

School Plan for Student Achievement (SPSA)

School Year	School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
2021-22	Opportunities for Learning - Capistrano	30 66464 6120356	5/11/2021	6/14/2021

Purpose and Description

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard and any LEA identified for CSI in the 2019-20 year will stay on CSI until the CA Dashboard is released. LEAs may not move off CSI until the CA Dashboard is released to determine if they have a graduation rate average above 68% and majority of their performance indicators are not in the red and orange to trigger them for CSI. OFL Capistrano plans to continue its efforts outlined in our 2020-21 SPSA throughout the 2021-22 academic school year in order to move out of CSI identification for the 2022-23 academic school year.

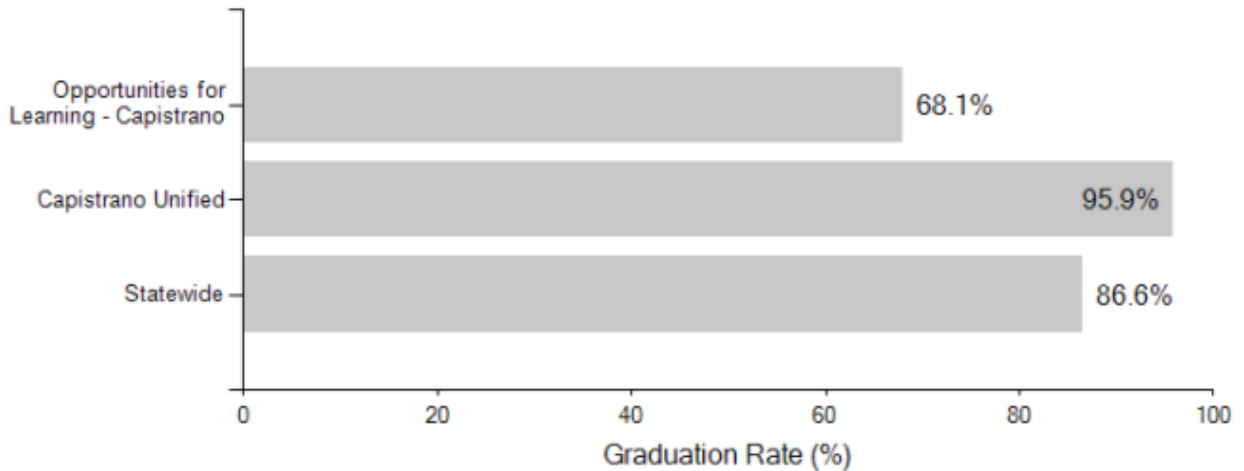
Opportunities For Learning Capistrano conducted a Comprehensive Needs Assessment (CNA) with stakeholder groups and reflected upon current practices and identified needs to be addressed in order to drive positive student outcomes in the upcoming year. Based on the CNA findings and in partnership with stakeholder groups, Opportunities For Learning Capistrano developed the 2021-2022 Comprehensive Support and Improvement (CSI)/ School Plan for Student Achievement plan which required some adjustments to program practices in order to increase our graduation rate in the 2021-22 school year. Our reflection process included sharing available state and local data with all stakeholder groups to collaboratively establish program practice, goals, and strategies to address the following performance indicator:

Graduation Rate - Based on data released by the State in January 2021, OFL Capistrano had a 68.1% one year graduation rate and a 66.9% two year average. These grade rates demonstrate an 8.6% increase over the prior year's two year average (2018/19 and 2019/20) and an increase of 6.7% over the previous year (2018/19).

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	47	32	68.1%
English Learners	2	*	*
Foster Youth	1	*	*
Homeless	2	*	*
Socioeconomically Disadvantaged	17	9	52.9%
Students with Disabilities	5	*	*
Hispanic	15	9	60.0%
White	24	17	70.8%
Two or More Races	7	*	*

