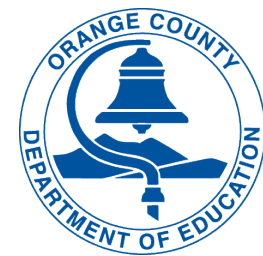**DRAFT**

Orange County Department of Education

College and Career Preparatory Academy

Local Control Accountability Plan: 2017-2020

Local Control Accountability Plan and Annual Update (LCAP) Template

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	College and Career Preparatory Academy		
Contact Name and Title	Dave Connor, Principal	Email and Phone	DConnor@ocde.us 714-796-8795

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Orange County Department of Education (OCDE) recognizes that the traditional public school model is challenged to meet the needs of a growing portion of the county's student population. The College and Career Preparatory Academy (CCPA) was established to provide instructional services that the Orange County Department of Education does not generally provide for those over 18 years of age; will offer educational services that will benefit its target population; and will support students in a way that focuses on one of the legislative intents in the Charter Schools Act, which is to "increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving." To this end, The College and Career Preparatory Academy endeavors to educate a broad range of students from geographically diverse areas throughout Orange County. The target population, residing in any school district in the county, is best served by the College and Career Preparatory Academy due to its capacity and expertise to collaborate with all school districts and county agencies and to centralize educational, workforce, social services, and law enforcement services collectively.

Today, more than ever, students must be prepared to think critically, act creatively, communicate effectively, collaborate generously, and act with character and integrity to become contributing community members, citizens and leaders in the 21st century. This OCDE affiliated charter school supports the alignment of education with workforce investment and economic development, in support of a comprehensive, accessible, and highly-qualified workforce development system. At the core of a highly skilled and prepared workforce is a rigorous education, one that must be accessible and contain the necessary supports and structures that promote the individual and collective characteristics of a literate and productive citizenry.

The charter operates for the purpose of being an integral component of the state's workforce development strategy, as an on-ramp preparatory learning environment offering high quality, innovative educational options. These options are designed and executed with purpose, meaning, and application beyond the academic setting to accelerate learning for at-promise students to move forward into college and career training opportunities. The College and Career Preparatory Academy incorporates an individualized instruction/independent study model via a student-tailored standard-based curriculum. Students are also provided opportunities and resources to increase career/workforce readiness skills and have an individualized career plan developed.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:

- CCPA provided students with classroom devices at each site and equipped 92 students with the ability to take a laptop home and connectivity as needed to complete assignments.
- Based upon the student surveys on the use of technology to complete assignments, CCPA students showed an increase of technology use by 11%.
- Teachers attending half day training on GradPoint technology and a five day training on Social Science curriculum that incorporates a blended learning model program.
- 147 students utilized CCPA's online curriculum to meet graduation requirements.

Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce.

- CCPA staff will assist students in identifying career pathways, connect students with WIOA partners, and transition students into post-secondary education opportunities and the workforce.
- CCPA staff will continue to increase community partnerships and project-based learning opportunities with local businesses to support the student's IECSP.
- Provide additional opportunities for students to attend community college events that increase exposure to post-secondary education opportunities and to empower students to make informed decisions.

GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:

- School staff will attend professional developments that implement California State Standards, 21st Century Skills, and civic awareness.
- CCPA staff will utilize written ELD curriculum as their designated ELD program and pilot a reading program to address the needs of EL students.
- Provide support services to students to increase attendance rate.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The College and Career Preparatory Academy began servicing students in October 2015. The program focuses on students age 18-25 who had previously dropped out of their high school program. As a result of the schools' conception in 2015 and the fact that we deal with all twelfth glade students we do not have the data to utilize the rubrics at this time.

In 2015-2016 school-year, CCPA provided services to 278 students and connected them to Workforce Innovation Opportunity Act (WIOA) partners to assist in the development of each student's Individualized Education Career Service Plan. To meet the needs of students and to develop 21st century skills, CCPA has adopted online based curriculum and provided computers for student use at home and connectivity to students who are in need. Since opening the doors, we have graduated fifty-two

students. Of those fifty-two, twenty-six have enrolled in college, twenty are employed in their career path, and two are enrolled in apprenticeship programs.

In 2015-2016 school-year, CCPA had sixteen students enrolled concurrently in CTE courses at local community colleges. In 2016 school year, student concurrent enrollment increased to twenty-three students.

CCPA realizes the need for community partners to help support the population of students that we serve. To respond to this need, CCPA has developed partnerships with six WIOA partners that provide assistance with career exploration and guidance, opportunities for skills training in high demand industries and leading to a good job in a career pathway or post-secondary education. The WIOAs also provide numerous wraparound services that support the whole child.

Currently, the CCPA program has expanded to six locations to serve students in Orange County. This growth has been established mainly by networking with community partners, local school districts, and by CCPA staff and students referring friends and family. To build upon the success of the program, a local marketing agency has been hired to devise a marketing plan to reach the designated age group of 18-25 year old high school dropouts. With the marketing plan in place, we are predicting a growth of 215 students over the next school year. With this growth in student population, CCPA teaching staff will increase from seven to twelve teachers, giving us the opportunity to serve over 400 students. CCPA teaching staff will continue to attend professional development opportunities that focus on the use of technology in the classroom, project based learning, and the whole child. Funds will be utilized to provide: curriculum that promotes 21st Century Skills, computers and connectivity, support staff to assist students in completing their IECSP. CCPA staff will continue to collaborate with community partners and work to expand additional opportunities to support our students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The College and Career Preparatory Academy began servicing students in October 2015. The program focuses on students age 18-25 who had previously dropped out of their high school program. As a result of the school's conception in 2015 and the fact that we deal with all twelfth grade students we do not have the data to utilize the rubrics at this time.

Local assessment data gathered displayed these needs of our students:

The CCPA capture rate for attendance was 56% in 2015-2016. Identifying the need for better work productivity in students.

18% of CCPA students who enrolled in the program were dropped for non-attendance. Studies show that 25% of adult students returning for a high school diploma actually complete the program. Whereas, CCPA had a 65% graduation rate in 2015-2016 school year.

SCANTRON Performance Series tests results show CCPA student's average reading score was 6.8 and the average math score was 5.5. Therefore, CCPA needs to provide remedial reading and math programs and support in these areas for students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Not applicable. Due to unavailability of California School Dashboard results, CCPA does not have defined performance gaps.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

All services provided to students are increased or improved services provided to students who are low-income, English learners, and/or foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 242,595,952.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 468,450.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Our vision is that "Orange County students will lead the nation in college and career readiness and success." We play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses, and community organizations. We believe that to lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students

As a county office we are required to provide mandatory services to the school districts within Orange County. We are mandated to provide fiscal oversight and oversight of the Local Control Accountability Plans to 27 school districts in Orange County. As a county office we incorporate expenditures to help support the various functions needed to help our districts, community colleges and special agencies. We provide payroll, retirement reporting and check disbursement for school districts, community colleges and special districts. We partner with districts to provide financial system support, legal services and credentialing services.

We are a leader in professional development to assist our districts meet the state standards and technical assistance for their Local Control Accountability plan. We have committed resources to provide support from early childhood to higher learning.

| $ 2,662,556 | Total Projected LCFF Revenues for LCAP Year |

Annual Update   **LCAP Year Reviewed: 2016–17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal A	**Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:** **Goal A.1.a.**: Provide three devices per classroom to ensure access to the CCPA core curriculum and 21st Century skills that will promote college and career readiness at CCPA school sites for student use during their appointments with the teacher.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
All CCPA school sites will be equipped with three devices per teacher caseload for school site usage.	All CCPA school sites are equipped with three devices per teacher caseload for school site usage.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **C1**

Actions/Services	PLANNED Based upon the growth of the student population, we will evaluate the need to increase the number of devices for students and purchase accordingly to support the teacher caseload.	ACTUAL Based upon the growth of the student population and opening of two new sites, we increased the number of devices for students and purchase accordingly to support the teacher caseload.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$15,000	**$5,000**

Action **C2**

Actions/Services	PLANNED	ACTUAL
	Maintain the ongoing cost for site connectivity	Maintained the ongoing cost for site connectivity

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$325 x 12 months x number of sites	$7,087 paid out of ACCESS budget (5000-5999)

Action **C3**

Actions/Services	PLANNED	ACTUAL
	Evaluate that our technological infrastructure is current and upgraded as required to remain aligned with changes in technology.	Evaluated that our technological infrastructure is current and upgraded as required to remain aligned with changes in technology.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$5000	(4000-4999) **$3,250**

Goal A

Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:

Goal A.1.b.: Ensure every student has access to the internet and a device for use at home to complete the CCPA core curriculum that will promote college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Students who do not have a personal device or connectivity, and are using online curriculum, are enrolled in the Laptop Loan Program (LLP) meeting the ratio of 1:1.	Students who do not have a personal device or connectivity, and are using online curriculum, are enrolled in the Laptop Loan Program (LLP) meeting the ratio of 1:1.

