



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Camarillo Academy of Progressive Education (CAPE) is an independent charter school located in the city of Camarillo in Ventura County, California. The charter has been authorized under Oxnard Union High School (OUHSD) since its inception in July of 2007. Although authorized by OUHSD, CAPE is governed by its own elected board of 5 board members and follows the guidance of its charter and charter

bylaws. CAPE is a brick and mortar charter school for grades K-8 and an online only school for grades 9-12. The school has an enrollment of 576 in grades K-8 and currently 4 students in grades 9-12. CAPE was awarded another six years of accreditation by WASC (Western Association of Schools and Colleges) in July of 2020. (<https://www.acswasc.org/wasc/acs-wasc-overview/>)

CAPE opened its doors in September 2007 after the Oxnard Union High School District (OUHSD) Board of Trustees voted unanimously in June 2007 to approve CAPE's charter application. Currently, CAPE leases facilities from the Pleasant Valley School District (PVSD), which is the elementary district of residence of most of the school's students.

CAPE serves a region in Ventura County known as the Oxnard Plain, which is one of the world's most important agricultural centers, with distinctions as one of the nation's leading producers of strawberries and lima beans. The area is home to nearly 300,000 residents, two U.S. Navy bases, the Port of Hueneme (which is the busiest commercial port between Los Angeles and San Francisco) and California State University at Channel Islands. CAPE serves a diverse community: agricultural and industrial, rural and suburban.

The CAPE philosophy is based upon a set of beliefs about children and how they learn. Children have a natural curiosity, a desire to please, and are motivated to learn. Further, these assets may be capitalized upon by careful planning to make education both interesting and successful. Thus, CAPE produces students with a life-long interest in learning, with solid experience in self-direction and goal selection, and with the confidence to succeed. The students learn the value of community membership and are equipped with the requisite skills: intellectual, physical, social, and emotional.

The mission of Camarillo Academy of Progressive Education is to foster global, independent, creative thinkers who feel confident in themselves, are willing to take risks, and can work cooperatively. Together, teachers, students and parents create and sustain an environment in accordance with a progressive philosophy that sparks imagination, ignites a love for learning and encourages each individual to be and do the best that he/she can, enabling pupils to become self-motivated, competent, life-long learners, who are equipped for the challenges of the 21st century.

CAPE' s School Wide Learning Outcomes

- Every student will achieve academic success
- Every student will be a conscientious and effective communicator
- Every student will positively contribute to CAPE and beyond

CAPE was closed beginning March 16th as a result of the COVID-19 pandemic. The high school program that is run by CAPE continued without disruption or change to any program offerings. The K-8 program and curriculum went into a remote learning model.

Special Education teachers, counselors and related service providers transitioned swiftly to a virtual service delivery model. Camarillo Academy of Progressive Education (CAPE) current supports 52 identified special education students (five of whom receive counseling and guidance services to support mental health/social and emotional needs; and three identified as English Language Learners – ELL students). Prior to COVID-19, Students received their special education supports one-to-one or in small groups both within and outside their classrooms. With the implementation of virtual services starting March 16, 2020, all in-person services were suspended. Since that time all

special education services are provided one-on-one virtually or through tele-therapy for related/supplemental services as outlined in an identified student's current IEP. The educational program for our special education students has not been significantly impacted since in-person services have been unavailable based on parent comments, progress checks, and IEP meetings held from March to June 2020, were any possible regression of skills were discussed and documented.

CAPE deployed a three phase curricular roll out and made adaptations and adjustments as needed to meet our unique community. We had many families who were essential workers and needed to be able to help their children with remote learning at different times and not be set to a strict log-in style of instruction.

In phase one (which lasted two weeks), CAPE provided enrichment opportunities that aligned with the content and standards being taught in the regular classroom. In phase two, assignments became more structured and CAPE utilized programs that students were familiar with in their regular classrooms. Many of the CAPE online programs offered instant feedback to students to let them know if the content was being mastered correctly.

During phase 2, CAPE also added "flipgrid" which allowed for video interaction between the teachers and students. Students needed a code and password to view the videos and all posts needed to be approved before being added to the grid. We felt this was a safer option of online communication than other platforms. When CAPE was given notice that the temporary school closures would be extended to the end of the school year, administration and teachers shifted to phase 3. (this phase was 2 weeks).

In phase 3, CAPE added the program Classkick and increased the use of Google Classroom to allow students to turn in assignments and get teacher feedback. Phase 3 lasted the remainder of the 2019-2020 school year. CAPE teachers and administration developed resources to support families in the different remote learning platforms. Teachers helped to create "How To" and "Troubleshooting" videos to help our community with the new platforms.

CAPE's IT manager was available every day to help with troubleshooting issues related to the over 400 CAPE Ipads that were loaned out during remote learning and any issues with specific apps. CAPE purchased Summer Bridge Curriculum books for all students as an enrichment activity to be completed over the summer.