School Graduation Rate Compared to District and State



Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Opportunities For Learning Capistrano integrated the established practices to create an effective school plan: School leadership met with all stakeholder groups and utilized a variety of platforms to increase collaboration and alignment of the 2021-24 LCAP and 21-22 SPSA. School Site Council , Parent Safety Committee, and parent groups input as well as staff input was actively solicited to ensure that all stakeholders had a hand in the development of comprehensive and responsive school plans to address the needs of all students. To effectively meet the ESSA requirements, the plan incorporated LCAP stakeholder engagement feedback and CNA findings to drive the development of the 2021-2022 SPSA to address the

needs of students and continue the positive trajectory in the graduation rate. Additionally, utilizing this information allowed stakeholders to select the evidence-based interventions that they would like to use to address the performance indicators that are in the red and/or orange on the CA Dashboard and to help boost student performance outcomes. Opportunities For Learning Capistrano has also incorporated goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

Stakeholder Involvement

As part of the planning process for the 2021-2021 SPSA/ Annual Review and Update, the school continued to diversify its efforts and platforms utilized to engage with all stakeholder groups. Opportunities For Learning Capistrano maximized engagement opportunities and optimized the CNA and LCAP process to inform the SPSA development throughout the school year. The school consulted with stakeholders in the following way and frequency as identified below:

SPSA/ SSC Stakeholder Engagement Process

Opportunities For Learning Capistrano in collaboration with the School Site Council met throughout the school year to look at school data and conduct a comprehensive needs analysis. Based on the findings, goals, metrics, and actions were identified in alignment with the 2021-2024 LCAP. The School Site Council met 5 times during the school year which provided committee members an opportunity to discuss school needs and receive quarterly updates on year to date progress towards goals for the 2020-2021 school year. On May 11, 2021, the Opportunities For Learning Capistrano's School Site Council met to review and approve the 2021-2022 School Plan For Student Achievement.

LCAP Stakeholder Engagement Process

Opportunities For Learning Capistrano utilized various platforms to engage its stakeholders throughout the year and implemented feedback obtained to continue the development of our program. The following parent group opportunities were offered to ensure we were utilizing all platforms available to promote meaningful stakeholder engagement with our parents/guardians through meetings, surveys, messaging and emails.

- LCAP Family Night as least one per semester
- One WASC parent focus group
- Parent/ Guardian Team at least one per semester
- School Safety Committee at least one per semester
- Parent surveys at least one per semester
- 1 Technology Needs survey
- 1 Distant Learning Survey
- 1 Return to onsite survey
- 1 School climate survey
- Parent University at least one per semester
- 5 School Site Council meetings
- Achievement chats one per semester
- Student Led parent conference one per semester

Opportunities For Learning Capistrano maintained open lines of communication with parents through phone calls, texting, emails and structured meetings. These platforms have allowed the school to get productive feedback from parents/guardians.

Staff provided their feedback in multiple ways including through surveys such as the LCAP survey that are given each semester. This supports the development of the LCAP goals for the upcoming school years. LCAP goals development and progress are discussed at monthly school site meetings and through emails. Along with our LCAP survey we provide the following opportunities for discussion with our staff:

- LCAP Surveys were given in the Fall and Spring semesters to provide an opportunity for school leadership to help develop the LCAP goals for the upcoming school years.
- School leadership meets monthly to discuss current student progress and how to best meet the needs of all students.

In addition, the school leadership team attended the following throughout the school year:

- Principals and Assistant Principals attended conferences/ webinars
- Professional developments offerings to stay current in educational topics and laws
- Monthly LCAP, LCP, CSI/SPSA meetings
- Comprehension Needs assessment meetings including data dives
- Weekly school leadership meetings
- SELPA meetings
- CDE, OC Department of Education, and

Community engagement efforts utilized the following partnerships/participated in events with:

- San Juan Chamber of Commerce
- Capistrano Unified School District
- The Ceramics Studio
- San Juan Ecology center
- Laura's House Thrift Store
- Goodwill Thrift Store
- Orange County Dept of Education
- Mission Basilica food distribution
- Charter Schools Development Center

The Board of Directors was updated on progress toward developing goals, metrics and actions. The board also received information about the learning continuity plan and related updates. In addition, the Board of Directors gave feedback on LCAP metrics and goals within the new LCAP, and gave feedback to school leadership prior to voting on the adoption of the LCAP. Below is a breakdown of the process taken to review and adopt the charters 2021-24 LCAP as required by Education Code section 52062(a)(2) or 52068(a)(2), as appropriate:

- Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) - Notice was posted on May 19, 2021 to the public 72 hours in

advance of the Board Meeting scheduled, which has the LCAP draft on the Agenda for review and public comment.

- Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) - Board Meeting was held on May 25, 2021
- Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting was held on June X, 2021 and the Board voted to Adopt the 2021-24 LCAP.

CNA Stakeholder Engagement Process

Opportunities For Learning Capistrano takes pride in its efforts to authentically engage all stakeholders to ensure comprehensive and responsive plans are created that will address the needs of all its students. Stakeholder groups had multiple opportunities and platforms to provide feedback and input in the development of the 21-24 Local Control and Accountability Plan which include the following per subgroup:

Students

Students provided feedback and input through the School Climate Survey, Fall and Spring Stakeholder Surveys, Technology Surveys, Return to School Surveys, Student Council Meetings, and during their interactions with school personnel. Additionally, students participated in the CNA process during School Site Council meetings.

Parents:

Parents provided feedback and input through parent-teacher meetings, the School Climate Survey, Fall and Spring Stakeholder Surveys, and Return to School Surveys. Additionally, parents participated in the CNA process during School Site Council meetings.

Staff:

School staff provided feedback and input through meetings with the school leadership and coaching team, professional learning communities, the School Climate Survey, Fall and Spring Stakeholder Surveys, Technology Survey, Essential Workers Return to Work Survey and Return to In-person Instruction Surveys. Additionally, staff participated in the CNA process during structured time throughout the school year.

Community members:

Community members provided feedback and input through SELPA meetings, collaborative meetings with educational service providers and School Site Council Meetings.

Resource Inequities

Resource Inequities Review

Actionable inequities identified by the LEA during their Resource Inequity Review:

English Equities: Low-income students on average completed less English units than other subgroups based on school data. Focus on English support for this subgroup of student was identified through the CNA process.

Math Equities: All students' subgroups declined in math scores in state SBAC testing, keeping the overall school math scores below standard.

Graduation rates are still not meeting ESSA requirements. Overall, seniors were identified as needing additional support and resources to get them to the finish line. In addition, our Socioeconomically Disadvantaged had the lowest graduation rate at 52.9% to any other subgroup of seniors.

Although parent involvement did slightly increase during distance learning due to virtual options. Over CNA finding did find historically low parent turn rates for school events. The school needs to invest more resources into parent promotion and engagement opportunities for families.

Due to the small middle school population and data points reviewed during the CNA, the school will need to invest additional resources to ensure that attendance rates drop and skew the school data.

Inequities that are priorities for the LEA to address in their School Improvement Plans:

Priorities for the charter is to increase the amount of Math and English courses completed. Providing access to credentialed staff and interventions in both Math and English especially for our Low-income students. Providing seniors with support to meet ESSA requirements of 68% with a targeted focus on EL and Socioeconomically Disadvantaged student populations.

How the LEA plans to address these inequities:

- Additional education technology
- Access to credentialed teachers and post secondary counselor and EL specialist.
- Professional development
- Targeted intervention support and instruction
- Increased engagement opportunities for stakeholders
- School safety measures as we transition back to in-person instruction

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Graduation Rates: The charter aims to increase our average two-year graduation rate of 66.9% to meet ESSA requirements of having a graduation rate at or above 68%.

