Upon resuming in-person instruction, Opportunities For Learning Capistrano will follow the outlined protocols to ensure the safety of the school community: In phase two, schools will reopen with safety modifications. Every person on campus will be subject to temperature checks and required to wear a face covering and maintain a minimum of six feet of distance between every person on campus at all times. To aid in physical separation,floor marking will be included as guides in areas for potential group gatherings including reception areas, near bathrooms, and outside classroom doors). Plexiglass barriers will also be installed at workstations. During this period of hybrid learning, students will be expected to return to school, 1-2 days per week and staff will operate on a modified schedule to control the number of people at the school site at one time. Further and specific scheduling information will be provided by each student's teacher after a phase two

transition date is announced. Regular hand-washing and/or hand-sanitizing will also be mandatory during phase two. Face masks, hand sanitizer, and gloves will be made available to students and staff. School based and CDC signage geared at stopping the spread of COVID-19 will also be displayed throughout the school site. Additionally, OFL staff will disinfect high-touch surfaces, including desks, door handles, and computers every two hours. Increased cleaning services have also been scheduled with an outside cleaning company. Staff and students that are ill or present symptoms associated with COVID-19 will be required to stay home/ sent home.   Phase 3 will adhere to similar precautions as Phase 2 but ease restrictions based on state/local health & safety recommendations. In Phase 4, schools will resume to normal operations with no restrictions. The school leadership team will communicate frequently with stakeholders to provide updates on phases and restrictions.

As a non-classroom based independent study school, Opportunities For Learning Capistrano was able to use its already developed digital curriculum and independent studies curriculum to support students in distance learning. However, to address learning loss due to the pivot away from in-person appointments due to the pandemic, Opportunities For Learning Capistrano will continue to utilize its tiered approach to intervention and program components to identify, monitor, and support the needs of students impacted by this shift.

To assist in the identification of learning loss, Opportunities For Learning will continue the use of Ren Star benchmark assessments for Reading and Mathematics. These assessments are given to all students, a universal screening system, to identify students needing interventions. In addition, students who fall in urgent intervention or intervention in Ren Star math and English will receive, in person (when

safe) and virtually one on one support through designated staff. All students will take the Ren Star benchmark assessments at three different periods during the school year to monitor student learning. The windows for these assessments will be as follows: 8/11/20-9/8/20, 12/16/20-1/26/21, and 4/5/21-4/20/21. The school leadership team and instructional staff will analyze data results at the end of each testing window, to conduct needs assessment and provide interventions for students based on their unique needs. Interventions will range from instructional strategies, to more targeted curriculum offerings, to referral for special education assessment, when applicable. The full continuum of interventions will be available for all students based on their needs.

Opportunities for Learning Capistrano will continue to leverage existing components of its program to systematically assess student progress and learning once in-person appointments resume, which include formative and summative assessments incorporated within its curriculum. The independent studies curriculum is composed of student activity workbooks which include 5 fillable workbooks with content embedded in the workbooks and appropriate textbooks and novels. Students are required to take a summative assessment at the end of each workbook to demonstrate their understanding of the content. The digital curriculum also requires that students take a summative assessment at the end of each unit, however, all instructions materials and tools are embedded within the platform itself. The direct instruction curriculum offers both formative and summative assessments as it is taught much like a traditional class just with a smaller group of students. Direct Instruction teachers will also continue to use the Ren Star, benchmark assessments, to support the students learning gaps in the classroom as well as provide formative feedback throughout the classes. Data from all curriculum platforms will be accessible to the school leadership team and instructional staff through its data system (Tableau) and Mastery Trackers to determine the level of intervention and support required for each student. Students with a suspected disability will be identified in accordance with Child Find and the SST (student study team) will continue to conduct screenings to address student learning needs and to ensure that referrals to consider special education are appropriate. SST will evaluate students through data-based student needs and work to develop a set of program support alternatives and selecting alternative accommodations and adaptations most appropriate to the individual student.

Once in-person appointments are possible, Opportunities For Learning Capistrano will continue its phase approach with instruction by starting with modified schedules and slowly resuming normal operations. The following program components will still be available for all students including students experiencing learning loss:

•	additional instruction and support in a one on one or small group environment for students

•	access the math tutor or math intervention teacher

•	English support through interventions such as focused appointments, foundational coursework and use of instructional resources such as chunking material

•	Direct instruction and cohort facilitation

•	Learning and instructional support will be organized by the students general education teacher through independent studies (IS) appointments.

•	Continued use of digital formats for communication and instruction including Google Classrooms and Google Hangouts

•	Assignment of direct instruction classes and subject specific cohorts

•	Assignment of Intervention courses, such as Accelerated Math, Achieve 3000, iLit, and Math Modules to address any gaps in learning

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

Description	Total Funds	Contributing
Student will have access to fully credentialed teachers to help aid in progression in Core Subjects	2,000,000	Y
Safety equipment such as PPE to ensure compliance with State and local reopening protocols and social distancing materials and additional cleaning services.	$ 50,000	Y
Ren Star benchmarks. These assessments are given to all students as a universal screening system to identify students needing interventions.	$5,000	y
Broad Course of Study in Curriculum Offerings: Edmentum (digital) and Independent Studies (IS)	$50,000	Y

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.]

Regardless of the delivery approach, in-person or virtually, Opportunities For Learning Capistrano will continue to provide basic services to its students such as access to fully credentialed teachers, instructional materials, social emotional support, and a safe learning environment. Although some modifications needed to take place to transition to distance learning, Opportunities For Learning was able to shift most of its program to a virtual platform to continue providing a comprehensive and high-quality program for its students. In-person appointments were switched to virtual appointments. This included counseling, tutoring, designated English language development instructional minutes and service minutes with the Special Education teacher. This virtual shift continued to provide students with the ability to interact with teachers and support staff they are familiar with. These same interactions will continue upon returning to the school site.   Our curriculum options lend themselves for either virtual or in-person delivery. Our independent studies curriculum continued to be available for pick for students that prefer that method during distance learning. Teachers used apps that allow students to send scanned documents to share their written work and feedback was added through Kami and scanned back to the student. Students are also able to drop off completed units/assignments at a designated drop box in front of the school. Students will be able to continue utilizing the independent studies curriculum once in-person appointments resume. No transitions will be necessary for this option. In response to the pandemic, more students were transitioned to our digital curriculum platform Edmentum to minimize exposure during drop-offs. These students will also be able to continue their courses once normal operations resume. In the event that students want to resume with an independent studies curriculum, it is recommended that they complete the course started in Edmentum as the content from this platform does not align with the independent studies option. However, all students at Opportunities For Learning have the option and access to move from the different platforms at any given time. Direct instruction courses were also transitioned to a virtual option and since the instructor and student groups will remain the same, this transition will be seamless once in-person appointments resumes. Teachers utilized and will continue to use a flipped classrooms approach to allow students

to view direct instruction, get support, and participate in collaborative activities. Educational technology procured to facilitate instruction during distance learning will continue to be incorporated throughout the school year as it enhances the learning experience for students. Modified staffing schedules provided the ability for staff to distribute additional technology, textbooks, curriculum, supplies to students and collect completed units for students for those unable to scan in their work.

Assessment tools like Ren Star and Unit Assessments are available for students during distance learning through the same platforms used before the pandemic. Students are able to take benchmark assessments in reading and math from home. Teachers are able to provide links to these computerized assessments to students. Unit assessments (Online Assessments) are accessible through the student portal in Student Trac, Opportunities For Learning Capistrano's student information system. Once teachers verify the coursework is complete, they provided the student with a PIN to log-into the assessment. Results for multiple choice questions are submitted automatically to the teacher while written assessments were converted into Google platforms for student and teacher access. Administration of these assessments remained similar to the process students and teachers are already accustomed to. Resuming normal testing practices once on site will not return much transition.

Opportunities For Learning Capistrano ensures that teachers were prepared for the transition to distance learning by providing additional professional development through virtual platforms. The PD opportunities provide collaboration on best practices in a virtual education environment, tools and support for social emotional needs for both the staff and students and how to use the educational tech resources. These three pieces provided and will continue to provide the teachers with support and knowledge to support their students in any delivery method, in-person or virtual. The instructional coach and leadership continued to support teachers during the transition and will increase its efforts once teachers and students are back on site.

Due to the transitions to distance learning meetings, Monthly professional Learning communities (PLC), and student groups are conducted virtually and will resume in-person once it is safe to do so. In addition the frequency of stakeholder communication has increased during distance learning and will continue throughout the school year, as we move into the various phases of our operational plan.

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.]

Opportunities For Learning Capistrano conducted an initial needs assessment of technology from March 12, 2020- March 20, 2020 through a Home Technology Survey. This survey was emailed, texted, and posted on the school's website and social media. In addition, staff supported students and their families complete surveys by assisting with translation and call-in response to the survey.   Students that indicated that a device was needed were provided Chromebooks to use for the duration of distance learning. Chromebook distributions began on March 16, 2020 and have continued as needs arise. 50+ Chromebooks have been checked-out. As needs may have changed for students and their families since the pandemic began, staff has continued to reach out to families through email, text and phone when students are not attending school appointments to determine if technology is needed. Staff will continue to assess technology needs as the school year progresses and distribute a chromebook to any student expressing a need. The school leadership team procured an ample supply of Chromebooks in response to the COVID-19 pandemic and the need to pivot to a distance learning platform.