ACTIONS / SERVICES

Action **C4**

Actions/Services

PLANNED	ACTUAL
Based upon the growth of the student population, we will evaluate the need to increase the number of devices and storage carts for students and purchase accordingly to support the student – to - device ratio.	Based upon the growth of the student population, we increased the number of devices and storage carts for students and purchase accordingly to support the student – to - device ratio.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$120,000	$37,000 ($35,000 from Block Grant Funding and $2,000 from LCAP funding).

Action   **C5**

Actions/Services

PLANNED	ACTUAL
Based upon the growth of student population, we will evaluate the need to increase the number of educational broadband hotspots, for students and purchase accordingly to support the student-to-device ratio.	Based upon the growth of student population, we increased the number of educational broadband hotspots, for students and purchase accordingly to support the student-to-device ratio.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$37,987	$3368 (Paid from ACCESS budget)

Action   **C6**

Actions/Services

PLANNED	ACTUAL
Maintain broadband hotspot connectivity	Maintained broadband hotspot connectivity

Expenditures

BUDGETED	ESTIMATED ACTUAL
$39,900	**Included in site connectivity in Goal A.1 Action 2.**

Goal A

Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:

Goal A.2.: Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments. Expand student usage of available educational software programs.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
The percentage of students using technology to complete assignments will increase by an additional 25% from the previous year, as determined by student and staff surveys conducted in the Spring of 2016.	The percentage of students using technology to complete assignments will increase by an additional 12% from the previous year, as determined by student and staff surveys conducted in the Spring of 2017.

ACTIONS / SERVICES

Action C7

	PLANNED	ACTUAL
Actions/Services	Provide ongoing training for staff on the use of GradPoint.	Provided ongoing training for staff on the use of GradPoint.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$2,200**	$0

Action **C8**

Actions/Services

PLANNED	ACTUAL
Utilize Educational Tech User support from Curriculum and Learning to provide training for staff on the use of GoogleDocs	Technology TOSA met individually with CCPA teaching staff on implementing the use of GoogleDocs in student assignments.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No cost

Action **C9**

Actions/Services

PLANNED	ACTUAL
Explore the use of current and relevant technology and resources to support professional development that enhances teaching and student learning.	Explored the use of current and relevant technology and resources to support professional development that enhances teaching and student learning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Action **C10**

Actions/Services

PLANNED	ACTUAL
Designate a model classroom in CCPA that effectively utilizes technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction.	Designated a model classroom in CCPA that effectively utilized technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(1000-1999 Series) (3000-3999 Series) $2500 (sub costs)	$2,500 (1000-1999 Series) $80 ((3000-3999 Series)

Action **C11**

Actions/Services

PLANNED	ACTUAL
Utilize ACCESS Teachers on Special Assignment to support ongoing training of instructional staff and implementation of GradPoint and designated CCPA curriculum that promotes 21st Century skills.	Utilized ACCESS Teachers on Special Assignment to support ongoing training of instructional staff and implementation of GradPoint and designated CCPA curriculum that promotes 21st Century skills.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	**No Cost**

Action **C12**

Actions/Services

PLANNED	ACTUAL
Purchase additional licenses to expand student usage of current educational software programs and identify additional online instructional resources for incorporating the 5 C's into student activities and assignments.	Purchased additional licenses to expand student usage of current educational software programs and identify additional online instructional resources for incorporating the 5 C's into student activities and assignments.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Cost of WorldBook, Defined STEM, and Rosetta Stone = $2600; Discovery Learning = $5,000	$1,500

Action **C13**

Actions/Services

PLANNED	ACTUAL
By March 2017, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.	Surveyed teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(5000-5999 Series) $225 (Survey Monkey)	(5000-5999 Series) $225 (Survey Monkey)

Action   **C14**

Actions/Services

PLANNED	ACTUAL
Conduct workshops on GradPoint online curriculum for certificated staff to target R-FEP students for enrollment in GradPoint online courses and track student progress. A list of R-FEP students in CCPA will be provided to teachers on a semi-annual basis.	Conducted workshops on GradPoint online curriculum for certificated staff to target R-FEP students for enrollment in GradPoint online courses and track student progress. A list of R-FEP students in CCPA was provided to teachers on a semi-annual basis.

Expenditures

BUDGETED (5000-5999 Series) $250 Supplemental and Concentration Grants	ESTIMATED ACTUAL $163

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have increased the technology access for CCPA students and staff. All sites have increased bandwidth, three classroom devices per teacher and we were able to meet the need of one device per student in our checkout student laptop program. We have also provided connectivity to students who do not have internet access at home. Professional development was provided for all staff in the new version of GradPoint curriculum software and the blended learning curriculum for Pearson Social Science adoption pilot. Technology TOSA met individually with teaching staff on implementation of Google Classroom.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The use of technology in assignments by teachers allowed for 61 laptops and 31 hot spots to be checked out by students to access the online based curriculum allowing for 147 students to enroll in online courses.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The College and Career Readiness Block Grant was used to purchase the Chromebooks which explains the decreased actual expenditures versus the budgeted expenditures in Goal A.1.b Action 1.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We found that pairing a device with a hotspot to checkout to students was not the most cost effective as some students did not need the connectivity piece and we were still paying the service. As a result, we have modified our policy and hot spots will be distributed on an as needed basis.

Goal B

Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce.

B.1.a. Increase partnerships with community agencies to provide job readiness skills and vocational training.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase student enrollments in post-secondary education and/or the workforce by 5% and decrease the dropout rate by 1% from the baseline dropout rate of 15% established in 2015-2016.	Increased student enrollments in post-secondary education and/or the workforce by 35%. Dropout rate increased 25% from established baseline in 2015-2016.

ACTIONS / SERVICES

Action **C15**

Actions/Services	PLANNED	ACTUAL
	Based upon the growth of the student population, we will evaluate the need to increase the number of Kuder Licenses to support the development of the Individualized Education Career Service Plan (IECSP).	Increased the number of Kuder Licenses to 100 licenses for the 2016-2017 school year to support the development of the Individualized Education Career Service Plan (IECSP).
Expenditures	BUDGETED (4000-4999 Series) $3,500	ESTIMATED ACTUAL (4000-4999 Series) $1,000

Action **C16**

Actions/Services	PLANNED Utilize Instructional Programs Assistant to maintain existing community partners that will support students in developing skills to enter the workforce or vocational training pathway.	ACTUAL Utilized Instructional Programs Assistant to maintain existing community partners that supported students in developing skills to enter the workforce or vocational training pathway.
Expenditures	BUDGETED (1000-1999 Series) (3000-3999 Series) $105,000 (salary and benefits)	ESTIMATED ACTUAL (3000-3999 Series) $85,099 (1000-1999 Series) $29,764 (3000-3999 Series) Paid from General Budget

Action **C17**

Actions/Services	PLANNED Utilize Instructional Programs Assistant to increase community partners that will support students in developing skills to enter the workforce or vocational training pathways by two in 2016-2017.	ACTUAL Utilized Instructional Programs Assistant to increase community partners to support students in developing skills to enter the workforce or vocational training pathways by two in 2016-2017.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **C18**