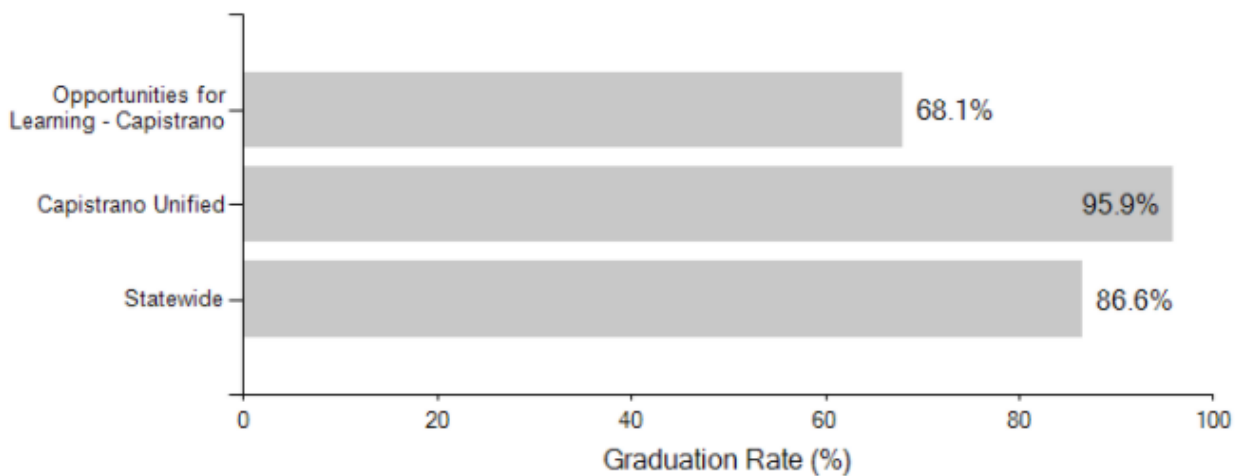
Identified Need

Opportunities For Learning Capistrano needs an increase of 2% on its two-year graduation rate to meet ESSA requirements for the Fall 2021 CA Dashboard. OFL Capistrano will continue to work towards improving our graduation rates and moving out of the red color ranking (lowest ranking) into a higher color ranking.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
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White	24	17	70.8%
Two or More Races	7	*	*

School Graduation Rate Compared to District and State



Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

The LEA aims to maintain or increase Student Progression	80%	All Students will have an average student progression of 85% by the end of the 2023-24 academic school year.
Increase Core Course Completion Rates	ELA 5.7, Math 3.9, Science 5.2, Social Science 3.0	All students will complete an average of 8 units of ELA - 8 units Math - 8 units Science 6 units Social Science 4 units by the end of the 2023-2024 academic school year.
The LEA will increase the average total number of students graduating that will transition to a 2-year and/or 4 year post-secondary option.	75%	The LEA aims to increase the number of students attending 2-year and 4-year post secondary options by 80% by the end of the 2023-24 academic school year.
The LEA will strive to increase its graduation rate	2018-2019 & 2019-20 graduation rate average = 66.9%	The LEA aims to have an average graduation rate at or above 68% by the end of the 2023-24 academic school year to exit CSI identification.
Dual Enrollment	4.6% of students have completed a dual enrollment program.	7% of eligible students will complete a dual enrollment program by the end of the 2023-24 academic school year
College and Career Preparedness	Prepared: 31.9% (14.8% INCREASE), Approaching Prepared: 12.8% (-10% DECLINE) = 44.7% Combined	The charter aims to increase the percentage of students identified as prepared/approaching prepared on the college/career indicator by 5% to be prepared/approaching prepared for a combined total of 49%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student Groups

Strategy/Activity (Evidence Based Intervention)

Expository Reading and Writing Curriculum (ERWC)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student Groups

Strategy/Activity (Evidence Based Intervention)

Edmentum - Exact Path

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity (Evidence Based Intervention)

iLIT

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity (Evidence Based Intervention)

Achieve 3000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	Action/Expenditure
\$31,691.00	LCFF	Unduplicated students Intervention Support and Instruction -Unduplicated students performing at the “urgent intervention” level on Ren Star will be assigned targeted interventions for the respective subject area support is needed.
\$ 32,000.00	LCFF	Post-secondary Planning All upperclassmen will be provided strategic post-secondary planning, goal setting support, and college/career counseling to promote awareness of post-secondary options.
\$ 21,750.000	LCFF	Social Emotional Development, Learning and Resources to building school connectedness All students will be offered experiential opportunities such as but not limited to field trips, courses, certifications, and exposure to industry professionals to increase awareness of post-secondary options.
98,826.00	LCFF	Basic Services Students will have access to school personnel that is specialized in providing targeted instruction, interventions, and support services.

18,000.00	LCFF	Broad Course of Study All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English , Science, Mathematics, and Career Technical Education through various platforms (digital, virtual, and paper).
\$ 103,400.00	LCFF	Educational Technology The LEA will provide stakeholders with access to the necessary educational technology, subscriptions, and associated services to support learning and instruction for the 21st century thinker.
\$ 12,549.00	LCFF	Parent Involvement and Stakeholder Engagement The LEA will provide a variety of stakeholder engagement opportunities and platforms to obtain feedback and input from stakeholders on items such as but not limited to instruction, support services, school climate, and operations.