For more information about the response to COVID during the 2019-2020 School year, please refer to COVID-19 Operations Written Report for Camarillo Academy of Education (CAPE Charter) which can be accessed via our website (www.capecharter.org) or at this link (http://www.camarillocharter.org/uploads/1/5/9/5/15953620/2020_lcap_covid-19_operations_written_report_1.pdf)

Stakeholder Engagement

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

CAPE is governed by an elected group of five volunteers who each serve a two-year commitment (not to exceed 3 terms in a row). The structure of the CAPE governing board is extremely important to CAPE and helps to bring together different stakeholders. The CAPE Governing Board consists of two parent representatives (must have current students who attend CAPE to be eligible to sit on the board), two teacher representatives (the teacher representatives represent all CAPE employees including certificated, classified, full-time, part-time and substitutes) and one community member representative (representing concerns from the city and surrounding area). The governing board meets once a month on the third Monday. All meetings follow the Brown Act and are open to the public.

CAPE has a very active PTSO (parent, teacher, student organization). When CAPE was first created, it was very important that all parents and students were involved and had a voice. The CAPE PTSO is not “membership” driven and there are no dues. All stakeholders (parents, grandparents, students, aunts, uncles, etc.) are automatically members of the CAPE PTSO and their feedback, collaboration, ideas and visions are embraced. The CAPE PTSO has general meetings once a month on the first Wednesday and also holds multiple sub meetings for individual groups throughout the month.

The CAPE Administration holds “chatter time” once a month on the first Tuesday. This is an informal meeting for administration to meet with stakeholders without a set agenda and really have an opportunity to hear feedback and respond to questions and concerns from the community. Administration also meets with student groups on an informal basis, K-5 teachers hold daily morning meetings and middle school teachers hold advisory meetings with their homerooms with opportunities for student feedback and suggestions.

CAPE has an “open” door policy and administration communicates with parents on a drop-in basis as situations arise. There is a suggestion box in the front of the office for ideas and solutions to improve CAPE. Administration puts out community surveys and polls through Parent Square to get feedback from all the stakeholders.

After the March 16th, closure of CAPE due to COVID-19, CAPE moved into remote feedback, this included:

During the months of March - July 2020, administration randomly called parents to solicit feedback and hear from both parents and students the positive and negatives they had experienced during the spring remote learning.

Teachers were also in constant communication with their students and parents and reporting any concerns or suggestions to administration.

Administration joined multiple grade level based social media pages to help support and answer questions and concerns from parents and students.

Weekly staff meetings were held via GOTOWEBINAR or GOTOMEETING to allow all staff members (faculty and staff) to problem solve together and help support each other.

Administration sent out a weekly Update informing families of information coming from VCOE, CDE, VCPHD and CPHD.

CAPE PTSO held a virtual meeting in June which was open to all the stakeholders.

CAPE Governing Board meetings were held each month through GOTOWEBINAR with administration sending out a "highlights from the meeting" parentsquare post the following day.

During the months of July and August, CAPE administration hosted virtual Chatter Times. In the days following Chatter Time, administration would provide a FAQ post to parentsquare for any parent who was not able to participate in Chatter Time and hear the information during the live feed. For more information about the questions/feedback from Chatter Time, please visit the COVID-19 Resource Page on the CAPE website (<http://www.camarillocharter.org/covid-19-resources.html>)

All special education staff members who are normally required to work onsite have been interviewed individually to determine potential needs and concerns. Trainings have been on-going via Zoom to discuss possible solutions and offer on-going resources. Likewise under the guidance of the Ventura County Office of Education Special Education Local Planning Area (SELPA) professional development in-services are scheduled throughout the 2020-21 school year regarding promising practices, improved methods to ensure accommodations/modifications, how to appropriately document parental supports and monitor student engagement to insure to the greatest extent possible a student's IEP is being implemented.

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

Public Notices for CAPE Governing Board Meetings and Agendas are posted on CAPE's website, at the school site 777 Aileen Street, on the CAPE General Google Calendar, and on sent to stakeholders through ParentSquare. The link to join the GOTOWEBINAR is available on all posted signs and linked on the Google Calendar.

Chatter Time was announced through social media, on the CAPE General Google Calendar and sent to stakeholders through parentsquare. The link to the GOTOWEBINAR was attached to all postings.