Actions/Services	PLANNED Based upon their Individualized Education Career Service Plan (IECSP), students will be assigned GradPoint's Career Technical Education (CTE) elective courses.	ACTUAL Based upon their Individualized Education Career Service Plan (IECSP), two students were assigned GradPoint's Career Technical Education (CTE) elective courses.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **C19**

	PLANNED	ACTUAL
Actions/Services	Utilize Instructional Programs Assistant to provide linkages between students and community partners to increase enrollment by 5% in community partner programs.	Utilized Instructional Programs Assistant to provide linkages between students and community partners to increase enrollment by 5% in community partner programs.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action **C20**

	PLANNED	ACTUAL
Actions/Services	Maintain funding for refreshments for Open Houses and College and Career fairs at CCPA sites	Maintained funding for refreshments for Open Houses and College and Career fairs at CCPA sites
	BUDGETED (5000-5999 Series)	ESTIMATED ACTUAL (5000-5999 Series)
Expenditures	$1500	$975

Action **C21**

	PLANNED	ACTUAL
Actions/Services	Provide transportation to career fairs, college tours, job fairs, and community partner workshops.	Provided transportation to career fairs, college tours, job fairs, and community partner workshops.
	BUDGETED (5000-5999 Series)	ESTIMATED ACTUAL (5000-5999 Series)
Expenditures	$500	$325(Mileage costs)

Action **C22**

	PLANNED	ACTUAL
Actions/Services	Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	Requested survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Goal B

Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, Community Colleges, and local school districts, to prepare students for post-secondary education and the workforce.

B.1.b Increase parent/family participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE   ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

Increase participation rate of parents/family who attended school events to support the educational process of their student.

ACTUAL

Increased participation rate of parents/family who attended school events to support the educational process of their student by inviting students and families to all open houses / financial aid workshops.

Action **C23**

Actions/Services

PLANNED	ACTUAL
Offer parenting classes, workshops, and trainings to encourage parent participation in the educational process	Offered parenting classes, workshops, and trainings to encourage parent participation in the educational process.

Expenditures

BUDGETED (5000-5999 Series) $2500	ESTIMATED ACTUAL $400

Action **C24**

Actions/Services

PLANNED	ACTUAL
Designate funding for refreshments and interpretation/translation services to encourage parent/family participation.	Provided funding for refreshments and interpretation/translation services to encourage parent/family participation.

Expenditures

BUDGETED (5000-5999 Series) $500	ESTIMATED ACTUAL (5000-5999 Series) $163

Action **C25**

Actions/Services

PLANNED	ACTUAL
Utilize the School Messenger System for communicating essential information to students and parents/family, and provide additional training for staff members to improve the utilization of School Messenger.	Utilized the School Messenger System for communicating essential information to students and parents/family, and provide additional training for staff members to improve the utilization of School Messenger.

Expenditures

BUDGETED (5000-5999 Series) $1,200	ESTIMATED ACTUAL (5000-5999 Series) $350

Action C26

	PLANNED	ACTUAL
Actions/Services	Develop a resource web page, to include opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents/family to have a greater role in the school community.	Developed a resource web page, to include opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents/family to have a greater role in the school community.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action C27

	PLANNED	ACTUAL
Actions/Services	With student's permission, notify parents of services provided via Parent Letter.	With student's permission, notified parents of services provided via Parent Letter.
	BUDGETED (4000-4999 Series)	ESTIMATED ACTUAL (4000-4999 Series)
Expenditures	$300	$195

Action C28

	PLANNED	ACTUAL
Actions/Services	Provide food boxes for low income students and their families through our partnership with Second Harvest Food Bank	Provided food boxes for low income students and their families through our partnership with Second Harvest Food Bank.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action   **C29**

	PLANNED	ACTUAL
Actions/Services	Request survey feedback from parent/family regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	Requested survey feedback from parent/family regarding the effectiveness of the support services provided to students to determine areas in need of additional services.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**No Cost**	**No Cost**

Goal B	**Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce.** **B.1.c.** Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

Increase the number of students in dual enrollment and enrollment upon graduation in community college by 3% from our previous year.

ACTUAL

Increased the number of students in dual enrollment and enrollment upon graduation in community college by 62% from our previous year.

(High percentages due to low numbers from baseline year 2015-2016)

[ACTIONS / SERVICES](#)

Action **C30**

Actions/Services

PLANNED	ACTUAL
Pupil Personnel Services (PPS) credentialed school counselor will provide transcript evaluations, dropout interventions and grad checks to support student's success.	Pupil Personnel Services (PPS) credentialed school counselor provided transcript evaluations, dropout interventions and grad checks to support student's success.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(1000-1999 Series) (3000-3999 Series) $115,000	(1000-1999 Series) (3000-3999 Series) $82,385 (1000-1999 Series) $27356 (3000-3999 Series Paid from General Budget Source

Action **C31**

Actions/Services

PLANNED	ACTUAL
Develop a college and career resource center at each individual school site.	Developed a college and career resource center at each individual school site.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(4000-4999 Series) $7,500	(4000-4999 Series) $4,425

Action **C32**

Actions/Services

PLANNED	ACTUAL
Each site will do two college tours and FAFSA workshop annually.	Each site has done one college tour and two FAFSA workshops.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	$500 for refreshments paid from supplemental budget (Block Grant)

Action C33

Actions/Services

PLANNED	ACTUAL
Develop exit interview and post-graduation plan for students who have completed the CCPA program.	Developed exit interview and post-graduation plan for students who have completed the CCPA program.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Action C34

Actions/Services

PLANNED	ACTUAL
Hire two part time career coaches to support the student college and career transition process and post-graduation plan at the school sites.	Program growth is needed to add these positions to the budget.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(1000-1999 Series) (3000-3999 Series) $100,000	$0

Action C35

Actions/Services

PLANNED	ACTUAL
Provide low income dual enrolled students financial support for classroom materials needed for college courses.	At this time, no low income dual enrolled students have required support for classroom materials needed for college courses.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(4000-4999 Series) $10,000	$0

Action **C36**

	PLANNED	ACTUAL
Actions/Services	Provide bus passes for low income students to get to school.	At this time, no low income students have required service to use bus pass to attend community college.
Expenditures	BUDGETED (5000-5999 Series) $500	ESTIMATED ACTUAL $0

Action **C37**

	PLANNED	ACTUAL
Actions/Services	Provide bus passes for students to get to school on an as needs basis.	At this time, no students have required service to use bus pass to attend community college.
Expenditures	BUDGETED (5000-5999 Series) $250	ESTIMATED ACTUAL $0

Goal B

Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce

B.1.d. Increase student enrollment by providing local school districts an option for their 18+ students who have not completed the graduation requirements of the district.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Annually increase the number of CCPA enrolled students, 18 years and older, who were enrolled in high school the previous year.	125 students at time of enrollment were aged 18 and attended a high school program in 2015-2016.

ACTIONS / SERVICES

Action **C38**

	PLANNED	ACTUAL
Actions/Services	Provide informational pamphlets, brochures and flyers to local school districts.	Provided informational pamphlets, brochures and flyers to local school districts and attended community workshops and fairs.
Expenditures	BUDGETED (5000-5999 Series) $2,000	ESTIMATED ACTUAL $1,200

Action C39

	PLANNED	ACTUAL
Actions/Services	Meet with local school counselors to inform them of the options that CCPA offers students 18 year old+ students who have not met the graduation requirements of their district.	Have met with local school counselors to inform them of the options that CCPA offers students 18 year old+ students who have not met the graduation requirements of their district.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action C40

	PLANNED	ACTUAL
Actions/Services	Collaborate with local school districts in identifying students who are 18 years and older who have aged out of their program and how the College and Career Preparatory Academy can assist these students.	Collaborated with local school districts in identifying students who are 18 years and older who have aged out of their program and how the College and Career Preparatory Academy can assist these students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action C41

	PLANNED	ACTUAL
Actions/Services	Increase in a timely manner Student Records Technician (SRT) services as enrollment increases.	At this time, have not increased Student Records Technician (SRT) services as enrollment increases.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action **C42**

	PLANNED	ACTUAL
Actions/Services	Invite local school district counselors to attend school events at CCPA school sites.	Invited local school district counselors to attend school events at CCPA school sites.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Goal B

Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post secondary education and the workforce

B.2. Develop a marketing plan to inform the community about CCPA options and opportunities it presents

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

Increase the number of enrollments by 250 students from the baseline established in the 2015-2016 school year.