To support connectivity issues, Opportunities For Learning Capistrano provided the following resources to families via School Messenger, emails, Remind, phone calls, flyers, social media and posted to outside the school:
-Comcast, Spectrum, AT&T, and Charter - links to sites and phone numbers provided
-Enrollment Specialist and Counselors work with families to assist with getting low cost or no cost internet
-Teachers refer families that need assistance to Principal
-Parking Lot Wifi availability (students can park near school grounds to access WiFi)

As distance learning is coming into its fifth month and businesses remain closed due to the pandemic, Opportunities For Learning is preparing for a potential influx of students needing additional assistance with connectivity and will be looking into hotspot options for students that will need this support. Students experiencing internet difficulty will continue to have access to the paper curriculum (student activity workbooks) which is available for daily pickup at the school site. Teachers will regularly connect with and support these students remotely through phone calls. When in-person appointments and classes are feasible, students can access free internet at the school site. Our school counselor, homeless and foster youth school liaisons, and enrollment specialist are working closely with all homeless and foster youth students to ensure internet access resources are made available.
For technical support, staff has established office hours to help troubleshoot technology issues with students and the LEA also set-up a hotline (626-343-5336) to help staff and students with technical support. This hotline is available Monday- Friday 8am-5pm. Technical support can also be requested by emailing support@alltechsi.com.   To ensure students were able to log-into their account teachers, provided resources with important information and quick tutorials links

Distance Learning Support

Chromebook Login

Google Login	
Google Password	

StudentTrac

Access StudentTrac

In order to complete the needed tasks as a student at Opportunities For Learning you need to be able to access StudentTrac and complete the following tasks.

Website	www.studenttrac.com
Username	
Password	

Access Online Assessments

http://ior.ad/6TRa (follow directions on the right side of the screen)

Log Attendance & Sign Course Contracts

http://ior.ad/6TEC (follow directions on the right side of the screen)

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.]

As a non-classroom based program, Opportunities For Learning utilizes course work completion, passed unit assessments, and attendance to track student participation and progress. All three need to be verified by a credentialed teacher in order to assign highschool credits to the course work. All courses offered through Opportunities For Learning Capistrano are divided into five units. Students must complete all five units and pass each unit summative assessment to complete the class. Curriculum standards have already been established. Teachers will monitor student participation, progress, and attendance through daily trackers. Students will continue to be required to record and submit their daily attendance through our student information system, StudentTrac, which is accessible on any device. Teachers will continue to be required to verify student attendance through StudentTrac. Students will continue to be expected to complete a minimum of four units per school month/learning period and teachers will track and reinforce this expectation so students stay on a viable path towards academic progress and graduation.

Trackers will also be used to identify students who are struggling with participation and academic progress; teachers will implement and document interventions being utilized. The Edmentum platform also allows for teachers to track time students spent on course work and address any issues that may arise in that course. Teachers and staff will focus on participation and academic progress of at least four units

per month through tracking, consistent and frequent communication, and providing immediate feedback and interventions as needed. Students will be offered additional instructional support with tutoring opportunities through Google Hangout and/or phone calls with support staff, which include Area Teachers, Intervention Teacher, and/or the Math Intervention Specialist. Teachers will assign students to these appointments and students will also be able to arrange virtual one-on-one tutoring appointments with the Area 1 Teachers, Intervention Teacher, and/or Math Intervention Specialist. Open tutoring hours and in-person tutoring will resume once it is safe to do so. The School Counselor will continue supporting all students, especially seniors, Foster Youth, Homeless, and Low-Income student population with phone calls and video chatting to ensure students are engaged, increase participation, make progress towards graduation,and discuss post-secondary education plans. Resources and support will be offered virtually/phone to our Foster Youth, Homeless, and low-income students by the school counselor or foster youth liaison.

All teachers and support staff will follow up with students daily who miss virtual, phone, or in-person appointments and classes. Staff will continue to reach out to parents weekly to communicate expectations of participation/attendance. Parents will be connected to the progress of their child via: Family Sensei (Edmentum) and Parent Portal (StudentTrac). Various support staff will continually contact the students and families to provide encouragement and see if there are any needs during this challenging time. Teachers will continue to be supported by their administrators through weekly virtual check in meetings.

Independent Study Appointments will continue to be conducted through Google Classroom, Google Hangouts, Google Meets, and Edmentum to deliver curriculum and instruction to all students. Students will continue to meet with their teachers at their regularly scheduled school times through virtual modalities. Once the hybrid/modified model can be implemented, students will be placed in cohorts and student appointments will be modified to be in-person once per week, with the other appointment conducted virtually. Independent Study teachers will be able to meet in-person with about three students at a time and deliver instructional support.

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.]

In response to the COVID-19 pandemic and the need to shift to a distance learning format, Opportunities For Learning Capistrano increased its professional development offering and instructional resources to provide teachers and students the necessary tools for teaching and learning to continue. In addition, systems and practices already set in place pre-pandemic that supported professional development decisions were maintained.

The school leadership team meets weekly to address school needs and issues, policy changes, and necessary adjustments to promote student and staff success. Regular bi-weekly school leadership meetings with departments are held virtually to ensure continuity and fidelity to the program. The leadership team and staff remain focused on student success and their emotional well-being. The instructional coach meets with teachers individually, on a regular basis, to provide coaching opportunities, support, and resources targeting virtual instruction, and addressing student needs both academically and emotionally.

The following professional development trainings have been and continue to be provided to instructional and support staff to assist them in transitioning from in-person instruction to virtual instruction:
- How to use Google Meet & Hangout
- EDM training for distance learning
- How to use DocHub for merging documents and creating distance learning Work Samples
- How to create a distance learning Work Sample from EDM or SAWs (student activity workbooks)
- How to set up Parent Portal in Studenttrac
- How to set up Family Sensei in EDM
-Self Care and Mindfulness
-Child Find Process
-Student engagement and motivation
-Effective communication through multiple platforms
-Evaluating and addressing student needs and learning loss
-Google platforms
-SGI/ Direct Instruction in distance learning
- Educational Technology including but not limited to Kami, Pear Deck, Kahoot, Flipgrid, Jamboard, Google extensions, class kick
-Supporting Marginalized Students in Stressful Times: Tips and resources for Educators
-ELD Instruction Best Practices (stakeholder collaboration, support, engagement, routines/norms)
-Lesson Planning for ELs in Distance Learning Environments: Secondary Educators
-Equity, Race, and Culture
-Infectious Disease Protocols - Essential Workers return to site
-COVID-19 - Task Force Training

Department heads including the EL Coach, Lead Special Education Specialists, and Post-Secondary Counselor/Homeless & Foster Youth Liaison attended the following additional professional development: The EL Coach attended webinars hosted by the California Department of Education which included: Research Based Tools to Promote Equity for ELs; Best Practices for Teachers Making the Switch to Virtual Instruction; Distance Learning: Instructional Strategies & EL Support hosted by Glendale Unified; Supporting Your Supporting Students: Tools for the Challenging Times hosted by Wellness Together School Mental Health and the California Department of Education; Designated ELD Instruction through Distance Learning Grades 6-12 hosted by LA County Office of Education (Digital ELD Scaffolds, Student Engagement, Structures and Routines, Lesson Planning, ELPAC Task Type Activities, Online Resources); Designated ELD Grades 6-12 Communities of Practice hosted by Californians Together (examples of teachers implementing designated ELD lessons and instruction and how they outreach to their students to engage in language development through distance learning.Integrated ELD Communities of Practice hosted by Californians Together (Content area teachers will share how they are able to include integrated ELD through their distance learning experiences. A space will be created for secondary teachers to share by content area). Distance Learning: Innovations in Special Education; Key Principles for a Quality Distance Learning Approach; Universal Design for Learning in a Distance Learning Environment; Virtual Support Circle for Educators. The Post Secondarily Counselor/ Homeless and Foster youth liaison attended training for Homeless/McKinney Vento and informational meetings on College Board Updates. The Lead Special Education Specialist attended collaborative meetings and worked to ensure the recommendations from Southwest SELPA were implemented during distance learning.

The School Leadership team attended various professional development and collaborative webinars hosted by the California Department of Education, Orange County Department of Education, Charter School Development Center, California Charter Schools Association, and California State University Dominguez Hill. Topics included: Supporting Your Supporting Supporting Student: Tools for the Challenging Times (Mental Health), AB 1505 and State Wide Data File, Learning Continuity and Attendance Plan Tuesday @ 2 Series (support, development, requirements of the learning plan), Emancipation Education Program (social justice in education), Technology Planning for Distance Learning, Orange County Member Reopening Planning, Los Angeles County Department of Education Wednesdays School Leadership (collaborative, informational, resources for distance learning and reopening plans), and Adopting Budgets and Reopening with Limited Information, southwest SELPA meetings and college board updates, Adopting Budgets and Re-opening with Limited Information Webinar, Distance Learning: Instructional Strategies and English Learner Support, Protocols for Preparing Staff to Return to Offices and Sites Additionally, the school leadership team attended professional development in self-care, mindfulness, Infectious Diseases Protocols, California Leave laws, and Child Find.