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

Teachers/Staff:

Updated Technology

Larger screens to see students

Wireless Headsets with microphone to project voices to students

Platforms that were consistent across the grade levels

Platforms that were secure and take into account the safety of all stakeholders

Time during the day for one on one and small group assessments

Time for collaboration and prepping for the next day

Getting an online book system for students to check out book to read for fun or assigned

Flexibility within the Live Lesson to go breakout groups or independent work

Staff Development aligned with new technology

Safety plans for in person classes

Plans for when a teacher needs to use a sick or personal day

Office Hours Daily

Parents:

Daily schedule and routine

Live interaction with Teachers

Ability to be provided with additional help (MTSS Interventionist) if needed

Teacher Feedback

Ability to see/check on student progress

Chatter Time Virtually to ask questions

Use of school owned device - not based on need - but on convenience

Continuation of the MTSS process

Access to an online book share system

IEP and 504 implementations-continuing virtually

Consistency across grade levels so parents can support multiple students in a single grade regardless of teacher

Consistency school-wide on platforms

Band/Guitars/PE/Music/Drama - allowed virtually

Simplification of the platforms (not adding a bunch of new platforms)

Continue to allow for hands-on, project based learning, and storyline in virtual form

Students:

Morning Meetings

Everyday Math Games and Fun Friday activities

Read Alouds by their teachers

Access to online books

Team Building

Opportunities to see their peers

Flexibility on independent work time

Live interactions with Teachers

Office Hours for Teachers-chance to ask questions and get specific feedback

Mini Courses held virtually

Band/Guitars/PE/Music/Drama - allowed virtually

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

CAPE created a schedule/routine for students daily Monday - Friday. Each day has both live lessons and independent work time. CAPE has purchased SORA and is working on building an online virtual CAPE library where students can check out book to read for fun or teachers

can assign book to individuals, small groups or whole class. CAPE attempted to stick with platforms already known to the CAPE Community (Google Classroom, Flipgrid, Classkick, Jupiter, ConnectEd, BIM, Active Classroom). There are still a lot of different platforms, but when trying to recreate our hands on classes in a virtual world, we need to give teachers some flexibility. CAPE decided after much research to go with the Educational Zoom Plan Platform - which offered the most amount of security available of all "live" streaming platforms we researched.

The suspension of in-person special education services was influenced by the Ventura County Public Health Department, Ventura County Office of Education, and Governor Newsom's recommendations. All special education services are being provided to the greatest extent possible as currently outlined in each student's Individual Education Plan (IEP) and there has not been any reduction in special education service time for any CAPE student although it is now being delivered virtually.

CAPE will be providing PE daily for grades 5-8 with a daily check in and assignment. In grades K-4, PE will be available pre-recorded but will not be graded or mandated. CAPE will also offer music and Spanish as optional enrichment activities with pre-recorded lessons weekly. Grades 5-8 will have the opportunity to participate in Band and Guitars virtually, but we are still working on the logistics of these programs.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

CAPE is located in Ventura County, which is on the State's Monitoring List. CAPE will not physically open for in-person instruction until Ventura County has been off the State Monitoring List for 14 consecutive days.

A full description of CAPE's Reopening and COVID-19 Mitigation Plan is available on CAPE's website (www.capecharter.org) under COVID-19 Resources or by clicking this link:

http://www.camarillocharter.org/uploads/1/5/9/5/15953620/capes_reopening_covid-19_mitigation_plan.pdf

CAPE's Reopening and COVID-19 Mitigation Plan was reviewed and adopted during a regularly schedule July 17th, 2020 CAPE Governing Board Meeting. The Plan was submitted to VCOE and VCPHD and was accepted. We call this plan: Phase 2

Phase 1: CAPE is completely Remote (all student in general and special education are receiving services and instructional minutes virtually)

Phase 2: CAPE has an AM and PM Cohort to account for social distancing within the classrooms. At no point will more than 50% of students be on campus at one time. Students who opt to, can continue to receive Phase 1 remote learning. Those who wish to start Phase 2: In-Person Instruction, will randomly place students into an AM or PM cohort. CAPE will do everything possible to keep families on the same schedule. The AM cohort will meet from 8am to 11am on campus and have an additional 90 minutes of independent work outside of school during the afternoon. The PM cohort will meet from 12pm to 3pm and will have an additional 90 minutes of independent work outside of school during the morning. The campus will receive a deep clean between the two cohorts.

Phase 3: CAPE returns to a more traditional daily schedule with in-person instruction from 8am-2:30pm daily.

Special Education Staff have been keenly involved in initiating conversations with administration, parents, and staff as identified student are transitioning from one-to-one services to distance learning services. These discussions have included the utilization of multiple measures to monitor student engagement/progress; increased parent communication; and an understanding of staff development needs to further ensure special education students are fully integrated into the school’s learning plans.

As a publicly funded, independent charter school, CAPE will follow the guidance set forth by the state of California, our Governor, the California Health Department, California Department of Education, Ventura County Office of Education, and Ventura County Public Health Department. CAPE will not independently move to a new Phase until instructed to do so by the above listed agencies. CAPE will start the 2020-2021 school year in Phase 1.