ACTUAL

There were 278 students enrolled in 2015-2016. Increased by 99 students in 2016-2017 school year.

Action **C43**

Actions/Services

PLANNED	ACTUAL
Review prospective marketing firms and their ability to promote CCPA as an option to complete High School diploma or equivalency to the targeted population of out of school youth and reach established yearly enrollment goals.	Reviewed prospective marketing firms and their ability to promote CCPA as an option to complete High School diploma or equivalency to the targeted population of out of school youth and reach established yearly enrollment goals.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Action **C44**

Actions/Services

PLANNED	ACTUAL
Hire marketing firm to promote CCPA as an option to complete High School diploma or equivalency to the targeted population of out of school youth and reach established enrollment goals.	Hired marketing firm to promote CCPA as an option to complete High School diploma or equivalency to the targeted population of out of school youth and reach established enrollment goals.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(5000-5999 Series) $25,000	$0

Action **C45**

Actions/Services

PLANNED	ACTUAL
Develop advertising budget to reach the targeted population through various media outlets as defined in the approved marketing plan.	Marketing plan to start in 2017-2018.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(5000-5999 Series) $75,000	$0

Action	**C46**

	PLANNED	ACTUAL
Actions/Services	Develop an enrollment survey based upon the approved marketing plan to compile data to identify successful marketing strategies.	Developed an enrollment survey based upon the approved marketing plan to compile data to identify successful marketing strategies.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Goal B	**Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce** **B.3** Advisory Board is needed to review and advise on career preparation and workforce training.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Increase the number of students enrolled in work- based learning programs between education and business as specified by the Advisory Board.	Thirty-nine more students in 2016-2017 enrolled in work- based learning programs between education and business as specified by the Advisory Board.

Action **C47**

Actions/Services

PLANNED	ACTUAL
Outreach to the business community to seek partners to participate on the Advisory Board.	Outreached to the business community to seek partners to participate on the Governance Council (formerly known as Advisory Board).

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Action **C48**

Actions/Services

PLANNED	ACTUAL
Create Advisory board and set quarterly meetings.	Created Governance Council and set quarterly meetings.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Action **C49**

Actions/Services

PLANNED	ACTUAL
Provide funds for refreshments.	Provided funds for refreshments

Expenditures

BUDGETED	ESTIMATED ACTUAL
(5000-5999 Series)	(5000-5999 Series)
$1,000	$1050

Describe the overall implementation of the actions/services to achieve the articulated goal.	CCPA has increased community partners throughout Orange County who support the student's IECSP. Through field trips, workshops, career and job fairs CCPA staff has exposed their students to post-secondary opportunities and pathways within the sixteen career industry sectors.
	CCPA has increased opportunities for parent/family participation by mailing out a Parent Welcome letter to student's parents/guardians. Parents/families have the option to attend Governance Council meetings, open houses, financial aid workshops, college tours, and career and job fairs.
	The school counselor position was filled in April 2017 and will support the development and fulfillment of the IECSP.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We increased student enrollment in post-secondary education by 38% for the 2016-2017 school year.
	Although 50% of our graduates enrolled in college last year, we conducted one community college tour. This year we have conducted two community college tours.
	Last year we conducted one Financial Aid Workshop for all students in CCPA. This year we conducted five Financial Aid Workshops.
	The number of students in dual enrollment increased by 61% from 2015-2016.
	125 students at time of enrollment were aged 18 and attended a high school program in 2015-2016.
	There were 278 students enrolled in 2015-2016. Increased by 99 students in 2016-2017 school-year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The marketing plan was paid out of the Orange County Department of Education's budget which explains the difference in budgeted expenditures in Goal B.2 Actions 1 and 2.
	Two part time career coaches to support the student college and career transition process and post-graduation plan at the school sites was placed on hold due to lack of meeting expected program growth.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Two part time career coaches to support the student college and career transition process and post-graduation plan at the school sites was placed on hold due to program revenue. In 2017-2018 we are proposing that we hire one part time Academic Support Assistant to support the student college and career transition process and post-graduation plan.

Goal C

GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:
C.1.a. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, character development and career readiness while maintaining appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
63.5% of EL students will advance at least one level on the CELDT; Increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2016; Students will have appropriately assigned teachers in the core subjects; Using data from the Equitable Distribution Monitoring System (EDMS) the overall HQT status of teachers will be maintained from the previous year.	Of the English Learners (ELs) at CCPA who took CELDT last year and this year, 33% moved up one level. None of the students who increased one level on the CELDT met the minimum of 160 credits by September 2016. All CCPA staff have HQT status in the core content areas.

ACTIONS / SERVICES

Action **C50**

Actions/Services	**PLANNED** Conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	**ACTUAL** Conducted trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.
Expenditures	**BUDGETED** (1000-1999 Series) (3000-3999 Series) $2,400 (Substitute Teachers)	**ESTIMATED ACTUAL** (1000-1999 Series) $2,400 (Substitute Teachers)

Action C51

	PLANNED	ACTUAL
Actions/Services	Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	Human Resources has monitored teacher assignments to ensure all teachers are appropriately placed.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action C52

	PLANNED	ACTUAL
Actions/Services	Offer instructional support through the use of two 6 hour paraeducators for identified students based on program need and growth.	Offered instructional support through the use of two 6 hour paraeducators for identified students based on program need and growth.
	BUDGETED (2000-2999 Series) (3000-3999 Series) $90,000 Classified Support Services Salaries and Benefits	ESTIMATED ACTUAL (2000-2999 Series) (3000-3999 Series) $51,340 (2000-2999 Series) $20,461 (3000-3999 Series) (Paid out of General Budget)
Expenditures		

Action C53

	PLANNED	ACTUAL
Actions/Services	Utilize written designated ELD curriculum for Long-Term ELs every two months. Two Program Specialists for EL Services will provide classroom-based teacher support to all CCPA classrooms in the areas of designated and integrated ELD.	Utilized written designated ELD curriculum for Long-Term ELs every two months. Two Program Specialists for EL Services provided classroom-based teacher support to all CCPA classrooms in the areas of designated and integrated ELD.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action C54

	PLANNED	ACTUAL
Actions/Services	Teachers support one another in lesson planning, observations, and structured collaborative conversations. In 2016-2017, Constructing Meaning (CM) lesson planning tools, strategies, and continuous improvement models are embedded across all content areas and throughout all CCPA classrooms.	Teachers supported one another in lesson planning, observations, and structured collaborative conversations. In 2016-2017, Constructing Meaning (CM) lesson planning tools, strategies, and continuous improvement models were embedded across all content areas and throughout all CCPA classrooms.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	No Cost	No Cost

Action C55

	PLANNED	ACTUAL
Actions/Services	Investigate and pilot assessment and career support system related to obtaining the National and Career Readiness Certificate (NCRC), a portable credential.	Focused on Career Technical Education trainings that offer certificate programs through the Orange County Department of Education and WIOA partners.
	BUDGETED (4000-4999 Series)	**ESTIMATED ACTUAL**
Expenditures	$5,000	**$0**

Action C56

	PLANNED	ACTUAL
Actions/Services	Purchase the software license for Educator's Assessment Data Management System (EADMS), a program to track EL academic data. Train certificated and classified staff on the use of the (EADMS) to identify ELs and R-FEP students.	Purchased the software license for Educator's Assessment Data Management System (EADMS), a program to track EL academic data. Train certificated and classified staff on the use of the (EADMS) to identify ELs and R-FEP students.
	BUDGETED (4000-4999 Series) (5000-5999 Series)	**ESTIMATED ACTUAL** (5000-5999 Series)
Expenditures	$1,300 Included in cost of training for EADMS	$1,300 Included in cost of training for EADMS