Staff Roles and Responsibilities

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

Opportunities For Learning Capistrano needed to make staffing modifications to address the needs of students and staff during the pivot to distance learning. Fortunately all positions were able to be transitioned to virtual platforms. The roles and responsibilities of all staff were affected as the delivery method of instruction and support services relied on virtual and teleconference options. All instructional staff had to shift mindsets from providing in-person support, to providing virtual support to students and their families. Staff had to rework their own homes to provide on camera and functional work spaces for themselves. Instructional staff had to learn how to become virtual teachers, provide instructional, emotional, and motivational support in virtual platforms. Each staff member's roles also took on more time and energy to connect with each student through text, phone calls and emails. Distant Learning made it easier for our students to disconnect from school overall and staff is constantly working on keeping students connected and motivated towards completing assignments. Staff has also taken on the additional job duties of reworking instructional and organizational resources and protocols to mold and change into the full virtual platform. Some examples are the use of paper forms have been reworked for digital use, graduation check protocols were reworked to use shared drives and scanned forms into the drive to just mention a couple of changes. Additionally, instructional staff had to learn how to submit student work digitally. Despite the changes in their roles, Independent Study (IS) Teachers are expected to meet with students face to face twice a week, virtually, and by phone. This expectation will continue when it is safe to return to in-person instruction. Staff has provided more support to families with streamlining communication with providing families with technical support, as well as offering community resources such as food distribution. Teachers have been more flexible with students and understand that some may not have internet, strong internet connection or even a place at home to do school work. Teachers are supportive and offer grab and go scheduled time to pick up school materials such as calculators, textbooks and chromebooks. Our school administration, post-secondary counselor and school psychologist have also supported and seen an influx of parent concerns with motivation and students needing social-emotional support. An increase of Professional Development opportunities were provided for staff to become proficient in Google Classrooms, Google Meet, and other Google Suite amenities as well as other instructional resources like Peardeck, Kami, Kahoots and continually adding to the toolbox with all the digital resources available to support distance learning. Professional Development was also offered to teachers who wanted a deeper

understanding of the online curriculum platform (Edmentum) and Renaissance Star. Staff has been trained on safe protocols while in the school sites that will transition into each phase when schools are allowed to reopen.

While staff roles and responsibilities continue to mirror pre-COVID expectations, some additions and modifications have resulted from distance learning. Opportunities for Learning Capistrano is dedicated and will continue to provide ongoing professional development to assist instructional staff with identifying and supporting student emotional and mental well being. Opportunities for Learning- Capistrano is currently collaborating with Partners in Special Education to deliver a professional development called Helping Staff Manage Feelings of Stress and How to Respond to Students.   When in-person appointments become available, each teacher will wipe down and disinfect student areas in between the conclusion and start of each cohort of student appointments, this would be an added responsibility added to their role. Direct Instruction teachers (DI) are expected to provide direct instruction, virtually (live), and call in options. When it is safe to return to in-person instruction, DI teachers will also perform needed cleanings between class sessions and make sure that desks are situated to maintain six feet distancing requirements and ensure crowds don't inadvertently form when entering and exiting the classrooms. Both IS and DI teachers will be responsible for placing students in cohorts when in-person instruction and appointments can resume. Support staff including Math Intervention Specialists and Area Teachers had to adjust from providing in-person tutoring to providing virtual tutoring. Additionally, instructional support staff will be leading virtual student groups in order to provide additional opportunities for student engagement. Instructional support staff in charge of file compliance had to learn how to process student enrollment paperwork and student work in a completely digital format. Designated support staff will support with meal distribution during grab and go student meal pick up. Non instructional support staff, including the Center Coordinator and the Enrollment & Outreach Specialist, will continue to reach out to families through phone calls for check-ins and encourage connection and engagement.

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.]

Opportunities for Learning-Capistrano offers various curriculum formats and course selections for all students, including students with unique needs. All students are able to choose between our digital curriculum, Edmentum and our traditional textbook/paper curriculum, depending on which format better supports students' unique learning needs. The LEA's unduplicated student populations received additional support, modifications, and accommodations with both curriculum options through specialized instructors, EL Specialists for English Language Learners, and Special Education Specialists (SES) for Students with exceptional needs. Students in foster care and students that are experiencing homelessness get additional support and resources from our Post-Secondary Counselor including food bank information, school meal distribution information, transportation support, connectivity support, access to technology and connecting them to school & community resources. In addition the Post- Secondary Counselor provides guided support with documentation including student record tracking, enrollment, academic planning and applying for services through state and/or local agencies. Unduplicated students and families traditionally have greater barriers to school connectedness and postsecondary options. Offering multiple ways to access resources for academic planning

and progress improves student and parent connectedness. Additionally, direct Instruction classes and cohorts with instructional support are also given to students who have unique needs.

The LEA is equipping students with resources such as textbooks, workbooks, other course materials, technology, and educational software, to ensure the mitigation of obstacles inhibiting full engagement in coursework. This is especially important for our unduplicated pupils, as many of them do not have access to such technologies and resources outside of school. In order for students to access intervention support services and resources, they need access to these materials to support their academic success. Since our curriculum and coursework expectations are the same for all students, it is necessary for them to have access to basic resources in order to actively engage in school and complete coursework and assessments. The following additional supports are provided to support students with unique needs:

Students with Exceptional Needs Service Evaluation

Students with exceptional needs meet at least twice a week with general education teachers and in addition meet with Special Education Specialists (SES) to meet their required service minutes on their IEP. Special Education Specialists conduct appointments virtually and in person (when safe) at their regularly scheduled appointments . In addition, instructional support is offered through paraprofessional staff, virtually, by phone, or in-person (when safe to do so). Opportunities for Learning- Capistrano provides an early intervention program for students found to be credit deficient and/or not at grade level (such as support with intervention teacher, tutoring, and Child Find protocol). Opportunities for Learning-Capistrano support the students needs by conducting an SST(Student Support Team) meetings, implementing the Child Find process, and conducting a 45 day screening. Upon the transition into distant learning each student that holds an IEP was given a specific distant learning plan to address their specific needs through the challenges of distant learning. Opportunities for Learning Capistrano has two special education specialists with a smaller overall student population. This lends to the benefit of allowing the two SES to have smaller caseloads of students that hold an IEP. This smaller student group allows for more direct, intentional time that students with exceptional needs get with specialized staff. This offers more time to implement individualized strategies such as chunking course work, essay building skills, reading out loud and even motivational tactics for each student. In addition, Students with exceptional needs have the opportunity to work with the Post-Secondary Counselor more as the staff and students work together to set transitional goals for each students' IEP. School Psychologist, speech support, text to speech, untimed and use of notes on testing, taking breaks, and even reading out loud software are all offered to students with exceptional needs that aren't the norm for general education students. Staff and school administration are conducting progress reviews, 30 day placement, triannual and annual meetings virtually and currently working with partners in special education to offer virtual assessment testing.

Foster Youth and Students Experiencing Homelessness Goal Setting

Upon enrollment (virtual or in person), all parents/guardians and students fill out a McKinney Vento form asking specific questions related to their home situation. This allows staff to implement protocols right at enrollment. In addition, staff constantly checks in with all students throughout the school year in case circumstances have changed. This was done again in May 2020 during parent conferences to ensure that all students were supported in the transition of distant learning and families losing jobs due to the stay at home order. Once identified students/parents/families will meet with our Post-Secondary Counselor, either virtually or over the phone. The Post- Secondary Counselor will continue to meet at least once a semester to review academic performance/progress and post-secondary plans with this subgroup of students. Opportunities For Learning Capistrano follows the protocol from the McKinney Vento training that our Post-Secondary Counselor attended and is the point person on file. We offer comprehensive community-based referrals and resources for students that are in Foster care, experiencing or close to experiencing homelessness local services. Community resource referrals to agencies such as but not limited to, the Children's

Bureau and the Child and Family Care Center that offer mental health services and temporary housing placement will be offered to students during appointments with their counselor. We will provide continuous consultation regarding academic progress, post-secondary options & requirements, and support programs. Opportunities for Learning will host workshops either virtually or in-person for youth and care providers regarding post-secondary options and positive academic strategies in distant learning and in person (when safe). At this moment it is noted that Opportunities for Learning- Capistrano doesn't not have any Foster Youth.

Designated English Language Development (ELD)
The LEA provides English Learner (EL) students research-based and/or state recommended designated ELD curriculum, such as iLit or other ELD standards-based instruction in English reading, writing, listening, and speaking designed to develop and strengthen the English skills necessary to access core curriculum and progress towards reclassification. Additionally, EL Specialists hold biweekly appointments with their students to model language and processes, and to ask and answer questions with students in need of English language support, virtually, by phone, or in-person (when available). Also, EL Specialists have established additional office hours on Fridays to support student needs on an individual basis. EL Specialists will maintain strong relationships with our students and their parents/guardians. Knowing that parents play a pivotal role in their child's education, EL Specialists will communicate with the family continuously providing updates on student progress. By moving to the distance learning platform, students will utilize the online English Edmentum courses. This program provides many tools and resources to support the development of the second language, i.e. an audio component that reads texts to the student as well as a built-in translator and guided notes. iLit (English curriculum) will also be offered to English learners to better address their academic needs when the modified schedule plan can be implemented. This new curriculum will build in student collaboration and opportunities for peer to peer discussions and will be conducted in a Small Group Instruction format. EL Specialists will continue to develop and implement an Academic Learning Plan for each English Learner student to identify and target specific learning and language needs.