Monitoring of progress

Opportunities for Learning Capistrano will continue the monitoring laid out in our CSI Prompts submitted to the State and approved in January 2021 as we have found them to be the most effective way to monitor effectiveness of our CSI plan and engage our stakeholders in the progress of our plan.

Opportunities for Learning Capistrano will continue to monitor and evaluate the 2021-22 CSI/SPSA plan through various cycles throughout the year to ensure that students are making progress and stakeholders are provided updates of the plan. Quarterly and an annual update will be provided to the School Site Council, Board of Trustees and OFL personnel. Monthly professional learning communities have been established for departments to gather, analyze, and utilize data from Achieve 3000, ERWC and Edmentum Exact Path and iLit to drive the overall goals of increasing the ESSA graduation rate. This designated time will allow departments to bring up any issues that might need to be addressed and are not aligning with the CSI/SPSA Plan which could include impacts related to COVID-19 pandemic, distance learning and the transition to in-person instruction.

Opportunities for Learning Capistrano will continue to work with staff to coordinate regular review of processes, procedures and make changes, if they are warranted. Opportunities For Learning will continue to share updates with parents by making the information more accessible via multiple platforms. In a parent survey, 80% of respondents indicated that they are interested in general school data. The school will continue to utilize text messages, school websites, virtual events/meetings, and flyers/notices to communicate updates to parents. In addition, Opportunities for Learning Capistrano will provide updates to parents, students and personnel at the end of every learning period (every four weeks) through Post-Secondary Counselor tracking, Math completion rates, English completion rates and Social Emotional Learning (SEL) coursework completion rates.

For the 2020-21 school year, Opportunities for Learning Capistrano made some impactful efforts in supporting students towards graduation. Partnerships have been created with the local community college to connect seniors to a college advisor while still in high school. Students have access to the College

Readiness Experience the World (CREW) which is a program through Pathways in Education to cohort and connect students towards their post-secondary goals.

Opportunities For Learning Capistrano will gauge the effectiveness of the CSI/SPSA plan to meet ESSA Graduation Rate requirements by looking at the following data points: student Lexile growth, Math Completion Rates, English Completion Rates, Assessments Results in English and Math, Absenteeism rates and Dropout Rates. Opportunities For Learning Capistrano is committed to providing its students with a high quality education and is always looking for ways to improve its program. A Comprehensive Needs Assessment will be conducted annually to determine areas of need to ensure Opportunities for Learning Capistrano is working toward closing the opportunity gap amongst our subgroup of students and combating learning loss due to the COVID-19 pandemic.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 318,216

EVIDENCE-BASED INTERVENTIONS

Guidance and Instructions: All CSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. Complete questions 1 through 5 for *each* evidence-based intervention that will be implemented. Duplicate questions 1 through 5 for each evidence based intervention used in the CSI plan.

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- English Language Arts (3-8,11)
- Mathematics (3-8,11)
- English Learner Progress (1-12)
- Suspension Rate (TK-12)

College/Career (9-12) Graduation Rate (9-12)

Chronic Absenteeism (TK-12)

2. Evidence Rating: Indicate the Evidence Rating for the intervention

Strong,

Moderate

Promising

3. Rating Rationale: Indicate the source that was used to determine the rating.

What Works Clearinghouse

LAUSD Evidence-Based Intervention Bench

Evidence for ESSA

Other-Specify and Provide Link to Study: _____

4. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Continuing

How we plan to implement/utilize Expository Reading and Writing Curriculum (ERWC):

- Additional ERWC certification
- Implement ERWC Direct Instruction class(es)
- Track completion rates
- Correlational Data Analysis between Ren STAR results and ERWC

5. Evidence-Based Intervention Name and link to study

Expository Reading and Writing Curriculum (ERWC):

<https://www.evidencefoessa.org/programs/reading/expository-reading-and-writing-course-erwc>

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

Suspension Rate (TK-12)

College/Career (9-12)

English Learner Progress (1-12)

Graduation Rate (9-12)

Chronic Absenteeism (TK-12)