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

Description	Total Funds	Contributing
Ensure safe school and work environments following all guidance from CDE, CDPH, VCOE and VCPHD	\$20,000	Yes
Update and Increase of technology to avoid sharing of devices while on campus	\$30,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

CAPE took feedback from all stakeholders to help in the creation of our remote learning only plan (phase 1). The model will provide live instruction daily, time for social emotional growth and learning, pupil interaction, office hours, times blocked for small group meetings and one on one or small group assessments and time for teachers to collaborate and work on data teams to drive instruction. CAPE's remote learning plan will provide continuity of instruction during the school year to ensure that all students have access to a full year of curriculum regardless of transitions between phases (even if they occur during the school year).

The following links will provide you with a snapshot schedule for each grade level listed:

Phase 1: Kinder

http://www.camarillocharter.org/uploads/1/5/9/5/15953620/kindergarten_rl_schedule_phase_1.pdf

Phase 1: Grades 1-4

http://www.camarillocharter.org/uploads/1/5/9/5/15953620/grades_1_4_rl_schedule_phase_1.pdf

Phase 1: Grades 5-6

http://www.camarillocharter.org/uploads/1/5/9/5/15953620/grade_5_rl_schedule_phase_1.pdf

http://www.camarillocharter.org/uploads/1/5/9/5/15953620/grade_6_rl_schedule_phase_1.pdf

Phase 1: Grades 7-8

http://www.camarillocharter.org/uploads/1/5/9/5/15953620/grades_7_8_rl_schedule_phase_1.pdf

A full list of CAPE curriculum and how it was adopted can be found on the CAPE website under the WASC 2020 Self-Study document or under the 2018-2023 CAPE Charter Renewal Document. CAPE recently went through the accreditation process with WASC (Western Association of Schools and Colleges) and was awarded a 6 year accreditation this past July.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students have access to a personal device (IPAD) if they need or request one from CAPE. During the survey conducted in the spring of 2020, it was identified through the stakeholder process that 85% of our CAPE students have access to a device at their home, and 97% have access to WiFi. CAPE still distributed over 400 IPADS to the CAPE community, to make remote learning easier for students. The CAPE IPADS came with all the appropriate apps already installed and CAPE was able to problem solve tech issues easier on our devices. CAPE

made personal devices available to anyone who needed it. CAPE has been in communication with families having WIFI connectivity issues and is offering support with ways to access it in their homes. We are not been able to offer individual hotspots at this time, but we continue to research options and communicate with parents who reach out with connectivity issues.

Identified special education students receive their allotted service time virtually, as outlined on their IEP, with staff allotted addition time to provide consultation to the parents/staff through phone calls, email, or suggested resources. Student's IEP goals are aligned to California State Standards, and as such the special education staff is aware of the units of study for each grade level as they relate to a student's current IEP goal(s). Progress reports are provided each semester regarding progress toward meeting one's goal(s); however additional time is being allocated in the 2020-21 school year with designated office hours for parents or staff to reach out for additional ideas/suggestions. Weekly engagement documentation is also being implemented for the 2020-21 school year.

All CAPE Parents are provided with a system to monitor student progress and assignments. Google Classroom Gradebook is used in grade K-4 and Jupiter Ed is used in grades 5-8. During the 2020-21 school year, both will be be modified to allow special education providers access as another means to facilitate parent communication/feedback. Parents will also be provided with resources regarding best practices in distance learning models for identified special education students and notified of all SELPA offerings that support distance learning programs.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Starting on August 19, 2020 CAPE will shift to a remote learning plan that is different than what was offered in the spring of 2020. Administration and Teachers have been communicating with parents that in order to effectively monitor student progress, daily participation on each school day will be needed, monitored and expected. CAPE will offer 180 days of instruction and each day will have live contact with their teacher(s). Student attendance will be closely monitored in order to ensure that students are receiving adequate access to the curriculum.

CAPE's plan includes the following:

Attendance will be monitored closely. Follow-up calls, emails or text messages will be sent to parents regarding their child's absence (please see CAPE's 4 tiered Attendance Plan for Phase 1 and 2)

Students will engage with live instructional sessions 5 days per week (during Phase 1: this will be all remote; during Phase 2: this will be a combination of remote and in-person)

Outreach to families will be done on a regular basis in order to promote continued relationships with our families.

Daily classroom participation - Online lessons provided by teachers, completion of regular assignments, completion of assessments, and participation with check-in meetings both by small group and individually.

Students in grades Kindergarten will be provided with 180 instructional minutes.

Students in grades 1-8 will be provided with 240 instructional minutes.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development opportunities related to high quality and engaging distance learning strategies and resources will be provided throughout the school year to teachers and staff. All CAPE teachers and support staff have already completed their level one training on Google for Educators including training on using Google Classroom for instructional purposes (this happened during the summer of 2020 in preparation for the start of CAPE Phase 1). Before the start of the school year, CAPE has four professional development days for teachers in their calendar. CAPE will focus on safety and security using the new ZOOM platform and integration of the different CAPE adopted platforms into ZOOM and Google Classrooms.

