

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning - Capistrano	Nancy Tiscareno, Principal	ntiscareno@ofschools.org

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
N/A

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Opportunities For Learning- Capistrano was identified for a Comprehensive Support and Improvement Plan (CSI) due to its 2-year graduation rate average of 62.35% which is below the 68% threshold set forth by the state. The plan’s intention was to reflect upon current practices and make effective adjustments to our program in order to increase our graduation rate. A comprehensive needs assessment was conducted utilizing input from various stakeholder groups and data points to identify any resource inequities that directly or indirectly impacted Opportunities For Learning-Capistrano’s graduation rate.</p> <p>As part of the plan development, Opportunities For Learning- Capistrano shared its CA Dashboard Performance indicator data results from Fall 2019 with all stakeholders. Stakeholder group meetings and events were held to ensure parents, students, staff and community members had access to the CA Dashboard Performance indicators results. During these meetings and events, stakeholders were able to provide input on contributing factors, practices and procedures that they identified as having an impact on the Graduation Rate. In addition, stakeholder groups also provided feedback on types of evidence-based interventions that would need to be implemented to drive student success and address the resource inequities identified. Stakeholder involvement in the CSI development included but was not limited to the following:</p> <p>Parent/Student Engagement Opportunities</p> <ul style="list-style-type: none"> - Parents and students were provided input opportunities via mail, email and text through the following surveys : 19-20 LCAP survey, 20-21 Learning Continuity and Attendance Plan survey, and Distance Learning survey. - Parent and Student 19-20 LCAP Focus group meetings/events were held in the Fall and Spring. - Parents and Students participated in the School Site Council and provided input for the development and approval of the CSI/SPSA. - Parents and students participated in the WASC Self- Study Groups and provided feedback on school improvement initiatives.

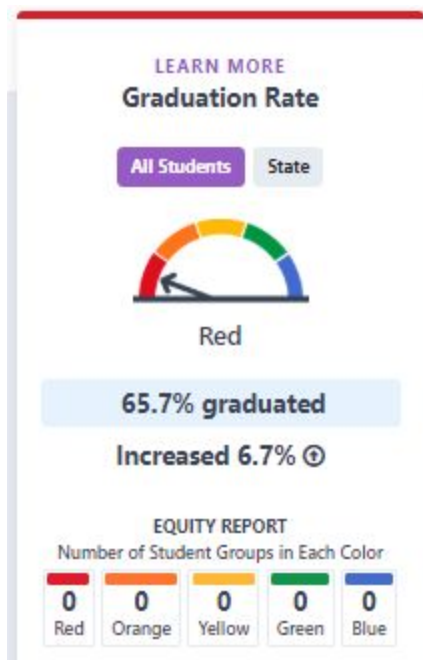
Staff

- Staff and committee meetings were held throughout the 19-20 school year to provide staff opportunities to provide feedback on school improvement initiatives.
- Online survey links were sent out to all staff via school email. Staff provided input through the following surveys: 19-20 LCAP survey, 20-21 Learning Continuity and Attendance Plan survey, and Distance Learning survey.
- Staff participating in the School Site Council and provided input for the development and approval of the CSI/SPSA.
- Due to the COVID-19 pandemic and the need to pivot to distance learning, school staff conducted at minimum weekly check-in with students and parents to provide support and conduct needs assessments.

School Leadership

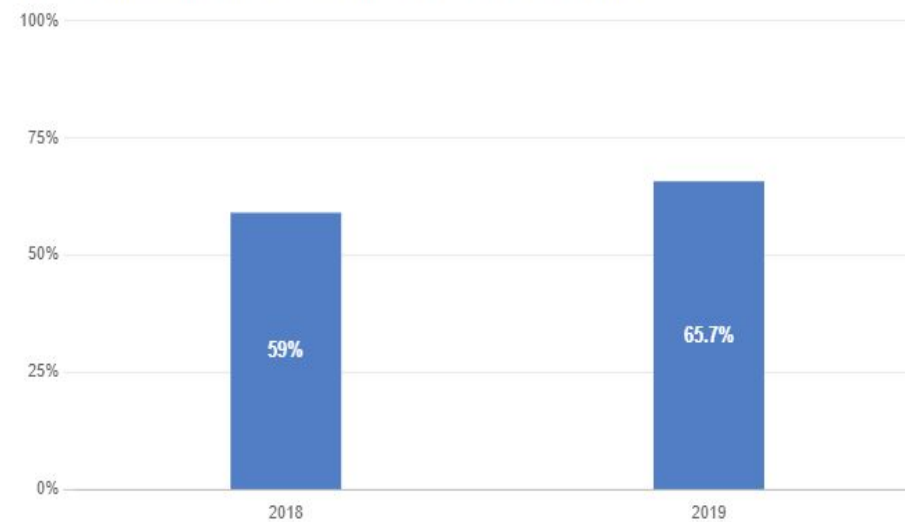
- School leadership participated in weekly leadership meetings to review and conduct analysis of data as it relates to attendance trends, course completion rates, Ren Star Reading and Math assessment results, unit assessment passage rates, and student demographic information.
- School leadership conducted budgeting reviews and allocations analysis
- School leadership participated in board of managers meetings and provided feedback, input, and updates
- School leadership conducted survey analysis for 19-20 LCAP results, 20-21 Learning Continuity and Attendance Plan results, Distance Learning results to identify trends, needs, and resources.
- Due to the COVID-19 pandemic and the need to pivot to distance learning, school leadership conducted weekly check-in with staff to provide support and conduct needs assessments.