Action C57

	PLANNED	ACTUAL
Actions/Services	Begin training and implementation of curriculum materials for Social Science for usage across CCPA.	Began training and implementation of curriculum materials for Social Science for usage across CCPA.
Expenditures	BUDGETED (4000-4999 Series) (5000-5999 Series) $52,500	ESTIMATED ACTUAL (4000-4999 Series) $11,500

Action C58

	PLANNED	ACTUAL
Actions/Services	Begin training and implementation of curriculum materials for ELA for usage across CCPA.	Began training and implementation of curriculum materials for ELA for usage across CCPA.
Expenditures	BUDGETED (4000-4999 Series) $44,000	ESTIMATED ACTUAL (4000-4999 Series) $10,000

Action C59

	PLANNED	ACTUAL
Actions/Services	Purchase Science materials for new classrooms.	Purchased Science materials for new classrooms.
Expenditures	BUDGETED (4000-4999 Series) $40,000	ESTIMATED ACTUAL (4000-4999 Series) $7,000

Action **C60**

Actions/Services	PLANNED	ACTUAL
	Purchase Math materials for new classrooms.	Purchased Math materials for new classrooms.

Expenditures	BUDGETED (4000-4999 Series) $40,000	ESTIMATED ACTUAL (4000-4999 Series) $10,000

Action **C61**

Actions/Services	PLANNED	ACTUAL
	Purchase health and art materials for new classrooms	Purchased Health and Art materials for new classrooms

Expenditures	BUDGETED (4000-4999 Series) $40,000	ESTIMATED ACTUAL (4000-4999 Series) $10,000

Action **C62**

Actions/Services	PLANNED	ACTUAL
	Begin selecting CTE curriculum to support student's IECSP to pilot.	Began selecting CTE curriculum to support student's IECSP to pilot.

Expenditures	BUDGETED (4000-4999 Series) $5,000	ESTIMATED ACTUAL (4000-4999 Series) $10,000

Action **C63**

	PLANNED	ACTUAL
Actions/Services	Administrators continue to assess teachers implementing California State Standards strategies that utilize technology, and share best practices based on an examination of data from the observation tool.	Administrators continued to assess teachers implementing California State Standards strategies that utilize technology, and share best practices based on an examination of data from the observation tool.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action **C64**

	PLANNED	ACTUAL
Actions/Services	Revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit	Revised course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Goal C

GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:
C.1.b. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the number of student assignments incorporating 21st century skills through Project-Based Learning.	CCPA had 267 students enrolled in Project-Based Learning courses in the 2016-2017 school year.

ACTIONS / SERVICES

Action C65

	PLANNED	ACTUAL
Actions/Services	Develop, communicate, and schedule staff workshops, meetings, and events that focus on 21st century skills through Project-Based Learning (PBL).	Developed, communicated, and scheduled staff workshops, meetings, and events that focused on 21st century skills through Project-Based Learning (PBL).
Expenditures	**BUDGETED** (1000-1999 Series) (3000-3999 Series) $6,000	**ESTIMATED ACTUAL** $2,064 (1000-1999 Series) $64 (3000-3999 Series)

Action C66

	PLANNED	ACTUAL
Actions/Services	Provide access to examples on websites of PBL assignments that teachers can incorporate in the core content.	Provided access to examples on websites of PBL assignments that teachers can incorporate in the core content.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action C67

	PLANNED	ACTUAL
Actions/Services	Investigate and explore the opportunities with our community partners to develop PBL experiences that align with chosen career pathways.	Investigated and explored the opportunities with our community partners to develop PBL experiences that align with chosen career pathways.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action C68

	PLANNED	ACTUAL
Actions/Services	Teachers will incorporate PBL assignments into the curriculum.	Teachers incorporated PBL assignments into the curriculum
	BUDGETED (4000-4999 Series)	ESTIMATED ACTUAL (4000-4999 Series)
Expenditures	$2,000	$1300

Goal C

GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:
C.1.c. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
63.5% of EL student will advance at least one level on the CELDT and increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2016. Increase in the number of students who make gains in the areas of ELA, reading and math on the SCANTRON Performance Series test.	Of the students who are designated EL, only 33% advanced one level on the CELDT. SCANTRON Performance Series test results denote an average reading score of 6.8 and an average math score of 5.5.

ACTIONS / SERVICES

Action	**C69**		
Actions/Services	PLANNED		ACTUAL
	Incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.		Incorporated writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.
Expenditures	BUDGETED		ESTIMATED ACTUAL
	No Cost		$0

Action **C70**

Actions/Services

PLANNED	ACTUAL
Implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using *Constructing Meaning* lesson-planning principles, materials, strategies, and use of data to better support ELs.	Implemented designated ELD using MELD and other appropriate resources. Implemented integrated ELD using *Constructing Meaning* lesson-planning principles, materials, strategies, and use of data to better support ELs.

Expenditures

BUDGETED (5000-5999 Series)	ESTIMATED ACTUAL (5000-5999 Series)
$300 (printing costs)	$195 (printing costs)

Action **C71**

Actions/Services

PLANNED	ACTUAL
Assess students three times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math.	Assessed some students two times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Goal C

GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:

C.1.d. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Expand and improve EL instruction to meet the goal above of 63.5% of EL students advancing at least one level on the CELDT.	Of the students who are designated EL, only 33% advanced one level on the CELDT.

ACTIONS / SERVICES

Action **C72**

	PLANNED	ACTUAL
Actions/Services	Revise ELD materials every two months based on staff input.	Revised ELD materials every two months based on staff input.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	(4000-4999 series) $1,000 Supplemental and Concentration Grants	No Cost

Action   **C73**

	PLANNED	ACTUAL
Actions/Services	Provide bi-monthly staff development and collaborative dialogue with staff on the implementation of designated and integrated ELD.	Provided bi-monthly staff development and collaborative dialogue with staff on the implementation of designated and integrated ELD.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	(4000-4999 series) $700 for materials Supplemental and Concentration Grants	(4000-4999 series) $455 for materials

Goal C

GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:

C.2. Retain highly qualified staff in the following classifications: certificated staff, certificated support staff, and classroom and individual support staff to provide effective and targeted instruction.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.

Students continued to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continued to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.

Action **C74**

Actions/Services

PLANNED	ACTUAL
Provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	Provided instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(1000-1999 series) (3000-3999 series) $1,800,000 Certificated Instructional Salaries and Benefits	$817,608 (1000-1999 series) $284,976 (3000-3999 series) **Paid from General budget**

Action **C75**

Actions/Services

PLANNED	ACTUAL
Ensure high-quality academic and college and career pathways support services for all students.	Ensured high-quality academic and college and career pathways support services for all students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(1000-1999 series) (3000-3999 series) $175,000 Administrative costs	$145,069 (1000-1999 series) $44,631 (3000-3999 series) **Paid from General budget**

Action **C76**

Actions/Services

PLANNED	ACTUAL
Provide classroom and individual instructional support to assist students to achieve academic success.	Provided classroom and individual instructional support to assist students to achieve academic success.

Expenditures

BUDGETED	ESTIMATED ACTUAL
(2000-2999 series) (3000-3999 series) $200,000 Classified Support Services Salaries and Benefits	$140,731 (2000-2999 series) $54,660 (3000-3999 series) **Paid from General budget**

Action   **C77**

	PLANNED	ACTUAL
Actions/Services	Provide Verification Process for Special Settings (VPSS) classes provided by Los Angeles County Office of Education (LACOE) to teachers to become Highly Qualified in the core subjects of ELA, Science, and Math.	Provided Verification Process for Special Settings (VPSS) classes provided by Los Angeles County Office of Education (LACOE) to teachers to become Highly Qualified in the core subjects of ELA, Science, and Math.
Expenditures	BUDGETED (5000-5999 Series) $1,000	ESTIMATED ACTUAL No Cost, all teachers are HQT in core subjects of ELA, Science, and Math.