Other Professional development that will occur during the 2020-2021 school year for all teachers and support staff may include, but is not limited to: First Aid and CPR, Suicide Prevention and Intervention, Trauma-Informed Practices, Second Step: Social Emotional Training Curriculum, Lucy Calkins Reader and Writers Remote Workshop, Working through a lens of Cultural and Linguistic Appropriate Strategies, Mental Health First Aid, and Responding to COVID-related Mental Health Needs. CAPE will communicate with the staff regarding any trainings offered by VCOE (Ventura County Office of Education).

Identified Special Education providers and families will be provided with a resource packet that gives information about promising practices used statewide, and through a series of meeting established by the Ventura County SELPA or Community Advisory Committee (CAC).

Staff Roles and Responsibilities

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

The roles and responsibilities of our staff members have been adjusted in order to promote equitable access to the core curriculum and wellness supports. Teachers have not been able to meet with students in person since March 2020. In order to provide a robust learning environment for our students through remote learning, our staff will follow specific actions. Our staff will engage students with a standards based remote learning program that includes the following modifications:

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INSTRUCTION AND RELATIONSHIP BUILDING

A. Teachers - Lessons are designed to engage students and promote continued connections with our students and their families in the absence of in-person instruction.

Teachers will engage with daily lessons taught via Zoom. Students will receive instruction that mirrors the same type of in-person teaching that they would receive in a traditional classroom setting. Ipads will be provided to students and staff members in need of technology. Teachers will also be given laptops, documents cameras, large-wide screens (to see up to 33 students), wireless headset with amplifier.

Communication between the students and teachers will take place daily. The primary mode of communication between the students and teachers will be through online interactions (Zoom), emails and telephone calls when necessary.

The use of printed materials will be provided if requested by the student but will not serve as the primary mode of our instructional delivery.

Daily schedules and lesson plans will be provided and updated and needed.

Teachers will assess student progress through the use of the Renaissance Benchmark 360, One on One and small group assessments, weekly assignments, projects, and group discussions.

Teachers will monitor the attendance and participation of all students daily.

For the 2020-2021 school year, students in grades 1-12 will receive 240 instructional minutes, students in grade K will receive 180 instructional minutes (Instructional minutes include both Live Lessons, Pre-Recorded Lessons, and independent work time)

Staff members will participate with professional development training sessions that support the use of our online curriculum materials, lesson planning, and Positive Behavioral Intervention and Supports (PBIS).

B. Co-Directors

The Co-Directors will engage with teachers with weekly check-in meetings virtually in order to discuss student progress and assist with the design and implementation of lessons and problem solve any platform issues. Co-Directors are always available daily for teacher support as well.

The Co-Directors will engage with the attendance clerk with weekly check-in meetings to discuss and assess the student attendance plan and implement or support students who may need intervention

The Co-Directors will engage with the MTSS Interventionist with weekly check-in meetings to discuss and assist with the design and implementation of lessons and supports for CAPE's special pupil populations including but not limited to: Foster Youth, Students with economic hardships and Students who are English Learners

Instructional minutes will be monitored in order to meet the goal of 240 instructional minutes for grades 1-12 and 180 for kindergarten.

Communication with students and families will take place via regular mail, phone calls, text messages, Zoom meetings and when needed in-person visits to homes. All Center for Disease Control (CDC) and Ventura County Health regulations and protocols will be followed for social distancing.

The Co-Directors will engage with the stakeholders in a virtual Chatter Time each month

The Co-Directors will communicate with the CAPE Governing Board President on a regular basis and help host the GOTOWEBINAR Meetings each month

WELLNESS AND AUTHENTIC PARTNERSHIPS (Staff/Family/ Ventura County Office of Education/ Community Partnerships)

C. MTSS Interventionist and Health Tech

Outreach to families will be provided via online platforms or phone.

Data collection will be reviewed with the Co-Directors, regarding equity and support on a regular basis

D. Attendance Clerk

Daily Communication with Teachers regarding attendance and student participation

Weekly Sign-off on Attendance with Teachers

All attendance reporting as requested by OUHSD for CALPADs or ExEd for auditing purposes

Increased support with CAPE school attendance and engaging those families that are not available online.

E. Special Education Providers

Special education staff will ensure any identified student has connectivity to technology, learning packets/resources to enable him/her access to special education services as outlined on their IEP.

Staff are responsible for completing weekly engagement sheets to monitor progress on goals, and follow-ups made to the parents and/or staff to provide consultation.

A weekly office hour will be established for parents or staff to call-in to a school psychologist to discuss concerns related to any identified student.

With VCOE now approving in-person assessments in the 2020-21 school year, special education staff will be responsible for completing required checklists and safety precautions for each student a parent is allowing to be voluntarily assessed on site (using all Personal Protective Equipment and Procedures recommended by local health agencies). They will document safety precautions were met and submit as part of the overall assessment process.