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

Description	Total Funds	Contributing
Technology: Regularly inventory and replacement of Chromebooks and other technology needs to support student accessibility and Distance Learning / Hybrid model	$150,000	Y
Educational Technology- Pear Deck, Padlet, Sign Now, Adobe Pro, Kami	$15,000	Y
Unduplicated students will receive focused Intervention Support and Instruction	$136,000	Y
Special Education teachers have adopted the use of the program GoalBook to assist with aligning special education goals with assessment data	$5,000	Y

Pupil Learning Loss

Opportunities for Learning Capistrano administers the Renaissance Star (Ren Star) benchmark test to all students, 3 times per year. The school then analyzes Renaissance Star testing data in both Reading and Mathematics after each administration to better understand academic learning loss in students. In addition, EL specialists will use Ren Star testing data for measurements of English lexile growth and to support English language development. Opportunities for Learning Capistrano has completed two Renaissance Star testing administrations since operating via distance learning, one in May 2020 and the other in August 2020. All students' scores, throughout their enrollment, are housed in our student information system- Student Trac and data software platform -Tableau. This allows staff to analyze trends and see/address such learning loss during Covid-19 time. The number of testing administrations and cycle of assessment data analysis will continue through distance learning and resume in-person once students return on site. Students are still scheduled to take the Renaissance Star testing 3 times during the 2020-21 school year.

In addition, Opportunities for Learning- Capistrano is still offering direct instruction/cohorts with the addition of offering two blocks of time for English classes, two block of time for math, one block of time for iLit (state approved EL software) cohort for language development as well as a English foundational and middle school cohort to help students work with certificated teachers and staff. In these classes/cohorts staff can implement specific learning strategies like think, pare, share, modeling and relearning to address any loss of learning. The English teacher and Math teacher will also have a reduced student caseload to help support all students with working one on one with students as well as providing time for re-teaching for all students. Math intervention specialist is also used to help support student tutoring, foundational skills, re-teaching and analyzing data so we can make the biggest impact.

EL Specialists have a small caseload of students that allows for one on one appointments in addition to the iLit cohort for language development. Other resources such as Achieve 3000 are being used to supplement English reading strategies and growth.
English, Mathematics and language development will also be measured by core course completion in each of these areas and with targeted student groups such as EL, foster/homeless and students with exceptional needs. Each academic month, staff, including leadership, breaks down and analyzes data on how many students completed, tested and successfully mastered the standard and learning target in all forms of instruction including Edmentum, student workbooks, direct instruction and cohorts. This will also allow us to compare data from pre-Covid times to now to address any concerns and learning loss that is seen.
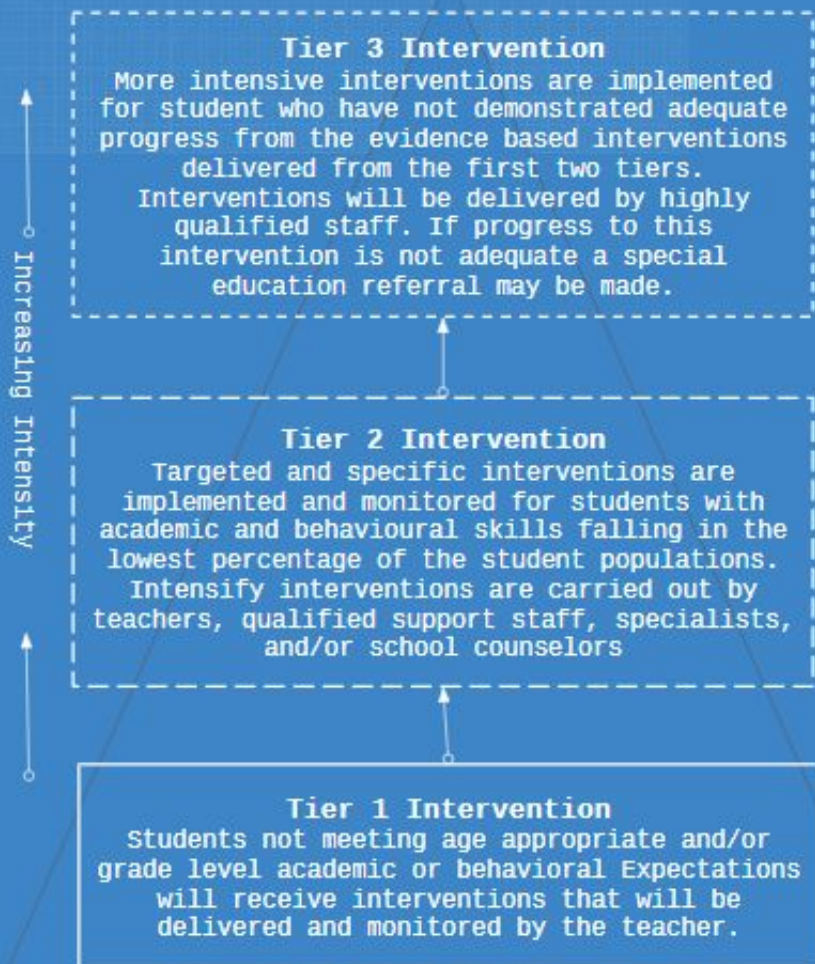
Pupil Learning Loss Strategies

Strategies that teachers will implement to address learning loss for all students include: re-engaging students in learning, using digital teaching strategies, connecting with parents/families via phone, email, Google hangouts, and/or Zoom; monitoring student attendance and progression, formative and summative assessments, and teacher observations. Engaging students social-emotionally through tools like Flipgrid; setting written and verbal student norms/expectations for attendance, participation, and work in the online setting; engaging students in synchronous and asynchronous instruction through interactive online learning tools such as Google Classroom, Kahoot!, Pear Deck, Padlet, Loom, etc. to promote deeper student learning through interactive classroom warm-ups, discussions, formative assessments, etc ; and providing needed services such as intervention support in math and English, students with exceptional needs services, and English Language Development services to address additional learning needs and avoid learning loss. Edmentum (online curriculum platform) offers guided notes to help teachers and students supplement academic content. This also helps support discussions and where a student might have missed some material. We have implemented teachers and students sharing screens whenever possible to ensure that both are visually seeing what the other is doing. In addition, we have implemented that each student appointment starts with an open ended question like, "how are you"? All these strategies are helping with identifying and combating learning loss that we are starting to see. Additional support that is provided during distance learning to assist our English Learners, Foster Youth, Students experiencing homelessness and students with exceptional that are specific to their needs include the following:
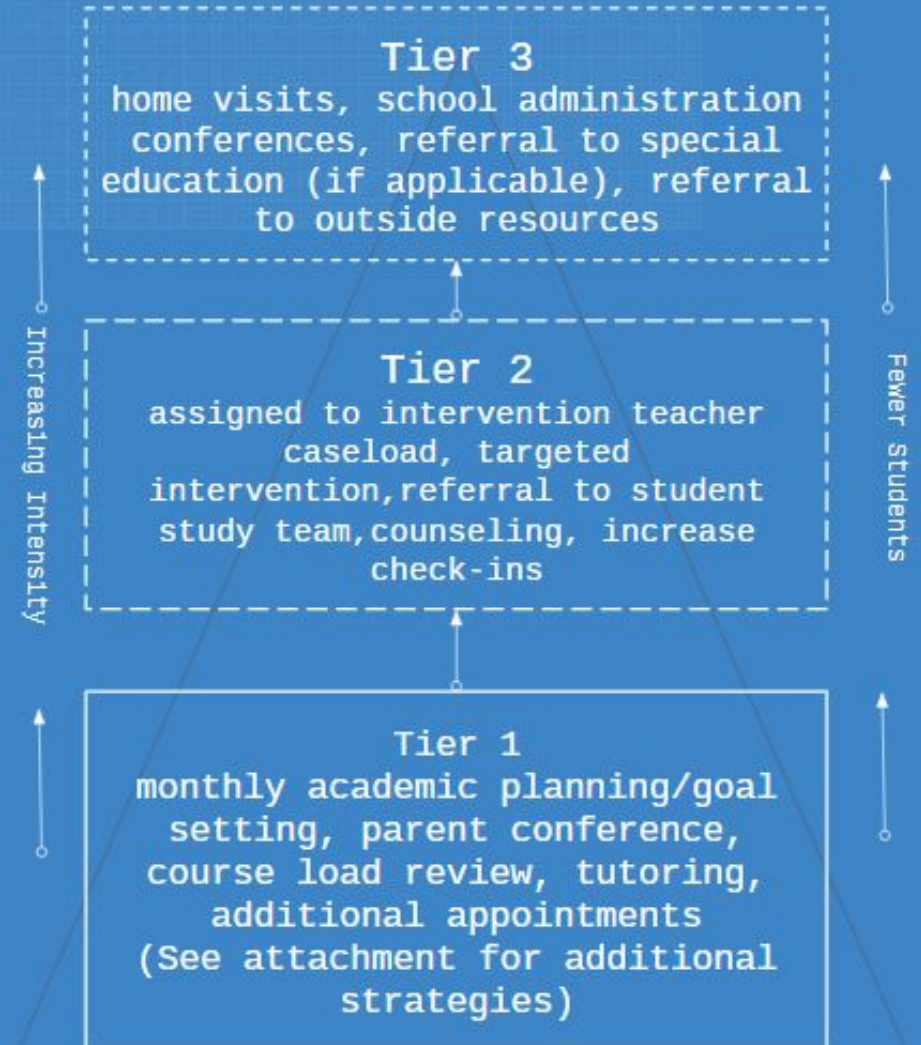
The Opportunities for Learning Capistrano's Special Education department has adopted the use of the program GoalBook to assist with aligning special education goals with assessment data. The Opportunities for Learning Capistrano's English Language Development department has adopted the program iLit for English Language Development curriculum designed to progress students towards language acquisition and reclassification at their individual levels of English reading, writing, listening, and speaking. Homeless and foster youth students have structured staff that has been trained on McKinney Vento's protocols including possible AB216 reduced graduation credits to ensure those students are supported differently than general education students. Students under these specific targeted groups have different trained support staff, offering different targeted software and enrollment protocols to ensure the most success of our student groups.