Goal C

GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:

C.3. Expand instructional and behavioral interventions and support services to address the critical needs of students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Improve attendance rate from the baseline of 2015-2016 by 2% and lower dropout rate of 1% from baseline of 2015-2016.	Attendance rate dropped by 2% the baseline of 2015-2016 and the dropout rate increased 25% from established baseline in 2015-2016.

Action **C78**

Actions/Services

PLANNED	ACTUAL
Gather data to determine causes of student dropout and attendance issues.	Developed dropout prevention questionnaire form and gathered data to determine causes of student dropout and attendance issues.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Action **C79**

Actions/Services

PLANNED	ACTUAL
Provide Pro-ACT training for remaining staff, and new additional staff.	Provided Pro-ACT training for remaining staff, and new additional staff.

Expenditures

BUDGETED (5000-5999 Series)	ESTIMATED ACTUAL (5000-5999 Series)
$5,000	No Cost - paid from ACCESS budget

Action **C80**

Actions/Services

PLANNED	ACTUAL
Provide GradPoint Online Learning Solution.	Provided GradPoint Online Learning Solution.

Expenditures

BUDGETED (4000-4999 Series) (5000-5999 Series)	ESTIMATED ACTUAL (4000-4999 Series)
$21,050 / $2,160 (training)	$6,000

Action **C81**

Actions/Services	PLANNED Provide funding for a College and Career Counselor to support students as they prepare for post-secondary pathways.	ACTUAL Provided funding for a College and Career Counselor to support students as they prepared for post-secondary pathways.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **C82**

Actions/Services	PLANNED Maintain ongoing case management of homeless students and families.	ACTUAL Maintained ongoing case management of homeless students and families through Program Specialist who is the McKinney-Vento Homeless Liasion
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **C83**

Actions/Services	PLANNED Provide bus passes for qualifying students to increase and support school attendance.	ACTUAL Provided bus passes for qualifying low income students to increase and support school attendance.
Expenditures	BUDGETED (5000-5999 Series) $2000	ESTIMATED ACTUAL (4000-4999 Series) $2,000

Action **C84**

Actions/Services

PLANNED	ACTUAL
Provide bus passes for qualifying students to increase and support school attendance.	Provide bus passes for all qualifying students to increase and support school attendance.

Expenditures

BUDGETED (5000-5999 Series) $2500	ESTIMATED ACTUAL (4000-4999 Series) $2,500

Action **C85**

Actions/Services

PLANNED	ACTUAL
Provide qualifying pupils basic school supplies as needed to complete assignments at home.	Provided qualifying pupils basic school supplies as needed to complete assignments at home.

Expenditures

BUDGETED (4000-4999 Series) $1000	ESTIMATED ACTUAL (4000-4999 Series) $1000

Action **C86**

Actions/Services

PLANNED	ACTUAL
Train staff to use *2-1-1 Orange County*, an online database of community resources.	Trained staff to use *2-1-1 Orange County*, an online database of community resources.

Expenditures

BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **C87**

Actions/Services	PLANNED Provide funds for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	ACTUAL The availability of this fund has been communicated to staff. No student has applied for assistance to cover fees.
Expenditures	BUDGETED (5000-5999 Series) $500	ESTIMATED ACTUAL No Cost

Action **C88**

Actions/Services	PLANNED Communicate workshops and training opportunities to CCPA staff to address the unique needs of low-income students.	ACTUAL Communicated workshops and training opportunities to CCPA staff to address the unique needs of low-income students.
Expenditures	BUDGETED (5000-5999 Series) Funds to be allocated for identified trainings, up to $2000	ESTIMATED ACTUAL (5000-5999 Series) $2,000

Action **C89**

Actions/Services	PLANNED Support students in dual enrollment courses in the local community colleges.	ACTUAL Supported students in dual enrollment courses in the local community colleges.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **C90**

	PLANNED	ACTUAL
Actions/Services	Provide information to students/families in regards to resources in the community in the areas of housing, food, health, and legal services.	Provided information to students/families in regards to resources in the community in the areas of housing, food, health, and legal services.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action **C91**

	PLANNED	ACTUAL
Actions/Services	Develop relationships with community partners that address the critical needs of students.	Developed relationships with community partners that addressed the critical needs of students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Describe the overall implementation of the actions/services to achieve the articulated goal.	Curriculum and resources were provided to all students to support the student's IECSP. Opportunities were provided to students to participate in CTE courses as well as dual enrollment opportunities at local community colleges. Training was provided to teaching staff in the areas of lesson design, classroom management skills, and online based curriculums that promote 21st Century Skills. CCPA has adopted standards based curriculum in English/Language Arts (Collections Series), has piloted Social Science curriculum (Pearson Realize) and staff have been trained in the components of these programs. In the curriculum areas of Math, the Pearson Common Core Algebra has been adopted. In the area of Science, we are waiting for state frameworks to be released before adopting a science curriculum. Currently, we are utilizing Glencoe's Physical Science, Earth Science, and Biology books. The program conducted an initial self- study to obtain WASC accreditation in the fall of 2016. Results of the self-study were received in January 2017 and CCPA received a three year WASC accreditation. To support students and teachers, two paraeducators were hired by fall 2016 and provided individual support to students at each site twice a week. In examining student's missed assignment and attendance rates, it was identified to be a major concern of the program. To increase these rates, students were provided transportation, basic school supplies, connected with community resources and continuous outreach to the students to determine the barriers they face and ways to resolve them.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The use of standards based curriculums has provided students with the opportunity to develop 21st Century Skills that will lead them on a pathway to success. The ability to provide students with loaner laptops and connectivity devices allows our students to participate in a blended learning model. CCPA attendance rate fluctuates between 55-60% on a monthly basis. Our dropout rate is at 40%. Procedures and resources were established to support school attendance and assignment completion to increase attendance rate and decrease dropout rate.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We did not pilot the National and Career Readiness Certificate (NCRC) program. We focused on Career Technical Education (CTE) opportunities that offer certificate programs through the Orange County Department of Education, community colleges and WIOA partners. As a result of not reaching projected program growth, the instructional materials cost less than the material costs originally expected. All administrative and teacher salaries were paid from the general budget as opposed to originally planned to come out of LCAP budget.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

CCPA conducts monthly staff meetings where teachers and school staff examined the effectiveness of the actions and goals of the 2016-2017 LCAP. In these staff meetings, teachers and school staff also gave recommendations on the actions and goals of 2017-2020 LCAP. Surveys were conducted of CCPA students, teachers, staff, and community partners for input on actions and goals of 2016-2017 LCAP and surveys were also conducted for the 2017-2020 LCAP.

CCPA Staff
- The input from the monthly CCPA staff meetings informed the future 2016-2017, 2017-2018, and 2018-2019 Actions and Services portion of this year's LCAP.
- The results of the electronic surveys from students, stakeholders, teachers, and non-instructional staff were utilized in developing the LCAP goals.
- The CCPA LCAP Writing Committee ensured the input and contributions of all stakeholders was represented in the document.
- Staff surveys confirm the positive impact our LCAP goals have had on student achievement. Survey results indicate the following areas of improvement:
    - Enhanced technology use in the classroom
    - Increased parent participation
    - Improved implementation of state standards

Targeted and effective professional development that addresses the unique needs of our student population
- CCPA staff development day was held on Friday April 7, 2017 which included:
- WIOA Partner Tours
    - Hope Builders Taller San Jose (Santa Ana)
    - OCAPICA (Costa Mesa)
- LCAP Review
- Graduation Updates

One significant change to the LCAP was the teacher recommendation for Academic Support Assistants to help students in the academic area of math which can be seen in Goal C.5 Action 20. CCPA teaching staff serve on Curriculum committees which recommend curriculum adoptions which is reflected in Goal C.1 Action 13. From Governance Council meetings, it was determined that there was a need to increase collaboration between community partners and CCPA staff which can be seen in Goal B.1 Actions 4 and 5. Parents and stakeholders are given opportunity to review and provide feedback on recommended curriculum adoptions as seen in Goal C.1 Action 13.