F. Office Staff/ Support Staff Members

All regular duties performed in person will be modified through the use of technology.

OUTSIDE AGENCY HELP AND SUPPORT

CAPE will engage community-based and local government partners in supporting the mental wellness of staff and students.

CAPE is currently connected with County Behavioral Health, County Public Health, Child Welfare, local health care agencies and many community-based resources. CAPE will continue to interact with these entities via community partner meetings, committee meetings, and one on one engagement strategies. Whenever possible, resources offered by these entities will be provided to support the needs of all CAPE stakeholders.

PROFESSIONAL LEARNING

All staff members will engage with professional development sessions that are presented via online platforms such as Zoom. Staff members will be provided opportunities to engage with professional development (PD) sessions that are self-paced along with group sessions.

Staff members will shift their work to a virtual platform in order to ensure their safety, the safety of our students/parents and our community. The shift to a virtual platform affords our students and staff members to engage in safe learning environments that promote equity and continuity. Our staff members will make adjustments to our procedure as needed. Our protocols and procedures will be carefully monitored and updated as needed.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

CAPE is working on the development of a new family survey that would help identify students whose status may have changed since last year. Students who may need additional support, students who may be experiencing homelessness due to a change in family dwelling status since last year and students who may be identified as low income. OUHSD (the district that runs the CAPE lunch program), sent out

free and reduced meal applications to all CAPE families in July. The goal will be to get as many families to fill out those forms and get the data from OUHSD to be able to offer support to students who were not previously identified as low income.

Using assessment data, teachers will create adapted lessons for students identified as: English learners, low income, foster youth or students with disabilities as needed. The MTSS interventionist will be assigned specific students and groups along with providing additional support on assigned days during live lesson meetings.

Support for CAPE Students Identified as an LCFF Special Population that also receive Special Education Services:

CAPE Charter has 3 identified second language (ELL) students that are also identified as students with a specific learning disability. As outlined on their IEPs, any special accommodations related to their second language needs are discussed and documented through the IEP process. Scaffolding, and English Language Development (ELD) strategies are implemented per the IEP and utilizing teaching best practices to engage students in their learning.

CAPE Charter does not currently have any foster care or homeless students enrolled who have been identified as having a specific learning disability. If CAPE had students for either of these sub-groups special education staff would work with County agencies to ensure an identified advocate was available to represent the student’s interests at all IEP meetings, and any available accommodations/modifications recommended were provided under supplemental services and supports within the IEP as required. Likewise, referrals for any potential outside agency be warranted CAPE would initiate said referral as required/required.

A Prior Written Notice (PWN) was provided to all currently identified special education students in March 2020 and again on August 19, 2020 for the current school year. These notices identified how special services will be provided virtually during this pandemic; how progress will be monitored; and how consultative supports will be made available to parents and staff. In addition, parents were notified that any regression of skills will be discussed through the IEP process should any team member express concerns at any time. Instructional applications and on-going parent training have been made available to staff as well as parents.

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

Description	Total Funds	Contributing
Increase technology access for all staff and students; this includes a needs assessment and creating a technology request system. This also includes technology for pushing out instruction virtually.	\$70,000	Yes
Online Programs to facilitate virtual instruction and meetings, including staff development and learning time on different platforms	\$10,000	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Teachers and administrators will use collaboration time built into the daily schedule to analyze data, identify student needs, find gaps in essential skills and change instruction as needed to meet the students' needs. Schedules for the 2020-2021 school year were designed with afternoon small group opportunities for addressing learning loss and in addition grades K-4 have another block of time in the morning to work with small groups and/or individuals. Teachers will regularly communicate with parents regarding student progress.

CAPE starts each year with an initial assessment to gauge a starting point of learning. In previous years, we were looking for learning loss over the summer. This year, we will not only be assessing any learning loss over the summer, but in addition any learning loss from remote crisis learning in the spring of 2020. These assessments will be used to drive instruction and teacher planning and pacing of new curriculum. In addition to regular assessments in the classrooms (both formal and informal), CAPE will continue to have all students complete the norm-referenced Benchmark 360 exams at the end of trimester. Teachers will use these assessments in planning purposes for whole group, small group and individual intervention plans.

The MTSS interventionist will be working independently and in small groups with CAPE students identified as English Learners and any student who is new to CAPE who has indicated on their language survey that they are an English Learner. CAPE will comply with any legal requirements of testing students through ELPAC - providing both an initial and summative assessment as needed.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The charter's goal is to ensure all special education students are fully integrated with the necessary supports, services, and accommodations in place for the child to be successful. As such, any IEP member (including general education, special education staff, and parent (or a parent representative) can call for an IEP meeting to address regression of skills at any time (but especially during this pandemic). Should the team believe based on observation and through data monitoring this is occurring, the IEP will be amended to address how the team plans

to provide addition services, supports, accommodations, or family assistance to address the need. Student’s strengths, areas of weakness, and parent concerns are mandated discussion items at all IEP reviews.