Opportunities for Learning Capistrano has taken full advantage of internal and state level professional development opportunities that address student learning needs in a distance learning setting. Instructional staff, including instructional coaches, independent study teachers, direct instruction classroom teachers, special education specialists, and English learners specialists have attended various offerings.

Opportunities For Learning-CAPO
Response to Intervention

Increasing Intensity

Tier 3 Intervention
More intensive interventions are implemented for student who have not demonstrated adequate progress from the evidence based interventions delivered from the first two tiers. Interventions will be delivered by highly qualified staff. If progress to this intervention is not adequate a special education referral may be made.

Tier 2 Intervention
Targeted and specific interventions are implemented and monitored for students with academic and behavioural skills falling in the lowest percentage of the student populations. Intensify interventions are carried out by teachers, qualified support staff, specialists, and/or school counselors

Tier 1 Intervention
Students not meeting age appropriate and/or grade level academic or behavioral Expectations will receive interventions that will be delivered and monitored by the teacher.

Opportunities For Learning-CAPO
Student Interventions

Increasing Intensity

Fewer Students

Tier 3
home visits, school administration conferences, referral to special education (if applicable), referral to outside resources

Tier 2
assigned to intervention teacher caseload, targeted intervention, referral to student study team, counseling, increase check-ins

Tier 1
monthly academic planning/goal setting, parent conference, course load review, tutoring, additional appointments (See attachment for additional strategies)

When you see this behavior	Try this strategy
Transportation Concerns (once in-person resumes) • No ride • Budget constraints	• Adjust appointment time. • Carpool with other student(s). • Bus tokens/pass-collaborate with AP.
Daycare Concerns • No one to watch my child • I watch my siblings	• Adjust appointment time. • Discuss other possible support systems • Collaborate with AP and/or Counselor. • Discuss time management strategies.
Limited/No Internet Access	• Additional time at the school site • Provide community resources-local library locations and hours • Provide low cost options • Refer to AP for hotspot referral (limited)
Course Scheduling • Student needs multiple SGI classes	• Adjust appointment time around SGI classes. • Intentional course planning-monthly, semester, yearlong plan. • Intentional follow up with student and SA. • Discuss time management strategies-collaborate with SA.
Difficulty following a plan • Inconsistent attendance • High aspirations • Does not hit target goal(s)	• Consistent attendance expectations and follow through. • Positive reinforcement for desired behaviors. • Discuss impact of negative behaviors (personal/social/academic). • Collaborate with SA and/or AP for behavior intervention/modification strategies.

When you see this behavior	Try this strategy
Difficulty completing tasks • Student is disorganized • Difficulty following pacing guides • Difficulty compiling projects	• Break up task into workable and obtainable steps. • Physically break unit apart into smaller and manageable pieces. • Label or use a pen or different color highlighter to identify what pages need to be completed each day. • Check for understanding on pacing guides/whiteboards.
Student thinks work is "complete", however it is not	• Define the requirements of a completed activity. • Ask parent(s) to help monitor student's work at home. • Train student to understand completed vs. non-completed pages.
Difficulty following through on instructions or directions.	• Gain the students attention before giving directions. • Give one direction at a time. • Give simple directions. • Check for understanding by having the student repeat the directions. • Teach student to ask questions when they do not understand an assignment or directions.
Difficulty prioritizing from most to least important.	• Prioritize assignment and activities with the student. • Write it down.
Difficulty sustaining effort and accuracy over time.	• Reduce assignment length and strive for proficiency. • Increase the frequency through positive reinforcement. • Work with student to set small goals.

Tier 1 Intervention Strategies (3 of 3)

When you see this behavior	Try this strategy
Difficulty completing assignments.	• List, post, or say all steps necessary to complete each assignment. • Reduce the assignment into manageable sections with specific due dates. • Make frequent checks for work/assignment completion.
Student is not spending enough time on school work	• Review program expectations • Teach organizational skills. • Work with the student to establish a school routine. • Utilize Student Planner.
Poorly developed study skills	• Teach study skills specific to the subject area organization (e.g. assignment calendar) textbook reading • note taking (finding main idea / detail, mapping, outlining), skimming • summarizing
Poor use of time • Sitting, starting off into space • Doodling, not working on task at hand	• Teach reminder cues-i.e. a nod, tap on the shoulder • Model your expectations of what paying attention looks like. • Provide time limit for a small unit of work with positive reinforcement for accurate completion. • Use a contract, timer, etc. for self-monitoring.
Difficulty sustaining effort and accuracy over time.	• Reduce assignment length and strive for proficiency. • Increase the frequency through positive reinforcement. • Work with student to set small goals.

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.]

Opportunities For Learning Capistrano will measure effectiveness of Re-engagement strategies such as synchronous and asynchronous instruction through interactive online learning tools such as Google Classroom, Kahoot!, Pear Deck, Padlet, Loom through attendance rates in independence studies (IS) and direct instruction (DI) appointments, as well as time spent on assignments/tasks.

Opportunities For Learning Capistrano will track student attendance and academic progress on a daily, weekly and monthly basis. This includes video chats with teachers and support staff. Students that are engaging in the program will be able to meet their academic goals during each learning period (academic month=4 week period).

Strategies used to promote deeper student learning such as interactive discussions, curriculum assessments, and providing targeted intervention support in Math and English for all students including students with exceptional needs services, and English Language Development will be measured by course completion, credit attainment, core course completion, iLIT completions, met IEP goals and growth/mastery in assessments. At minimum all students must be completing 4 units/ highschool credits each learning period in order for them to demonstrate that they are making academic progress towards graduation. Our online curriculum platform Edmentum offers additional tools for teachers such as time that students were working on lessons and time it took for students to complete a lesson. This is also helpful, as instructional staff reference time on activities and total time to complete a task as an intervention tool to identify students that are struggling. In addition, this tool is also used to motivate higher achieving students as they are seen to get a lot more done in a shorter time. The motivational message for students is if they kept a standard of a little more work time (such as 4-6 total hours in a full day) they could be earning high school credits at a faster rate.

Students are assessed in formal and summative ways in all learning platforms that we offer. Certificated instructional staff are grading activities and providing feedback throughout instruction. Focused student groups also have certificated staff to provide student feedback in the moment of instruction and after assessment of learning. Effectiveness of the assessment tools are measured by student passing rate. Students must earn at least 70% on all completed and assessed work. If a student receives a lower grade than 70%, teachers are providing students feedback, re-teaching concepts, one on one support and have the students retake assessments or assignments. In distance learning, school leadership has revamped and restructured the retake process to allow students to demonstrate fluency in the content and/or mastery. Retakes and assignments or assessments that are retaken have a threshold of 2nd attempt receiving the grade achieved, 3rd attempt max score of 80%, 4th attempt max score of 75% and then to 70%. Previously, the same tiered retake process was in place however school leadership added in- 2nd attempt, the full grade received and 3rd attempt, max grade of 80% (previously it was 75%). In addition, this process also includes having students attempt to retake for a higher grade after their first attempt is above 70%. This encourages students to remaster material and offers opportunities to gain a better understanding of concepts that needed to be relearned. We will know if these supports are effective when we monitor and track time spent on task in Edmentum. In addition, we will know that our plan is effective when students are demonstrating growth on English and Math benchmark Renaissance Star assessments. This will also be measured and seen overall steady growth in students summative and formative assessments in lessons/ activities throughout the school year. We will also measure our effectiveness in seeing an overall increase in core courses completed each academic school month.

Direct Instruction and cohorts meet virtually at least twice a week for an hour of live instruction time in addition to platforms such as Google Classroom. This allows the instructor to provide learning targets and learning goals for specific lessons or activities. This live instruction time also offers the teacher to assess learning loss on the spot, the teacher can do verbal assessments, ask for discussions and still for the most part use all classroom instructional strategies with the added benefit of some virtual resources that they might previously didn't have such as Pear Deck and Kami. Instruction and cohorts have set norms with classes to mutually agree on camera on, so that instructors can still assess non-verbal cues such as confusion or lack of engagement. Instructors have slowly worked with students to become comfortable with camera's on and know specific details on families and students that don't feel comfortable or choose to not have their camera on. Students still participate in and discuss through audible measures to ensure they are understanding the material presented.

Renaissance Star assessments are administered to students three times in a school year. Data is pulled and analyzed after each administration from staff. This includes school leadership, teachers (all including math and English teachers), special education specialist, English language specialist, invention teachers, support staff and counselor. The team collaborates together during eagle block (set structured pd/meeting time) to address any trends, concerns and successes the team sees. This also allows discussion as a whole team if instruction needs to be pivoted in any direction.

Extra support and interventions will be given to address learning loss, or loss of engagement when seen from instructors. Same strategies will be given each week and month as teacher and school leadership look at course completion data (including English and mathematics) and overall credits earned. Interventions will include parent meetings with post secondary counselor, teacher, assistant principal, school psychologist and EL and SES specialist if applicable. Repeated communication will be given to the parent and student to ensure all parties are implementing the agreed upon learning strategies that are tailored to that student. Truancy letters will be mailed monthly to communicate attendance, participation, and academic progress expectations. Parents are encouraged to use the parent portal (student trac) and family sensei (Edmentum) to keep a real time record of student progress. Home visits by staff including school psychologist and/or Assistant Principal will be a final tier of intervention.