CCPA Students
About fifty surveys were submitted by students with responses to the LCAP survey. Students reported the following:

- *This is a great opportunity for kid or adults that haven't had help from a teacher or parents that are out in the world with nothing to be motivated about. I thank the staff for all of the support, THANK YOU*
- *I just want to say thank you very much for giving us adults a second chance on getting our high school diploma.*
- *Online classes have been a great help to not get so overwhelmed from working out of a textbook so much.*
- *I'm really glad I took this opportunity in attending CCPA, I'm really proud of my progress in what I've accomplish[ed].*
- *This program helps a bunch because they are so personal as in they are one on one with all students*
- *I appreciate this program and how it works.*

As a result of student input, the focus on technology and post-graduation/career advice will continue to be a priority. Every effort will be made to incorporate increased technology usage during the school day and encouraged at home. Teachers and staff will continue to focus on enrolling students in CTE programs and/or concurrent enrollment in colleges to prepare students for next steps after they graduate. Frequently, students also requested school work more aligned to real world scenarios to prepare them for their futures.

In addition, students acknowledge that the best way to communicate with the student outside of school is through the use of text messages and phone calls to help them become more actively connected to the school. Consequently, staff will be trained and encouraged to make use of the School Messenger communication system.

Stakeholders
About ten surveys were submitted by stakeholders with responses to the LCAP survey. Stakeholders reported the following:

- All stakeholders acknowledge the need for educational service (high school diploma program) offerings to the identified age group of 18+.
- The WIOA partners affirmed that CCPA's goals are meeting the needs of students.
- Partnerships developed are exposing students to college and career pathways and are assisting them in job readiness skills.
- 100% of those surveyed, feel the school meets the educational needs of students and are preparing them for college, career, and life.
- 83% of WIOA partners surveyed agree that CCPA students are accessing the services they provide.
- *"This is the best program my son has ever been in and that is why he is graduating." – Parent Quote*

Bargaining Units
- Regularly scheduled meetings were held throughout 2016-17.
- On May 4, 2017, a meeting with Association officers, the Assistant Superintendent of Alternative Education, and the Director of Curriculum and Learning was held to provide an overview of the proposed LCAP. The response was an overwhelming support to the goals, actions, and services presented in the document.
- Throughout the 2016-17 school year, OCDE management and representatives of Chapter 468 of the California School Employees Association (CSEA) met monthly for the purpose of addressing employee relations and staff concerns. In particular, the monthly meetings provided an opportunity for open dialogue regarding employee relations and staffing concerns stemming from LCAP implementation and support, as well as other influences. Meetings also allowed for information sharing related to ACCESS and Special Schools' enrollment and budget; and feedback, suggestions, and questions from staff.
- In addition to the management/association meetings, a collaborative approach has been maintained at the school site level, where employees from each bargaining unit are encouraged to participate in discussions to gain a greater understanding of their supportive role in implementing the LCAP.

Governance Council
The CCPA Governance Council, consisting of local business partners and CCPA staff, met quarterly to discuss, review and approve the LCAP to move forward to the Superintendant of OCDE for final approval. Meeting dates for Governance Council are as follows:

- Thursday September 29, 2016
- Thursday January 26, 2017
- Thursday April 27, 2017
- Thursday May 25, 2017

Agenda items for these meetings include:
- Role of the Governance Council
- Review of LCAP and Governance Council input
- Discussion and Feedback from survey results
- Vote on LCAP
- CCPA Updates
- General student updates since last meeting
- Graduation
- Student Follow-up
- LCAP Update
- Partner Presentation by OCAPICA

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The major concern for the teaching staff was the ability to support student learning in the area of mathematics. Teachers have requested to bring on more support staff to address this need and additional devices and connectivity will be purchased to allow students to participate in a blended learning model which provides scaffold support to the student. CCPA teaching staff are involved in curriculum committees which are given the task to select division wide adoptions.

Student input is taken into account and is reflected in goals and actions of the LCAP. As a result of students input, CCPA will be creating more opportunities for our students to participate in hands on learning. With the input from our community partners, we will be working to establish more internships and apprenticeship opportunities for our students and increase collaboration to support the students and their IECSP. The opportunity for students to work towards a Career Technical Education Certificate while enrolled in CCPA will be expanded by working with community colleges and WIOA partners. We will also be investigating the opportunities of placing CCPA sites in community partner's locations to better support the student's needs and to have community partner staff participate in the enrollment process at the CCPA regional office.

The positive feedback from the OCSEA and CSEA Bargaining Unit Members confirmed that the actions and services provided for students within the LCAP are in alignment with the goals of the OCDE Strategic Plan. OCSEA officers expressed their appreciation for LCAP information and overview. The OCSEA President, on behalf of the members, submitted a letter in support of the Actions and Services contained within the LCAP and commended OCDE staff for their efforts to obtain and include staff feedback in the document. CSEA Chapter 468 encourages employees to participate in site planning discussions, family nights, and similar events to facilitate an increased awareness and understanding of their contribution to the LCAP. With the successes of these approaches, it is anticipated that they will continue into the 2017-18 school year. During the June CSEA negotiation meeting, survey results were shared and all agreed that they illustrated the positive impact the OCDE LCAP is having on student achievement and success.

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New	☒ Modified	☐ Unchanged

Goal A	**Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:** **Goal A.1.:** Ensure students have access to technology and connectivity in the classroom and at home to utilize CCPA's core curriculum and to develop 21st Century skills that will promote college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

To ensure access to CCPA core curriculum and 21st Century skills that will promote college and career readiness because based on survey results it has been determined that 40% of students do not have access to either a device or connectivity in the household.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Devices for in classroom use	Three per teacher caseload (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline
Device for student use at home	Seventeen devices per teacher caseload (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline
Hotspots for student use at home	Ten hotspots per teacher caseload (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline
Number of storage carts per site	One storage cart per site (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Based upon the growth of the student population we will evaluate the need to increase: a) the number of devices for student use in the classroom b) Maintain the ongoing cost for site connectivity. c) the number of devices for student use at home d) the number storage carts per site e) the number of educational broadband hotspots	*Note: Increased expenditures based on projected enrollment growth to open five new sites.*	*Note: Increased expenditures based on projected enrollment growth to open five new sites.*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$75,000	Amount	$78,500	Amount	$84,500
Source	LCFF funding	Source	LCFF funding	Source	LCFF funding
Budget Reference	a) 4301 – General Supplies: $10,500 b) 5940 – Internet: $5,000 (from general budget) c) 4301 – General Supplies: $35,000 d) 4410 – New equipment: $7,500 e) 5921– New equipment: $17,000	Budget Reference	a) 4301 – General Supplies: $10,500 b) 5940 – Internet: $5,000 c) 4301 – General Supplies: $35,000 d) 4410 – New equipment: $7,500 e) 4410 – New equipment: $20,500	Budget Reference	a) 4301 – General Supplies: $10,500 b) 5940 – Internet: $5,000 c) 4301 – General Supplies: $35,000 d) 4410 – New equipment: $7,500 e) 4410 – New equipment: $26,500

	New		☐ Modified		☒ Unchanged

Goal A

Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following:

A.2. Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

In order to accommodate the enhanced use of technology for teaching and learning to promote 21st Century skills, educational software programs, and professional development for instructional staff are needed.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Professional Development trainings attended by all staff that promote 21st Century Skills	Every staff attends at least two trainings per year (2015-2016)	Maintain baseline	Maintain baseline	Maintain baseline
CCPA staff is provided release time to collaborate with colleagues on the use of technology that promotes 21st Century Skills	Staff is provided one day a year as a site visit to other school sites (2015-2016)	Maintain baseline	Maintain baseline	Maintain baseline

Action   **2**

<table>
<tr><td colspan="2" style="background:#f0d9f0">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