Although Opportunities For Learning- Capistrano received a red ranking in its Graduation Rate on the Fall 2019 CA Dashboard, the One-year graduation rate it did show an increase of 6.7% from the previous year. The one-year Graduation Rate attained was 65.7%. Opportunities For Learning- Capistrano's school leadership and its staff continued to strive to reach ESSA graduation rate requirements by working in partnership with stakeholders and taking a multifaceted approach in the creation of the Comprehensive School Improvement Plan.



Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school.



In addition to using the CA Dashboard results from the Fall 2019 release, Opportunities For Learning Capistrano used the Western Association of Schools and Colleges (WASC) Accreditation Self-Study findings from its areas of growth, as well as recommendations from the WASC visiting team and our comprehensive needs assessment to explore root causes for the graduation rate standing and any resource inequalities. The WASC self-study committee which was comprised of staff, students, and parents made the following findings:

WASC Self-study findings/Comprehensive Needs Assessment:

Goal 1: Increase student achievement in Math and ELA with added support to English Learners, Foster Youth, Low Income, and Special Education populations.

Rationale: Keeping in line with our 19-20 LCAP goals, subgroup needs, and review of initial SBAC scores, it was clear that there was a need for improvement in both ELA and especially in Math.

Supporting data: Our 2019 CA dashboard indicator states that OFL Capistrano is 7 points below standard in ELA and 103.4 points below standard in Math. As Opportunities For Learning - Capistrano pivoted to a distance learning platform in March 2020, we are anticipating that the need for additional supports and resources in ELA and MATH will continue to be needed as we try to mitigate learning loss due to the shift in the instructional models as a result of the COVID-19 pandemic.

Goal 2: Increase student achievement by helping students feel connected to the school.

Rationale: Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.

Supporting data: 19-20 LCAP results indicated that parents and students were requesting more support in social-emotional development. In addition, survey results from the 20-21 Learning Continuity and Attendance Plan survey and Distance Learning survey reinforce the continued need to provide these essential services to students and their families amidst the COVID-19 pandemic and distance learning.

Goal 3: Increase student achievement by providing more efficient communication between all stakeholders such as parents, the surrounding community and local school districts.

Rationale: It is important that all stakeholders in the school have a vital part in the success of our students. Staff aims to involve parents whenever possible. An increased involvement with parents as well as becoming more involved in the community will aid in student's academic achievement and post-high school success.

Supporting data: School-wide parent participation rates are low. Opportunities For Learning- Capistrano offer various means of communication to our stakeholders including mass emails, text messages through Remind application, google voice messages, parent portal communication, open house events, LCAP survey and events, safety committee meetings, parent focus group opportunities, School Site Council Meetings, Board Meetings and parent university workshops. However, there is still a low turnout in parent involvement in school-wide events/activities.

Opportunities For Learning- Capistrano utilized the CA Dashboard results, input from stakeholder groups (mentioned above), WASC self-study, and WASC team recommendation to conduct a comprehensive needs assessment. In addition, data points that were included in the comprehensive need assessment include:

- Student demographics
- Enrollment data: Age upon enrollment, dates of enrollment, grade level at enrollment, number of highschool credits earned upon enrollment
- STAR Renaissance Reading and Math Assessment results
- California State Assessments results
- Attendance Rates
- Drop out and Suspension Rates
- Graduation Rates
- Course completion rates
- Monthly Student Progress
- Passage Rate for Independent Students, Direct Instruction, and Digital curriculum assessments
- Extra- curricular participation rates
- Post secondary Counselor Meeting and Event participation rates
- Course offerings
- 2-year vs 4-year diploma track percentage
- Teacher credentials per subject matter
- English Learner and Special Education numbers
- Budget and Allocation analysis
- Survey Data from 19-20 LCAP survey, Learning Continuity and Attendance Plan Survey, and Distance Learning Survey

The CSI/SPSA plan was developed using the results from the comprehensive needs assessment and subsequent analysis by stakeholder groups.

The comprehensive needs assessment also aided in the identification of the selected evidence-based interventions that were included in the CSI 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 be areas of focus. Stakeholder input during the distance learning transition reinforced the need to continue the evidence-based interventions identified during the 2019-2020 school year to the 20-21 SPSA. 54.55% of parents indicated on the Learning Continuity and Attendance Plan survey that their child experiences some learning loss during the transition to distance learning. Parents identified the high need for additional tutoring and social emotional support for students during this time. Teachers also identified the need for additional academic tutoring in all courses especially in ELA and MATH as these needs might be exacerbated by issues related to the pandemic and 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 20-21 school year which was also supported by the School Site Council in the approval of the 20-21 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 selected Achieve 3000, ERWC, and Accelerated Math as the evidence based-interventions to support students at this time and move the needle on the CA Dashboard.