Recently, additional funds were received by the Charter to address schoolwide learning loss. School Administration is working with their Governing Board, and parent stakeholders to carve out a portion of that funding to be earmarked for identified special education students to enrich/recoup skills in core subject areas and/or mental health needs. This extra funding will ensure all identified special education students are fully engaged and integrated into the CAPE General Education Learning Community to the greatest extent possible.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

CAPE has worked the past several years on updating our RTI program to an MTSS program that addresses learning loss, depth and complexity and student mental health. In order to address learning loss, teachers have already identified essential standards in math and ELA. The 2020-2021 school year will begin with benchmark assessments in grades 1-8 to determine gaps from the spring trimester of remote learning. All assessment data will be used to drive instruction and develop plans for individual and small groups. Teachers will determine if the skill in question needs to be retaught, remediated or provide intervention for individuals. Teachers will create adapted lessons for students identified as: English learners, low income, foster youth or students with disabilities as needed. The MTSS interventionist will be assigned specific students and groups along with providing additional support on assigned days during live lesson meetings.

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

Description	Total Funds	Contributing
Offer differentiated instruction through our MTSS program, especially for pupils identified as English Learners, Low Income, Students with Disabilities and Foster Youth.	\$30,000	Yes
Online Learning Platforms that differentiate instruction, provide opportunities for reteach and create norm referenced assessments	\$25,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

During remote learning (Phase 1 and Phase 2), CAPE will continue to follow our adopted MTSS (multi-tiered system of support) to help connect with students and families and check in on their social and emotional well-being. CAPE is always working on the social emotional needs of our student population and has geared staff developments toward mindfulness, self-acceptance, anti-anxiety strategies and switching from the RTI model to an MTSS model with the addition of PBIS.

The daily schedule for 2020-2021 has 30 minutes each day dedicated to SEL (socio-emotional learning) in grades kinder - fourth grade, and 40 minutes dedicated to SEL in twice a week in grades 5-8. This dedicated time may include but is not limited to: Second Step Instruction, Big Life Journals, Advisory Meetings, Morning Meetings, Team Building, Community Building, Positive Self-talk, Mindfulness and Anti-Anxiety strategies.

CAPE will discuss whole-school and individual student SEL needs each week during our weekly staff meeting and will utilize staff that are experts in social emotional learning support (SEL) and PBIS to provide initial and on-going training to teachers.

CAPE will work to assess, identify and monitor the health and well being of staff and students by doing the following:

CAPE teachers will informally assess social-emotional well being of individual students via a virtual platform. If the teacher has concerns about the child's emotional health, they will start the MTSS process with referrals and linkages to the student/family when appropriate.

The CAPE teachers, MTSS interventionist, special education providers, and school counselor will continuously address the needs of students and refer for a behavioral health screening or higher level of service when needed.

CAPE has five identified special education students that receive counseling and guidance services per their IEP. During the pandemic, these services have been provided through tele-therapy or other virtual means. As deemed appropriate by the IEP Team, a Functional Behavior Analysis (FBA) is offered to student to better identified problem emotional/behavioral needs.

CAPE Administration is working with JHC to develop an educational staff wellness resource website.

CAPE will support mental health and social and emotional well-being of pupils and staff during the school year

CAPE will continue to be under contract with Empire Therapeutics to provide services to students with counseling in the IEPs and other students identified through the MTSS process who need short-term services. When a higher level of care is necessitated, the counselor will link the student/family to the needed service.

CAPE teachers will provide on-going social emotional learning support via whole class room instruction.

All CAPE staff are trained in Suicide prevention and awareness information will information on local resources will be disseminated to students and families during September for Suicide Prevention Month and May for Mental Health Awareness Month.

Staff mental health needs will be addressed by providing professional development on topics related to vicarious trauma and the impact it has on each individual.

CAPE will utilize universal school-wide interventions such as social emotional learning, trauma-informed practices, mindfulness practices, etc. to address and support student and staff social and emotional well-being

CAPE will continue to develop their PBIS strategies to address the Tier One Universal needs of all students. School-wide expectations will be set, taught, encouraged and acknowledged when they are followed by staff and students.

CAPE will post strategies to encourage wellness for students in the COVID-19 Resources file on our CAPE website. Apps, websites, articles and informative videos will be shared as a resource for students and their families.

*Staff, clinicians and outside contractors will be utilized to employ SEL, Trauma-Informed, and Mindfulness strategies.

CAPE is currently in partnership with Empire Therapeutics to develop and maintain a wellness platform for teachers and school staff and making those resources regularly disseminated to staff. Professional development opportunities will also be available to staff. Specific topics will include Adapting to Change and Uncertainty, Self Care, and Stress Management.

