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Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Opportunities For Learning Capistrano has been identified as being eligible for comprehensive support and improvement planning.
; CDS Code: 30 66464 6120356

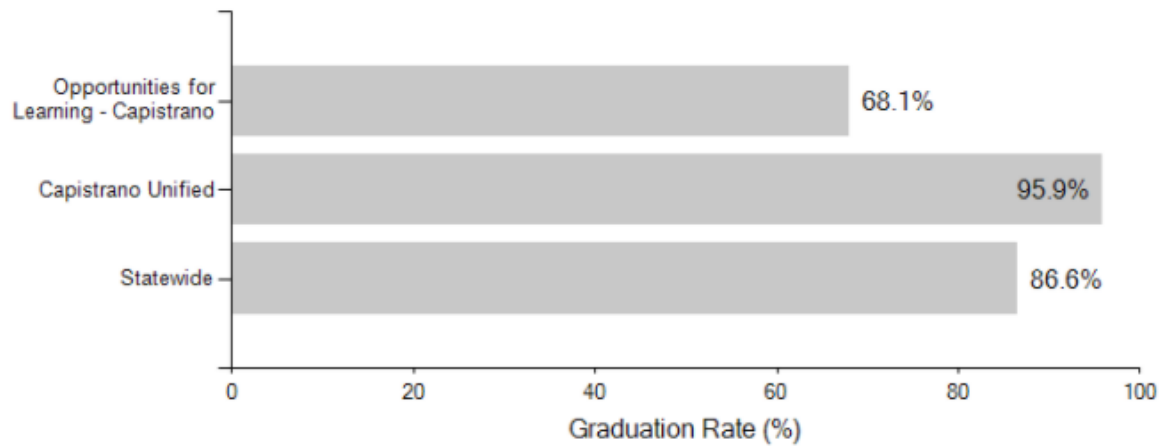
Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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 stakeholders groups and reflected upon current practices and factors that are contributing to the school's academic results. The school leadership team utilized various platforms such as meetings, surveys, and conversation to ensure that all stakeholders were able to participate in the CNA and their feedback and voices would be heard. Opportunities For Learning set forth in its 2020-21 Comprehensive Support and Improvement (CSI) plan and made adjustments to its program practices in order to increase the graduation rate for the 2021-22 school year. Our reflection process included sharing state and internal data with all stakeholders and collaboratively established program practice and goals based on the following performance indicator:
Graduation Rate - Based on data released by the State January 2021, OFL Capistrano had a 68.1% one year graduation rate and a 66.9% two year average, which is a 8.6% increase over the prior year's two year average and an increase of 6.7% over the previous year.

School Graduation Rate Compared to District and State



Comprehensive Support and Improvement:

In the 2019-20 school year, Opportunities For Learning Capistrano received a graduation rate average below 68% and therefore was identified for Comprehensive Support and Improvement (CSI). Through all the efforts set forth in our 2020-21 plan, the charter achieved a 66.9% graduation rate average and a 68.1% one year graduation rate. Opportunities For Learning Capistrano will continue the efforts we set forth in the 2020-21 academic year, with the goal of exiting CSI identification once the state deems it possible. The charter’s plan includes reflecting upon our current practices from our 2020-21 CSI plan, integrating them into our 2021-22 School Plan for Student Achievement (SPSA), sharing data with all stakeholders, and collaborating to improve in areas where the school underperformed according to the California School Dashboard. Those areas include the following:

Opportunities for Learning- Capistrano plans to integrate the established goals 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 21-24 LCAP and 21-22 SPSAP. School Site Council, Parent Safety Committee, and parent group input was actively solicited to ensure that all stakeholders had a hand in developing comprehensive and responsive school plans to address the needs of all students. To effectively meet the ESSA requirements, the plan will incorporate LCAP stakeholder engagement feedback by utilizing stakeholder feedback through a comprehensive survey gathered once a semester and through various stakeholder engagement events throughout the year. Utilizing this information stakeholders selected the evidence-based interventions that they would like to use to address our performance indicators that are in the red and/or orange on the CA Dashboard to help boost our student performance outcomes. Opportunities for Learning- Capistrano has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

Comprehensive Needs Assessment Findings:

- 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.
- Low-income students completed an average of 1.33 English credits less than all students during the 2019-2020 school year. Low-income 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, Low-income 4.034). Overall math completion rates are low, especially among Low-income 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)

Comprehensive Needs Assessment Root Cause Analysis Findings:

- 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.

Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:

- 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.

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.