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

Description	Total Funds	Contributing
Students will have access to Intervention specialists and tutors to help support core course completion including targeted support in Math and English	$ 217,500	Y
Assessment & data tools such as Student Trac (student information system), Edmentum (digital platform) and Tableau (data tool) will be utilized to track, monitor, and set interventions to address learning loss	$45,000	Y
Adoption of the programs such as iLit for English Language Development, instructional strategies PD's, Achieve 3000 and Accelerated Math roll out of more course offerings of English, math and language development	$10,000	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.]

Staff Support
Opportunities For Learning Capistrano understands that COVID-19 has impacted our school community more ways than one. The social and emotional impacts of this pandemic will require monitoring and additional support to address the unique needs of pupils and staff during the 2020-21 school year. School leadership check in with staff about their own personal well-being as well as concerns that they have with

students' well beings. This is monitored and worked through closely with the School Psychologist, staff, leadership and counselor on a weekly basis . Upon enrollment families meet with the counselor to gain a better understanding on what supports each student needs and this continues virtually with new enrollments. Teachers and staff monitor students well with guided questions at each of their student appointment times and classes/cohorts. The Assistant Principal does the same with guided questions on monthly/weekly check-ins with staff. In addition, staff (including School Psychologist) meets at least once a week during eagle blocks (dedicated PD/meeting time) where school leadership monitors specific updates/check in on students as well as a platform for staff to use each other for support during this time. Assistant Principal has open video office hours each week as well as the School Psychologist to help support staff and families. Also staff works closely together during distant learning with numerous and constant Google hangout threads where communication can range from daily fun challenges (such as take a walk everyday), to bitmojis and fun memes and the feeling of being overwhelmed and not being able to turn "work" off as students are reaching out to staff at all hours of the day. In addition, staff video chats each other to work through and discuss logistics and student supports and personal supports. This allows a space for staff to collaborate and use each other as a support system.

Emotional WellBeing Support
Opportunities For Learning Capistrano offers staff access to the Employee Assistance Program to obtain resources and services for work/home . This includes Inland Behavioral Health services that offer three free sessions with licensed therapists in their area. In addition, in partners with 9 dot Education Solutions opportunities such as lunchtime yoga, pilates, cardio-boxing, dance and mindfulness practices are offered virtually for staff and recorded to allow staff and even students to do it in their own time. Professional development opportunities such as Self- Care workshop (held on May 15, 2020) and virtual classes will be offered to staff. In addition, PDs in student engagement, suicide awareness, trauma informed practices, and distance learning best practices will also be provided to ensure staff is able to support students with COVID-19 related impacts on the school community.

Student and Family Supports and Resources
Opportunities For Learning will promote the social and emotional well being of pupils by utilizing established procedures, protocols, and systems of support to identify and address the needs of pupils through flexible scheduling, child find process, offering school based counseling support services, school psychologist office hours for check ins, utilizing universal screening tools, SST meetings, providing monthly mental health awareness resources, and Post Secondary counseling. Opportunities For Learning Capistrano completed the annual Child Find training on Monday, August 10, 2020 to ensure staff is reminded of each step to take if they see noticeable concerns. A student referral form has been provided to staff in the event staff has concerns about a student's social-emotional wellbeing or if a student reports social-emotional concerns when working with school staff. After staff complete the student referral form, it is sent to the school psychologist, assistant principal, and post-secondary counselor for review and to determine the level of support needed. School leadership works closely with staff and families on follow up and next steps for each student. The School Psychologist provides office hours on Tuesdays from 3pm to 4pm for drop-in support for students, parents, and staff. Suicide Prevention and Intervention is provided to staff annually, including contact for the school's crisis taskforce and Psychiatric Mobile Response Team. Additional training occurs annually for the site's safety coordinator. Opportunities For Learning Capistrano's main page of their website has a link that discusses Ways to Promote Children's Resilience to the COVID-19 Pandemic. The website also has a resource page with links for the school psychologist's office hours, staff contact sheet, virtual community services, jobs currently hiring, learning resources, wifi help, parent resources, and virtual support programs.
Social Emotional Development

Student Social Support and Engagement

Students will be provided the opportunity to participate in virtual extracurricular activities or in courses designed to develop their social-emotional skills. These extracurricular activities will include, but are not limited to Run Group, Movie Club, Flipgrid challenges, and virtual and in person (when safe) field trips. School Psychologists are providing monthly newsletters covering many topics and resources, such as; January - Human Trafficking, February - Teen Dating/Teen Dating Violence, March - Self Harm Awareness, April - Safer Internet Awareness, May - Mental Health Awareness, June - LGBTQ Awareness, July - Drug & Alcohol Abuse Awareness, August - PTSD Awareness for staff and students.

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 is not engaging in instruction and is at risk of learning loss.]

Opportunities for Learning-Capistrano is a non-classroom based charter school that operates differently from traditional schools when it comes to reporting attendance. To better serve our students' needs, the school operates from 8:00 A.M to 5:00 P.M, Monday through Friday. The resource center is open year-round and offers a minimum of 240 instructional days per year. Students are expected to connect with their teachers for their twice weekly appointments and complete four units of academic work(at a minimum) per school month.
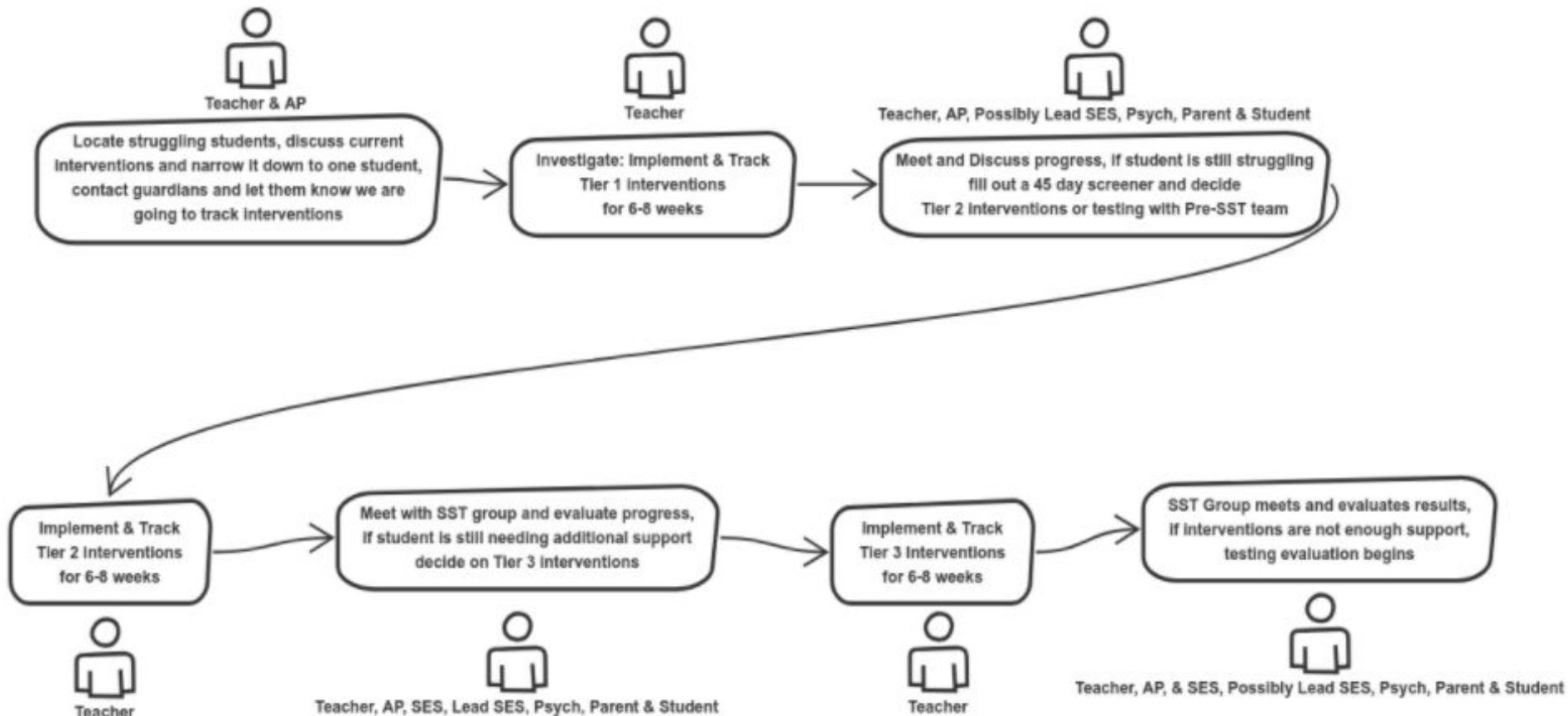
The LEA will track student attendance and academic progress daily and weekly and implement interventions. Tiered interventions for re-engagement and academic progress will include repeated communication attempts by email, text, Remind, and by phone by teachers. Teachers will follow-up with all students who have missed appointments by phone, email, text, and the Remind app. Instructional support staff, Post-Secondary Counselors, School Psychologist, Lead Special Education Specialist, and school administration will also be monitoring student progress and social emotional well being through the re-engagement process.

Teachers and staff will implement such interventions during one-on-one appointments, parent/teacher conferences, student study team meetings, home visits, offering support such as school psychologist services and school community resources to ensure that students are actively participating in the academic program. Students that are seen as struggling or chronically not attending appointments will trigger OFL- Capistrano's Tiers of Re-engagement and Child Find Process (both cited below).