CAPE will engage community based and local government partners in supporting the mental wellness of staff and students.

CAPE is currently connected with County Behavioral Health, County Public Health, Child Welfare, local health care agencies and many community based resources. CAPE will continue to interact with these entities via community partner meetings, committee meetings, and 1:1 engagement strategies. Whenever possible, resources offered by these entities will be provided to support the needs of CAPE staff and students.

Resources will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

CAPE's Phase 1 and Phase 2 programs are designed to promote, encourage, and engage full participation of every students and their families. CAPE has always been about partnership between school and home. We will continue to work on that partnership and in collaboration together, help all our Comets Soar academically. Our approach to student engagement through our Remote Learning (Phase 1 and Phase 2) includes the following components:

CAPE's - 4 Tiered Attendance Plan

Tier 1:

1st-3rd day of absence: Teacher makes a phone call to student's home and documents the contact with the student and family.

4th-5th day of absence: Attendance Clerk will attempt to reach out to family and emergency contact. The communication with the family or emergency contact is documented.

Tier 2:

6th-7th day of absence: One of the Co-Directors will attempt to reach out to family and send a letter of concern for non-participation to the student's home. A copy of the correspondence will be made and added to the documentation for this action.

Tier 3:

8th-10th day of absence: A socially distanced home visit that follows the guidelines by the federal and state health officials will be made to the student's home by the Co-Directors and attendance clerk. A written communication will be left at the residence requesting that immediate contact be made with the Co-Directors. The visit and parent correspondence letter will be documented.

Tier 4:

11th day of absence: The attendance file will be brought to the CAPE governing board and discussed during closed session (Student discipline and attendance review). Parents will be invited to be part of the closed board discussion. Further action may result in the loss of placement at CAPE Charter School.

II. Instructional Engagement

Teachers will provide instruction that engages students and promotes daily participation. The use of small group video lessons taught through Zoom will provide an additional layer of continued outreach to our students. Our weekly 1:1 teacher/ student meetings will further assist our outreach to our students and assist with identifying the specific areas in the curriculum that our students are in need of support. Our interactive remote learning program will assist with mitigating the number of students who advance from our Tier 1 Attendance level to Tier 2 and beyond.

III. Communication- Students/ Parents

Students - Students will engage with lessons and meetings with their teachers daily. Students will be reminded of their expectations as learners which includes daily attendance, participation, and completion of all assignments.

Parents - Parents will receive correspondences from CAPE on a regular basis through newsletters, phone calls and virtual meetings. Parent correspondences can be translated in order to provide equitable access to our messages.

Our plan will contribute to our goal of ensuring that we are engaging our students and providing outreach to them and their families when they are absent from school. CAPE does have Spanish speaking personnel working during regular school hours, who can support when translation services are needed so we can actively engage with all our stakeholders.

CAPE makes local resources and County services available to families of identified special education students. Special education staff is provided training and resources through the SELPA as well as requirements to address the recent AB 1178 training requirements.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During a traditional school year, meals for students were provided by OUHSD (Oxnard Union High School District) on CAPE's site. During the period of school site closures, meals were available for our students at their school districts of residence distribution sites. CAPE will continue to partner with OUHSD and provide free and reduced meals for students who qualify. Communication regarding meal applications was sent home via mail during the month of July. CAPE students would pick up their meals at ACHS (our closest high school) according to their meal time schedule. Those CAPE students who do not qualify for free or reduced lunches or breakfast, can still purchase at ACHS for the regular school lunch rates. CAPE will be actively communicating with OUHSD for updates related to child nutrition.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.88%	\$84,922

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of our low income, English learners and foster youth were considered in all aspects of CAPE's remote learning plan and different phases. CAPE identifies that these sub groups need additional supports and more individualized live interaction. CAPE will ensure full access to technology and training for parents when needed. CAPE will dedicate time at each staff meeting to discuss best practices and way to support our subgroups of students.

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

During the 2020-2021 school year, supplemental funds at CAPE will be directed toward meeting the needs of low income students, foster youth and English Learners. CAPE is providing activities to promote physical and mental health, activities to keep students (families) connected and engaged, targeted instruction, academic support, additional counseling, and teacher professional development. Communication with families that have identified subgroup students (students with low income, homeless students, foster youth and English learners) will be critical in ensuring that CAPE is able to provide for these specific sub groups of children. CAPE will be assigning staff outside of their traditional teacher to check in on these students and provide individual or small group supports.

CAPE has worked to implement a Multi-Tiered System (MTSS) framework that encompasses prevention strategies and problem solving action steps that can be implemented to improve the academic, behavioral and social emotional outcomes for students. The services outlined in the MTSS framework will promote increased levels of student achievement and support the emotional well being of our students. CAPE recognizes the importance of implementing a robust and rigorous academic program along with an MTSS of social emotional and mental health support.