Data Utilized to conduct our Comprehensive Needs Assessment:

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

Stakeholder Engagement Involvement

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 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, 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

Evidence-Based Interventions

The need to adjust and/or continue the use of the selected evidence-based interventions from our 2020-21 CSI/SPSA Plan was identified in our comprehensive needs assessment and through positive student academic outcomes. Through the analysis of local data and assessments results, Opportunities For Learning Capistrano included evidence-based-interventions found in the What Works Clearinghouse and Evidence For ESSA. The comprehensive needs assessment aided in the identification of the selected evidence-based interventions that were included in the CSI/SPSA plan. Opportunities for Learning-Capistrano reviewed the What Works Clearinghouse (WWC) and ESSA rating standards to select the evidence-based interventions that not only would drive student success but would also be able to be implemented using our school model. Results from the comprehensive needs assessment indicated that additional support in Literacy, English Language Arts, and Mathematics should continue to be areas of focus. Stakeholder input reinforced the need to continue the evidence-based interventions identified during the 2020-21 school year to the 2021-22 SPSA. 54.55% of parents indicated on survey responses that their child experiences some learning loss during distance learning. Parents identified the high need for additional tutoring and social emotional support for students. Teachers also identified the need for additional academic tutoring in all courses especially in ELA and Math as these needs might be exacerbated by distance learning. Based on the data collected, 40% of students indicated that they are struggling with Math courses. In the same survey, 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%). To promote student success and reach ESSA requirements, academic and social emotional needs identified by stakeholders were used to identify interventions needed for the 21-22 school year which was also supported by the School Site Council in the approval of the 21-22 SPSA. In addition, as an independent studies program, students need to have basic reading and math skills to fully access the curriculum. Students that lack these basic skills, struggle more with the curriculum and require additional support and interventions. To address these identified needs, Opportunities For Learning- Capistrano with the feedback from parents, students, and staff will continue to utilize Achieve 3000 and ERWC as evidence- based interventions in English and pilot Exact Path as the evidence based-interventions to support students in Math.

Achieve 3000 was chosen to continue in our SPSA as it focused on literacy at the student's level. This intervention has demonstrated to be successful in literacy achievement and comprehension among adolescents. It has an effectiveness rating on the WWC of Potentially Positive with evidence that intervention had a positive effect on outcomes with no overriding contrary evidence. Achieve 3000 allows teachers to assign each student different reading lessons based on their individual needs. This intervention allows instruction to be delivered through direct instruction or independent studies platforms. Since Opportunities For Learning- Capistrano is focused on each individual student's needs, Achieve 3000 would continue to be a good fit to support literacy and reading comprehension development for our struggling readers.

Edmentum Exact Path was selected for the 21-22 school year as it can be integrated with Renaissance Star benchmark assessment results and takes a more tailor approach to math intervention. Edmentum Exact Path would create learning paths that are adaptable to the needs of the students and takes a mastery approach to learning math concepts. In addition, it also provides remediation opportunities should they be needed. Edmentum Exact Path utilizes the same digital platform currently used by the school so students are familiar with the platform which is an added benefit to the implementation. Teachers would assign specific interventions needed throughout the platform for students to complete. Coursework or challenges are given through guided instruction and resources.

The Expository Reading and Writing Course (ERWC) was chosen as an instructional strategy that is recognized with the California State University school system. This intervention has an ESSA rating of moderate as it is supported by one or more well-designed and well -implemented quasi-experimental studies. ERWC allows students to fulfill the A-G college requirements while providing them the support needed to access the curriculum. It was chosen as a writing strategy that supports all students taking English direct instruction courses.

Evidence based interventions:

Achieve 3000: <https://ies.ed.gov/ncee/wwc/Intervention/1284#ta-8>

Online literacy program that offers teachers the ability to assign reading lessons to students. The program offers different reading assignments based on reading levels. Students' answer activity questions and a thoughtful response. Achieve 3000 promotes building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.

Edmentum Exact Path: <https://www.edmentum.com/resources/efficacy/impacts-edmentum%E2%80%99s-exact-path-student-mathematics-achievement>
Tier 2 ESSA rating evidence based-intervention. Digital curriculum that is self-paced and creates learning paths that are adaptable to the needs of each student. Edmentum Exact Path takes a mastery approach to learning math concepts.

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

Expository Reading and Writing Course (ERWC) is a course designed to help students with the writing skills needed to successfully participate in college level courses without the need for remediation courses. ERWC instructional strategies and methods are used in English coursework through cohorts/ direct instruction classes. This will allow students that are working at grade-level to be able to fully master the core courses while fulfilling their A-G graduation requirements.

Opportunities For Learning Capistrano has made some gains as it works towards reaching ESSA requirements. These gains can be attributed to actively seeking and utilizing feedback provided by all stakeholder groups and creating focused goals. Opportunities For Learning Capistrano made sure to align its CSI/SPSA plan with its 2021-24 Local Control and Accountability Plan (LCAP) to ensure the focus remained consistent throughout the school year. Through the implementation of our 2020-21 CSI/SPSA plan, we have seen an increase in our one-year graduation rate and want to strive to keep that trajectory for the 21-22 school year. Due to the initial results observed from the implementation of the 2020-21CSI Plan and stakeholder feedback,

Opportunities For Learning- Capistrano will roll over Achieve 3000 and ERWC for English and pilot Edmentum Exact Path as a new evidence-based math intervention.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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.