OFL- Capistrano Tiers of Re-engagement

WEEK 1	-Phone calls, text, reminders, and emails home -Goal setting and academic planning
WEEK 2	-Phone calls, text, reminders, and emails home - Offer additional appointments - Instructional Support staff reaches out: Tutoring and provides strategies to get student back on track
WEEK 3	-Phone calls, text, reminders, and emails home - Offer additional appointments - Instructional Support staff reaches out: Tutoring and provides strategies to get student back on track - Home Visit -Post- Secondary Counselor Check-In - Parent Meeting for needs assessment -Added to intervention tracker to document strategies provided

WEEK 4	-Phone calls, text, reminders, and emails home
	- Offer additional appointments
	- Instructional Support staff reaches out: Tutoring and provides strategies to get student back on track
	-Parent Meeting follow-up (as needed)
	- Check- In Meeting Conducted one/all of the following:
	   • Post-Secondary Counselor
	   • School Psychologist
	   • Lead Special Education Teacher
	   • School Administrator

*	Tiers of re-engagement have been aligned to the academic learning period time frame. Students not re-engaging with the program will follow Tiers of Intervention Protocols /Child Find Process.

Snapshot of Child Find Process

Teacher & AP
Locate struggling students, discuss current interventions and narrow it down to one student, contact guardians and let them know we are going to track interventions

→

Teacher
Investigate: Implement & Track Tier 1 interventions for 6-8 weeks

→

Teacher, AP, Possibly Lead SES, Psych, Parent & Student
Meet and Discuss progress, if student is still struggling fill out a 45 day screener and decide Tier 2 interventions or testing with Pre-SST team

Teacher
Implement & Track Tier 2 Interventions for 6-8 weeks

→

Teacher, AP, SES, Lead SES, Psych, Parent & Student
Meet with SST group and evaluate progress, if student is still needing additional support decide on Tier 3 interventions

→

Teacher
Implement & Track Tier 3 Interventions for 6-8 weeks

→

Teacher, AP, & SES, Possibly Lead SES, Psych, Parent & Student
SST Group meets and evaluates results, if interventions are not enough support, testing evaluation begins

www.sketchboard.io

The LEA has implemented a virtual hub website for students and parents where all information is posted including student led groups and counselor open drop in office hours. Notice of school events are also posted on school websites. School Messenger will be used for mass communication purposes with mass emails, texts, and robo calls in order to facilitate effective communication and engagement with all stakeholders. School Messenger allows for translation in multiple languages and bilingual staff are available for translation purposes. Mailings in both English and Spanish will also go out in paper versions to increase accessibility. Parents will be connected to the progress of their child via: Family Sensei (Edmentum) and Parent Portal (Studenttrac) to ensure an added layer of communication and sustained accountability for student academics and engagement.

To ensure student engagement, Opportunities for Learning- Capistrano will track student attendance and academic progress daily and weekly and provide interventions. Tiered interventions for re-engagement and academic progress will include meetings with the Post Secondary Counselor, Lead Special Education Specialist , School Psychologist, and school administrator, if needed.

Opportunities for Learning works with all families/guardians to know their specific needs and situations. Staff work with each other during dedicated time to brainstorm and collaborate strategies that will benefit the students. Student incentives are used to help with student engagement including extra credit opportunities and earning of school spirit gear. The LEA offers grab and go school resources with needed materials such as notebooks, pencils, post-its and school planners- digital available as well.

The LEA will continue it's outreach and community engagement methods by attending and hosting community meetings, and providing digital communication for any struggling students. We are committed to sharing resources when we become aware of our families situation that is in need, that might include local food distribution, parent support workshops and even resources on financial support. These resources are shared through a mass text message (prefered way of communication from our parent response surveys) through school messenger and Remind text as well as through our staff mentioning them to our families.

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.]

As a non-classroom based charter school, we are not required to provide school meals during distance learning as students are temporarily not on campus for 2 or more hours in a school day. However, if there were any needs expressed via our surveys or directly communicated to a staff member, we provided community resources to obtain no cost school lunches and other food.

Opportunities For Learning Capistrano will provide pre-packaged meals to all interested students. Opportunities for Learning Capistrano has worked with its meal provider and arranged weekly grab and go pick-ups for students. Due to the change in health requirements, Opportunities For Learning Capistrano will be able to operate as a "serve only" option during distance learning. This means the vendor will be able to pre-bag all meal components and minimize time students spend waiting when picking up meals. Students will be able to pick-up one week worth of meals during one single pick-up (up to 5 meals). The meal provider will include refrigeration instructions and heating instructions, when applicable. Meal pick up will be held once a week from 11am - 2pm. To facilitate the distribution process, Opportunities For Learning will send out a weekly google form for parents/students to complete to estimate meal quantities for the following week. Meal schedules and processes will be sent weekly through School Messenger via text , email, and phone message and translated in Spanish. In addition, this information will be shared through social media and posted on the school's website. Staff will also communicate this information to students and their families. Two designated staff members will be distributing meals with the propers PPE (gloves, face covering and face shield) and adhering to social distancing requirements.

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

Section	Description	Total Funds	Contributing

School Nutrition	School Lunch Program - The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day once students physically return to the school sites on the modified/hybrid plan	$ 20,000	Y
Social Emotional Well Being and Mental Health	Social group offerings/ workshops/field trips (virtual & in-person when same to do so) to promote school connectedness and social emotions health	$ 50,000	Y

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
7.36%	$ 573,124.00

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.]

Action(s) being offered on a school-wide basis to ALL Students:
-Student will have access to fully credentialed teachers to help aid in progression in Core Subjects
-Students will have access to Intervention specialists and tutors to help support core course completion including targeted support in Math and English
-Unduplicated students will receive focused Intervention Support and Instruction

Subgroup(s) benefiting the most from these Action(s): Foster Youth (FY), Low-Income (LI), English Learners (EL)
The needs, conditions and circumstances of the subgroup(s) listed above were impacted the most due to COVID-19 are apparent to the charter in the following ways:
Students enroll at OFL credit deficient, especially in core courses. FY, LI and EL students are no exception to this trend in enrollment. The pivot to distance learning has required students to shift their learning environments and rely more on virtual platforms to gain access to school supports and services. The transition to this new way of learning can exacerbate learning gaps that FY, LI, and EL students are

working to close. If these subgroups are not fully engaging in instruction they can easily regress and /or lose momentum in the gains they have made. The access to fully credentialed teachers is effective in meeting the requirements of increased and improved services for these subgroups as re-engaging this subgroup of students (and all students arguably) helps to mitigate any loss in learning, as fully credentialed teachers have the education, training to differentiate curriculum and skill to adapt to conditions and teach within those constraints to strive for engagement. FY, LI, and EL students would also benefit from targeted interventions and instruction to meet their unique needs. Having specified staff that is able to offer additional one-on-one support and interventions can allow for FY, LI, and EL students to stay engaged in the program as their academic needs can be addressed by the added support staff that is in place. With the additional staff, FY, LI and EL students have more opportunities to make connections with staff to ensure access to the overall academic program.

Action(s) being offered on a school-wide basis to ALL Students:
-Ren Star benchmark assessment
-Assessment & data tools such as Student Trac (student information system), Edmentum (digital platform) and Tableau (data tool) will be utilized to track, monitor, and set interventions to address learning loss
-Special Education teachers have adopted the use of the program GoalBook to assist with aligning special education goals with assessment data

Subgroup(s) benefiting the most from these Action(s): Foster Youth (FY) and English Learners (EL)

The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:
The importance of knowing where students are academically and what types of interventions are needed have always been important in creating a comprehensive academic program. Assessment tools play an even more critical role during the pandemic as shifts in students' lives have been inevitable to ensure their health and safety. To continue monitoring student progress, tracking needs, and providing interventions, assessments and data tools will continue to be utilized throughout the school year. Ren Star assessments provide a systematic approach to intervention and can provide staff with detailed data about students' learning needs. This information is valuable for our FY and EL students in that it allows staff to increase support for these students. Ren Star benchmark testing is also effective since it is all housed through a website that students and teachers can access from anywhere. This is effective in meeting the requirements of increased and improved services for these subgroups as it has been a proven effective tool and successful transition into 100% distant learning. Assessment & data tools such as Student Trac (student information system), Edmentum (digital platform) and Tableau (data tool) provided up to date information that can be used to make informed decisions for each student. These tools will improve the interventions used with FY and EL students as they provide the most current information and comprehensive look from various data points. The more data that instructional staff and school leaders have the quicker the turnaround to provide the services and /or resources that FI and EL students need to mitigate any learning loss.

Action(s) being offered on a school-wide basis to ALL Students:
- Social group offerings/ workshops/field trips (virtual & in-person when same to do so) to promote school connectedness and social emotions health

Subgroup(s) benefiting the most from these Action(s): Foster Youth (FY) and Low-Income (LI)
The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:
COVID-19 has brought many changes to students and impacted many families. Not only have learning environments and home responsibilities shifted but students, like the rest of the world, face much uncertainty on when we can all get back to normal. The uncertainty of this time can bring up many emotions that students will not be able to process on their own. Some students will require school resources to cope with the emotions and situations they are faced with during this time. FY and LI students will benefit the most from increase in social group offerings/ workshops/field trips to promote school connectedness and social emotions health as home resources might be more limited. FY and LI students need the increased opportunities to connect with their school community to get the emotional support and access to resources that will promote their well-being. FY and LI students will have varied social emotional supports in place to ensure that they are able to cope during the pandemic and engage in the academic program.