Achieve 3000 was chosen 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 for 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 was a good fit to support literacy and reading comprehension development for our struggling readers. Accelerated Math was selected as it works in conjunction with the already established Renaissance Star benchmark assessments and takes a more tailor approach to math intervention. Accelerated Math requires students to take an initial assessment and creates lessons for students at their specific math level. This intervention also works well with our instructional model and has demonstrated growth in students' math skills throughout internal testing administrations. 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.

Accelerated Math: <https://ies.ed.gov/ncee/wwc/Intervention/309> is used in conjunction with our benchmark Renaissance Star Math testing we implement with students at least 3 times per school year. This program allows for students to start lessons based on their Ren Star math scores.

The program generates lessons, scores assignments and generates reports for teacher analysis. This can be used as foundational math to supplement lessons in math course work/cohorts or direct instruction.

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 plan with its 2019-20 Local Control and Accountability Plan (LCAP) to ensure the focus remained consistent throughout the school year. Through the implementation of our 2019-20 CSI plan we have seen a 6.7% increase on our graduation rate on our 2019 CA Dashboard. Additionally, our Chronic Absentee rate decreased by 2.9%. College and Career increased 8.1%, which moved by 2 colors, from red to yellow.

Due to the initial results observed from the implementation of the 2019-20 CSI Plan and stakeholder feedback, Opportunities For Learning- Capistrano rolled-over Achieve 3000, Accelerated Math and ERWC to the 2020-21 SPSA to ensure that the interventions would be implemented with fidelity as the school did have to pivot instruction and operations to a distance learning format due to the COVID-19 pandemic in March. Like all schools during this unprecedented time, Opportunities For Learning- Capistrano is dedicated to addressing the needs of the whole child to ensure they are successful in school and at home.

As part of the comprehensive need assessment, Opportunities For Learning- Capistrano also reviewed its 2019-2020 budget and allocations. Based on the review and analysis of allocations and informed by stakeholder feedback it was determined that reallocations of funds needed to take place as the highest areas of need identified were in ELA and Math. The following resource inequities were identified by the WASC Self-Study committee and was reiterated by the WASC visiting team:

Resource Inequity: Goal 1 of Increasing all student achievement in Math and ELA with added support and instruction.

Action Plan: Re-allocating funds for educational technology, professional development and hiring additional support will ensure goal completion. Implementing Achieve 3000 and ERWC will support students struggling in ELA and Accelerate Math will support students struggling in Math. In addition, we allocated funds to identify the needs by hiring intervention teachers, providing professional development for staff, and hired ELA and Math tutors.

Resource Inequity: Goal 2: Increase student achievement by helping students feel connected to the school and other students.

Action Plan: We allocated funds to identify the needs by providing field trips local and international, school spirit gear, clubs and sports throughout the school year.

Resource Inequity: Goal 3: Increase student achievement by providing more efficient communication between all stakeholders such as parents, the surrounding community and local school districts.

Action Plan: This goal was addressed by providing parent workshops, LCAP Nights, parent conferences, providing constant communication by multiple means: email, phone calls, letters/flyers, and Remind application.

The WASC visiting team made the following recommendations during their visit on September 16-19, 2019.

The visiting committee concurred with Opportunities for Learning -Capistrano that staff needs to continue to work on the current goals in the Action Plan. The committee also did agree with the school that it has made positive strides in some of the areas of each goal listed below but it needs to continue to work on and complete achievement on the goals listed below:

1. Increase student achievement in math and ELA with added support to subgroups.
2. Increase student achievement by helping students feel connected to the school.
3. Increase student achievement by providing more efficient communication between all stakeholders such as parents, the surrounding community and local school district.

In addition to the resource inequity identified by the comprehensive need assessment conducted by the Self Study and WASC visiting team, Opportunities for Learning- Capistrano also identified a resource inequity among its 18+ student population and addressed it in the 2020-2021 SPSA. This subgroup of students needs additional resources with career alternative pathways that will spark their motivation to graduate and support their transition into the workforce after highschool. In addition, more resources in CTE pathways and dual enrollment through local community colleges, career focused curriculum in career exploration, and additional motivational workshops would engage 18+ students and drive student success.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Opportunities for Learning- Capistrano will continue to monitor and evaluate the 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, Accelerated Math and ERWC 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 and distance learning.

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 provides 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 has made some impactful efforts already 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, at this time it is starting another cycle of a comprehensive needs assessment that will continue to inform the CSI/SPSA and student success.

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

LEAs: Complete and return this form to your COE no later than **October 31, 2020**.

COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE: Complete and return this form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.