2. Evidence Rating: Indicate the Evidence Rating for the intervention

Strong,

Moderate

Promising

3. Rating Rationale: Indicate the source that was used to determine the rating.

What Works Clearinghouse

Other-Specify and Provide Link to Study: _____

Evidence for ESSA

4. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Continuing

How we plan to implement/utilize Achieve 3000:

- Additional staff training on Achieve 3000
- Strategic planning and support implementation for students
- Increase completion rates
- Correlational Data Analysis between Ren STAR and growth in Lexile scores

5. Evidence-Based Intervention Name and link to study

Achieve 3000 <https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- | | |
|--|--|
| <input type="checkbox"/> English Language Arts (3-8,11) | <input type="checkbox"/> Suspension Rate (TK-12) |
| <input checked="" type="checkbox"/> Mathematics (3-8,11) | <input type="checkbox"/> College/Career (9-12) |
| <input type="checkbox"/> English Learner Progress (1-12) | <input checked="" type="checkbox"/> Graduation Rate (9-12) |
| <input type="checkbox"/> Chronic Absenteeism (TK-12) | |

2. Evidence Rating: Indicate the Evidence Rating for the intervention

- Strong
- Moderate
- Promising

3. Rating Rationale: Indicate the source that was used to determine the rating.

- | | |
|--|---|
| <input checked="" type="checkbox"/> What Works Clearinghouse | <input type="checkbox"/> Other-Specify and Provide Link to Study: _____ |
| <input type="checkbox"/> LAUSD Evidence-Based Intervention Bench | |
| <input checked="" type="checkbox"/> Evidence for ESSA | |

4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New

How we plan to implement/utilize Edmentum Exact Path:

- Additional staff training on Edmentum Exact Path
- Strategic planning and support implementation for identified students
- Offer foundational math skill building courses
- Track completion rates
- Correlational Data Analysis between Ren STAR Ren Star results and Edmentum Exact Path
- Correlational Data Analysis between core course completion and Edmentum Exact Path

5. Evidence-Based Intervention Name and link to study

Edmentum Exact Path:
<https://eric.ed.gov/?q=Exact+Path+Edmentum&id=ED605132>
https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL_0.pdf

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- | | |
|--|---|
| <input checked="" type="checkbox"/> English Language Arts (3-8,11) | <input type="checkbox"/> Mathematics (3-8,11) |
|--|---|

- ✓ English Learner Progress (1-12)
- Suspension Rate (TK-12)
- Chronic Absenteeism (TK-12)

- College/Career (9-12)
- ✓ Graduation Rate (9-12)

2. Evidence Rating: Indicate the Evidence Rating for the intervention

- ✓ Strong,
- Moderate
- Promising

3. Rating Rationale: Indicate the source that was used to determine the rating.

- What Works Clearinghouse
- Other-Specify and Provide Link to Study: _____
- ✓ Evidence for ESSA

4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New
- ✓ Continuing

How we plan to implement/utilize iLIT:

- Additional staff training on iLIT
- Strategic planning and support implementation for students
- Increase completion rates
- Correlational Data Analysis between Ren STAR and growth in Lexile scores

5. Evidence-Based Intervention Name and link to study

iLIT: https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf
https://drive.google.com/file/d/13T6o9mA2Z-qiGcMANHlqHDqT3t43nuS_/view?usp=sharing

2020-21 Comprehensive Needs Assessment Summary / Addendum Document

PURPOSE

The purpose of this Summary/ Addendum Document is to document and record all phases of your charter's Comprehensive Needs Assessment. This will be used as an Addendum and/or evidence of a CNA to your LCAP and any other School Improvement Plan.

STAKEHOLDERS

**Which stakeholders were involved in the Comprehensive Needs Assessment?
How were stakeholders involved in the Comprehensive Needs Assessment?**

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

Throughout the CNA process, OFL Capistrano wanted to ensure that all stakeholders had an opportunity to provide input and feedback. The following stakeholders participated in the CNA using the following platforms identified below:

- Students- Surveys, Student Council Meetings
- Parents - Surveys, Parent Meetings
- School Site Council - meetings
- School Leadership - meetings, surveys
- Community partners -collaborative meetings
- Department chairs - Professional Learning communities
- Support staff- Staff meetings via multiple platforms
- Teachers- Staff meetings via multiple platforms

DATA SOURCES / Phase 1 (Data Collected and Analyzed)

What data sources did stakeholders review (qualitative and quantitative)?