Action(s) being offered on a school-wide basis to ALL Students:
-Broad Course of Study in Curriculum Offerings: Edmentum (digital) and Independent Studies (IS)

Subgroup(s) benefiting the most from these Action(s): Foster Youth (FY), Low-Income (LI), English Learners (EL)
The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:

The shift to distance learning brought upon by COVID-19 required the school to reassess the most effective way to provide access to the curriculum and ensure continuity of instruction. An influx of students were transitioned to the digital curriculum and the independent studies curriculum underwent some modifications to ensure students regardless of technology would still be able to continue with instruction. FY, LI and EL students benefit from the different modalities in presenting the curriculum as it allowed for an easier transition. Students that felt more comfortable and /or had connectivity issues were able to continue their course of study without interruptions. In addition, each modality offers checking for understanding check-points that are embedded within the curriculum.   This component of the curriculum increases the ability for teachers to reteach concepts and support the needs of each student as they move through the curriculum. FY, LI, and EL students are able to get instructional support to review and better understand the content before proceeding to the assessments. FY, LI and EL students have the flexibility to move between the digital and print curriculum as their needs change through the course of the pandemic.

Action(s) being offered on a school-wide basis to ALL Students:
-School Lunch Program - The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day once students physically return to the school sites on the modified/hybrid plan
- Safety equipment such as PPE to ensure compliance with State and local reopening protocols and social distancing materials and additional cleaning services

Subgroup(s) benefiting the most from these Action(s): Foster Youth (FY), Low-Income (LI)
The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:
FY and LI students are feeling additional hardships due to the extended closures of business and financial providers not being able to go back to work and/or reduce hours. The uncertainty of their families financial future can be causing additional trauma for these students. The meal program will address a basic need for these subgroups. Additionally, FY and LI students rely more on the school site being open during distance learning to obtain resources and instructional materials. Having the necessary PPE and social distancing materials will allow students the ability to pick up supplies, materials, and resources from school sites while keeping themselves and staff safe. PPE has allowed the school to close the digital gaps found with these groups of students, procurement of additional devices and internet access will provide a more comprehensive instructional plan and engagement opportunities. Students will be able to access the entire program offered by Opportunities For Learning Capistrano.
These actions are principally directed toward Low Income and Foster Youth in that having such resources has provided access to low income students to chromebook which has been the difference in this subgroup of students having full functioning resources in distant learning. Without such resources like internet access and technology resources students would not be able to participate fully in distant learning such as the case with both FY and LI students. This is effective in meeting the requirements of increased and improved services for these subgroups as providing necessary PPE to families and staff so they can help support, grab and go distribution of supplies. This will also be crucial for when students are able to come back in person as safety is the number one concern and students in person will be the most effective way of learning when safe. Providing students with the basic needs of meals is effective in the student's overall well being and gives the opportunity for students and families to not have to worry about meals so they can focus on learning.

Action(s) being offered on a school-wide basis to ALL Students:
-Technology: Regularly inventory and replacement of Chromebooks and other technology needs to support student accessibility and Distance Learning / Hybrid model
-Educational Technology- Pear Deck, Padlet, Sign Now, Adobe Pro, Kami
-Adoption of the programs such as iLit for English Language Development, instructional strategies PD's, Achieve 3000 and Accelerated Math roll out of more course offerings of English, math and language development

Subgroup(s) benefiting the most from these Action(s): English Learners (EL)
The needs, conditions and circumstances of the subgroup(s) impacted the most due to COVID-19 are apparent to the charter in the following ways:
The transition to distance learning required more effort from our EL students as they were accustomed to coming in for additional

appointments to get academic support and completed their English development instruction. Students relied on teacher breaking tasks and supplementing their lesson to ensure they were on pace and engaged. Educational Technology will allow teachers to create more interactive synchronous and asynchronous lessons to support the needs of EL students. Educational technology will improve EL students' engagement in distance learning through the virtual platform as it utilizes different strategies to capture students' attention and ability to participate in instruction. In addition, the use of evidence-based interventions such as iLit, Achieve 3000 and Accelerated Math interventions will provide an increased targeted instruction to support ELs meet their academic and learning goals.

This action is principally directed toward English Learners in that providing various forms of educational technology as well as digital ways to do things like sign forms allows parents, students and teachers tools to still get their jobs done. This is effective in meeting the requirements of increased and improved services for this subgroup as online learning is directly related to the tools that teachers, staff and students have access to. Pear Deck, Kami, Padlet all offer instructional strategies and collaboration with students and the teachers in a virtual way. This shows the effectiveness of student engagement in distant learning. In addition, Adobe Pro and Sign now offers staff, parents and students abilities to complete administration tasks that the school requires such as signed documents and scanned paperwork to keep staff and families 100% distant until safe. This allows for the procedures and processes of the LEA to continue in an effective and efficient way.

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

Student Group: EL Students
Action(s):

 -Adoption of the programs such as iLit for English Language Development, instructional strategies PD's, Achieve 3000 and Accelerated Math roll out of more course offerings of English, math and language development
Unduplicated students will receive focused Intervention Support and Instruction by certificated staff
-Ren Star benchmark testing administered with EL specialists
-Student will have access to fully credentialed teachers to help aid in progression in Core Subjects
-Students will have access to Intervention specialists and tutors to help support core course completion including targeted support in Math and English
-Assessment & data tools such as Student Trac (student information system), Edmentum (digital platform) and Tableau (data tool) will be utilized to track, monitor, and set interventions to address learning loss
- Social group offerings/ workshops/field trips (virtual & in-person when same to do so) to promote school connectedness and social emotions health
-Broad Course of Study in Curriculum Offerings: Edmentum (digital) and Independent Studies (IS)
-Technology: Regularly inventory and replacement of Chromebooks and other technology needs to support student accessibility and Distance Learning / Hybrid model
-Educational Technology- Pear Deck, Padlet, Sign Now, Adobe Pro, Kami

EL students will have a targeted evidence-based curriculum and access to specific instructional support staff to help them progress towards language acquisition and reclassification at their individual levels in English reading, writing, listening, and speaking. The iLit curriculum is an

ESSA tier 1 intervention that has been proved effective in supporting student language development. This targeted instruction will also support EL students's efforts in accessing other subject matters. As students gain proficiency in English development, the increased instructional support and interventions will help them reach their academic and learning goals. Access to increased technology for iLIt instruction and educational technology will increase EL students participating in school. The varied modality of curriculum offerings, to fit their unique needs, through a broad course of study will improve access to the curriculum and continuity of instruction for EL students. Ren Star, Edmentum, and Tableau will provide multiple data sources to get a more comprehensive analysis on the needs of each EL student. Having credentialed teachers for EL students will allow use of proven instructional strategies and interventions to support their language and academic needs. Social emotions support and services will increase participation for this subgroup of students and promote school community connectedness. Thus, 7.36% will be allocated proportionately to our EL students in accordance with the requirement as compared to services provided to all students.

Student Group: Foster Youth
Action(s):
-School Lunch Program - The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day once students physically return to the school sites on the modified/hybrid plan
- Safety equipment such as PPE to ensure compliance with State and local reopening protocols and social distancing materials and additional cleaning services
-Student will have access to fully credentialed teachers to help aid in progression in Core Subjects
-Students will have access to Intervention specialists and tutors to help support core course completion including targeted support in Math and English
-Unduplicated students will receive focused Intervention Support and Instruction
-Ren Star benchmark assessment
-Assessment & data tools such as Student Trac (student information system), Edmentum (digital platform) and Tableau (data tool) will be utilized to track, monitor, and set interventions to address learning loss
- Social group offerings/ workshops/field trips (virtual & in-person when same to do so) to promote school connectedness and social emotions health
-Broad Course of Study in Curriculum Offerings: Edmentum (digital) and Independent Studies (IS)

Although at this time Opportunities for Learning- Capistrano does not have any foster youth enrolled. Upon enrollment FY students will be provided to ensure that the academic and social emotional needs of each FY student are met and they have access to the full academic program. If/when foster students enrolls they would be at a higher risk to disconnect from school as home resources might be limited due to their unique situation. The pandemic can exacerbate their home situation and needs for basic services. FY students would benefit from increased academic and social-emotional support and services offered for this population. In addition, FY students will have the Foster and Homeless Liaison to support them in accessing all services and supports they are entitled to and/or would benefit from.

Student Group: Low Income Students
Action(s):
-School Lunch Program - The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day

once students physically return to the school sites on the modified/hybrid plan
- Safety equipment such as PPE to ensure compliance with State and local reopening protocols and social distancing materials and additional cleaning services
-Student will have access to fully credentialed teachers to help aid in progression in Core Subjects
-Students will have access to Intervention specialists and tutors to help support core course completion including targeted support in Math and English
-Unduplicated students will receive focused Intervention Support and Instruction
- Social group offerings/ workshops/field trips (virtual & in-person when same to do so) to promote school connectedness and social emotions health
-Broad Course of Study in Curriculum Offerings: Edmentum (digital) and Independent Studies (IS)

Low income students are at higher risk of having gaps in resources that can hinder their full participation in school. The pandemic may have also exacerbated their home situation and need for basic services such as nutrition and emotional support. Providing students access to healthy lunch options and counseling will allow students to engage in learning. In addition, the shift away from in-person school appointments have increased the needs for academic assistance. LI students will access the curriculum through credential staff instruction, interventions support staff and flexible curriculum options to ensure continuity of instruction and the mitigation of learning loss. Increased access to specific intervention resources and staff will support the academic and social emotional gap that students may be facing due to COVID-19. LI students access to these services will improve their overall experience in school and increase participation in the academic program . Opportunities for Learning- Capistrano allocated proportionately to our low income students in accordance with the 7.36% requirement as compared to services provided to all students.