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

OFL- Capistrano took a comprehensive approach to the CNA process by looking at various qualitative and quantitative data points for the school to determine the school needs, resource inequalities and actionable items which included the following:

- California Dashboard data
- CAASPP/SBAC data
- Renaissance Star benchmark testing data
- ELPAC Data
- RFEP monitoring
- Graduation rate
- Core course completion rates
- Dual enrollment data
- Monthly student progression data
- Student attendance data
- Stakeholder Survey responses for the school climate survey, Fall/Spring engagement surveys, school safety surveys, technology survey etc.
- Staff meeting notes/agendas
- Conversations with students and parents
- Conversation with staff
- Direct Instruction class observations
- One on one's with school leadership and staff
- School leadership meeting with instructional coaches such as EL Specialist Coach, Lead Special Education Specialist, Independent Study Coach

- Subject- Specific PLC meetings/ notes
- Collaborative meetings with educational vendors

RESULTS / Phase 2 (Data Dive Summary Table)

What were the Area(s) of Focus (findings) of the data (just the facts, not opinions)?

- Graduation rate- The school has not met the ESSA graduation requirement of 68%. Graduation rate for 2019-2020 was 68.10% and 65.7% for 2018-2019 school year.
- FRMP students completed an average of 1.33 English credits less than all students during the 2019-2020 school year. FRMP students completed an average of 7.25 English credits and All students completed English 8.585 during the same school year.
- All student subgroups declined 5.8 points on SBAC Math assessments. In addition, all student subgroups scored 103.4 points below standard level on SBAC for the 18-19 school year.
- Math completion rates averaged 5.617 credits for all students (EL=5.732, Sped 6.257, FRMP 4.034). Overall math completion rates are low, especially among FRMP students.
- Middle school students declined 2.9% in 2018-2019 compared to 10% in 2017-2018 on chronic absenteeism indicators on the CA dashboard.
- Per data results, staff is requesting professional development opportunities geared towards, SWD, EL, social emotional, continuing education, technology and adopting the most relevant and innovative teaching strategies/resources to facilitate learning and instruction. In the most recent staff survey, staff is seeing a higher need for professional development in the following areas: 60% Mental Health and Wellness, 34.78% Small Group Instruction/Lesson Planning and Technology, and 30.43% Time Management and Independent Studies Curriculum. Staff identified more resources to be invested in the following areas based on their responses: 21.74% would like to see improvements to curriculum/more curriculum rewrites, 17.39% in transportation assistance for students, and 17.39% in interventions strategies training.
- 50% of students and 60% of parents that responded to the most recent survey have all identified Math as the subject that most students are struggling in.
- School safety will continue to be an area of focus as the county moves through less restrictive tiers, Covid 19 positivity rates drop, vaccinations increase, and return to in-person transitions begin to take place.
- Historically low parent participation in school engagement opportunities such as survey, school events, and activities. We have seen an increase with virtual options. In a recent parent survey, 80% of parents that responded indicated they would attend /or

would likely attend Parent University Workshop if offered more. 50% of these same parents indicated that participation would be more likely during weekdays from 5-7 pm and 40% indicated Saturday would work for them.

- School climate results have indicated the following areas of focus based responses by stakeholders:
 - For parents an area of focus should be on social supports for students from peers/interpersonal relationships (median score 3.5 out of a possible 5)
 - For students an area of focus should be on social and civic learning (median score 3.69 out of a possible 5)
 - For staff area an area of focus should be on social media with a focus on the degree students feel safe in social-emotional terms on social media (median score 3.80 out of a possible 5)

PRIORITIZED NEED

**Based on the data dive and Areas of Focus that were identified, which needs are most critical?
Which needs will have the greatest impact on student outcomes, if addressed?**

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

- The priorities for the charter that is most critical is to increase the amount of Math and English courses through standard based curriculum. Students completing and having access to a broad range of courses in standard/mastery based English and Math curriculum will have the greatest impact on student outcomes. If students have mastered and completed appropriate grade level courses, they will test better on end of year assessments such as SBAC in Math and English.
- Providing seniors with support and access to Post Secondary counselors. Providing interventions and resources to meet ESSA graduation requirements of 68% with a targeted focus on EL student population.
- Professional development opportunities geared at closing the instructional and social emotional gaps found during the CNA analysis among subgroups of students.
- Proving technology, interventions and resources to most vulnerable student groups to ensure they are reaching their academic goals with an emphasis on Math, English and Graduation support.
- School Safety measures to ensure a safe learning environment regardless of mode of delivery, distance learning or in- person.

ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3

What are the potential root causes of the needs or concerns the team has prioritized?

Please list the Measurable Outcomes identified for each Root Cause.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

- Root cause for low English and Math scores- Students enrolled/are enrolling with the school credit deficient and/or lack of grade level skills.
- Root cause for not meeting Graduation Rate: Majority of seniors are 18+ years old and transitioning to adult responsibilities which require additional school support to balance school and home life. Additional support and planning time are needed to keep them engaged and motivated to continue with their education.
- Root cause for instructional and social-emotional gaps is in large part due to the transition to distant learning during Covid-19 pandemic. Students were isolated at home with family and away from the support and connectivity of their peers and supportive school staff. In addition, most students were transitioned from paper/pencil curriculum to strictly online platforms.
- Root cause for low parent engagement: The school uses a variety of platforms to communicate school events and activities but might need to offer additional dates and time to provide additional opportunities for participation and diversity offerings. In addition, more frequent and a more streamlined approach to communicating school events and activities might be needed. Virtual options have demonstrated some growth in this area for the 20-21 school year and should continue, if possible.

Trends / Themes - (Data Dive Summary Table)

What concerns or challenges were identified?

What trends were noticed over time in schoolwide, sub-group or grade level data?

Some concerns that came out of the CNA included:

- Due to OFL- Capistrano's small student population, data can be skewed dramatically by a few students when looking at results. This is especially true with the EL and Middle School student population. More targeted tracking will be needed for these populations.
- Historically low parent participation in surveys. The school will continue to diversify efforts to ensure that data collected is representative of all student population including subgroups of students.
- Graduation rates have been steadily increasing but additional supports will be needed to meet ESSA graduation rate requirements.

RESOURCE INEQUITIES REVIEW ADDENDUM

Document Purpose: This will be a summary/overview document added to your LCAP & SPSA as evidence that a CNA was done in your charter.

Charter	Date Resource Inequity Review was conducted
OFL Capistrano	November 2020-April 2021

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Note, responses to questions 1 through 3 need to be **actionable**. For purposes of a resource inequity, **actionable** means something that is within your locus of control and you can implement an action/services/resource or etc. To help remedy the issue. *As a reminder, resource inequity identification is an LEA decision and is locally controlled and determined.*

<p>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<ul style="list-style-type: none"> English Equities: FRMP students on average completed less English units than other subgroups based on school data. Focus on English support for this subgroup of student was identified through the CNA process. Math Equities: All students' subgroups declined in math scores in state SBAC testing, keeping the overall school math scores below standard. Graduation rates are still not meeting ESSA requirements. Overall, seniors were identified as needing additional support and resources to get them to the finish line. In addition, our EL graduation rate had the largest decline at 10.4% to any other subgroup of seniors. Although parent involvement did slightly increase during distance learning due to virtual options. Over CNA finding did find historically low parent turn rates for school events. The school needs to invest more resources into parent promotion and engagement opportunities for families. Due to the small middle school population and data points reviewed during the CNA, the school will need to invest additional resources to ensure that attendance rates drop and skew the school data.
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<ul style="list-style-type: none"> Priorities for the charter is to increase the amount of Math and English courses completed. Providing access to credentialed staff and interventions in both Math and English especially for our FRMP students. Providing seniors with support to meet ESSA requirements of 68% with a targeted focus on EL student population.

<p>3. How does the Charter plan on addressing these inequities?</p>	<ul style="list-style-type: none"> • Additional education technology • Access to credentialed teachers and post secondary counselor and EL specialist. • Professional development • Targeted intervention support and instruction • Increased engagement opportunities for stakeholders • School safety measures as we transition back to in-person instruction
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.</p>	<p>N/A</p>