<div align="center">OR</div>

<table>
<tr><td colspan="2" style="background:#f0d9f0">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Professional development that promotes 21st Century skills through: a) training for staff on adopted curriculum that have an online component. b) utilizing Educational Tech User support from Curriculum and Learning to provide training for staff on pedagogy of the use of technology in the classroom. c) a CCPA model classroom that effectively utilizes technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction. d) opportunities for staff to attend conferences that focus on innovative technology usage in the classroom.	*Note: Increased expenditures based on projected enrollment growth to hire five new teachers.*	*Note: Increased expenditures based on projected enrollment growth to hire five new teachers.*

BUDGETED EXPENDITURES

2017-18

Amount	$9,600
Source	LCFF
Budget Reference	a) $1870 (1000-1999 series) $330 (3000-3999 series) b) No costs c) $1870 (1000-1999 series) $330 (3000-3999 series) d) $3000 – (5230 Registrations) e) $1870 (1000-1999 series) $330 (3000-3999 series)

2018-19

Amount	$11,550
Source	LCFF
Budget Reference	a) $2370 (1000-1999 series) $480 (3000-3999 series) b) No costs c) $2370 (1000-1999 series) $480 (3000-3999 series) d) $3000 – (5230 Registrations) e) $2370 (1000-1999 series) $480 (3000-3999 series)

2019-20

Amount	$11,550
Source	LCFF
Budget Reference	a) $2370 (1000-1999 series) $480 (3000-3999 series) b) No costs c) $2370 (1000-1999 series) $480 (3000-3999 series) d) $3000 – (5230 Registrations) e) $2370 (1000-1999 series) $480 (3000-3999 series)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase additional licenses to expand student usage of current educational software programs and identify additional online instructional resources for incorporating the 5 C's into student activities and assignments.	*See Year 1*	*See Year 1*

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,600	Amount		Amount	
Source	LCFF funding	Source		Source	
Budget Reference	$7,600 (4301 – General supplies)	Budget Reference		Budget Reference	

	New		Modified		☒ Unchanged

Goal B	**Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce.** **B.1.** Increase partnerships with community agencies to provide job readiness skills and vocational training.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need

Students are in need of job readiness skills and vocational training that will prepare them to enter the workforce or Career Technical Education (CTE) pathways offered through the community colleges and/or community partners as based upon their Career Assessment results (Kuder) and their identified individualized education service plan.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of licenses	200 licenses (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline
Number of WIOA community partners	Six WIOA Partners (2016-2017)	Increase by two	Increase by two	Increase by two
Number of students enrolled in community/partner programs	145 students enrolled in community/partner programs (2016-2017)	Increase by 5%	Increase by 10%	Increase by 15%
Number of students enrolled in GradPoint CTE courses	Two students enrolled (2016-2017)	Increase by 5%	Increase by 10%	Increase by 15%

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) evaluate the need to increase the number of Kuder Licenses to support the development of the Individualized Education Career Service Plan (IECSP). b) maintain existing community partners that will support students in developing skills to enter the workforce or vocational training pathway. c) increase community partners that will support students in developing skills to enter the workforce or vocational training pathways by two in 2017-2018 and to increase student community/partner program enrollment by 5%.	*See Year 1*	*See Year 1*

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,500	Amount		Amount	
Source	LCFF funding	Source		Source	
Budget Reference	a) $1,500 (4310 – Instructional Supplies) b) $2,000 (5210 – mileage) c) No Cost	Budget Reference		Budget Reference	

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Based upon their Individualized Education Career Service Plan (IECSP), students will be assigned	*See Year 1*	*See Year 1*

GradPoint's Career Technical Education (CTE) elective courses to increase by 5%.		

[BUDGETED EXPENDITURES](#)

2017-18

Amount	No Cost
Source	
Budget Reference	No Cost

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Maintain funding for refreshments for Open Houses and College and Career fairs at CCPA sites. b) Provide transportation to career fairs, college tours, job fairs, and community partner workshops. c) Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	*See Year 1*	*See Year 1*

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,500	Amount	$4,500	Amount	$4,500
Source	LCFF	Source		Source	
Budget Reference	a) $3,000 (5881 – Meeting Refreshments) b) $1,000 (5210 – Mileage) $500 (5820 – Field Trips) c) No Cost	Budget Reference		Budget Reference	a)

	New		Modified		☒ Unchanged

Goal B	**Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, Community Colleges, and local school districts, to prepare students for post-secondary education and the workforce.** **B.2.** Increase parent/family participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Recognizing that parent/family engagement and improved communication results in greater student achievement, enhanced collaboration and partnerships among stakeholders is needed.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/family participation	Six parent/family participants (2016-2017)	Increase from baseline by 5%	Increase from baseline by 10%	Increase from baseline by 15%

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income		
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____		

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase parent/family participation by: a) Offering parenting classes, workshops, and trainings to encourage parent/family participation in the educational process. b) Designating funding for refreshments and interpretation/translation services to encourage parent/family participation. c) Utilizing the School Messenger System for communicating essential information to students and parents/family, and provide additional training for staff members to improve the utilization of School Messenger.	*See Year 1*	*See Year 1*

d) Developing a resource web page, to include opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents/family to have a greater role in the school community. e) With student's permission, notifying parents of services provided via Parent Letter f) Requesting survey feedback from parent/family regarding the effectiveness of the support services provided to students to determine areas in need of additional services.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$850	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	a) No cost b) $300 (5881 – meeting refreshments) $187 (2139 – Interpreter) $13 (3000-3999 series) c) $350 (5851 - consultants) d) No Cost e) $300 (5910 – Postage) f) No cost	Budget Reference		Budget Reference	

	New		Modified		☒ Unchanged

Goal B	**Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce.** **B.3.** Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE   ☐ 9 ☐ 10

LOCAL _____

Identified Need

Students need post-secondary education to enter the workforce.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of students dual enrolled	23 students (2016-2017)	Increase from baseline by 5%	Increase from baseline by 10%	Increase from baseline by 15%
Number of graduates enrolled in community college	27 students (2016-2017)	Increase from baseline by 5%	Increase from baseline by 10%	Increase from baseline by 15%
College and Career Resource Centers	One per site (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline

Action   **8**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Prepare students for post-graduation by: a) Creating and maintaining college and career resource centers at each individual school site. b) Conducting college tours and FAFSA workshops. c) Continuing to administer exit interview and post-graduation plan for students who have completed the CCPA program. d) Hiring transition support staff to help students fulfill their IECSP by collaborating with community partners.	*Increase in expenditures due to program growth and the need to hire additional transition support staff.*	*Increase in expenditures due to program growth and the need to hire additional transition support staff.*

[BUDGETED EXPENDITURES](#)

2017-18

Amount	$87,000

Source	LCFF

Budget Reference	a) $5,000 (4301 – General Supplies) $2,000 (4310 – Instructional supplies) b) No cost c) No cost d) $80,000 (2910 – Classified Salaries, 3313 (1.45% for medicare), 3501 (.05% for SUI), 3601 (1.7% worker comp) 3101 (Retirement 15.8%))

2018-19

Amount	$167,000

Source	LCFF

Budget Reference	a) $5,000 (4301 – General Supplies) $2,000 (4310 – Instructional supplies) b) No cost c) No cost d) $160,000 (2910 – Classified Salaries, 3313 (1.45% for medicare), 3501 (.05% for SUI), 3601 (1.7% worker comp) 3101 (Retirement 15.8%))

2019-20

Amount	$167,000

Source	LCFF

Budget Reference	a) $5,000 (4301 – General Supplies) $2,000 (4310 – Instructional supplies) b) No cost c) No cost d) $160,000 (2910 – Classified Salaries, 3313 (1.45% for medicare), 3501 (.05% for SUI), 3601 (1.7% worker comp) 3101 (Retirement 15.8%))

	New	⊠ Modified	☐ Unchanged

Goal B	**Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce** **B.4.** Develop a marketing plan to inform the community, including local school districts, about CCPA options and opportunities it presents.

State and/or Local Priorities Addressed by this goal:

STATE ⊠ 1 ☐ 2 ⊠ 3 ⊠ 4 ⊠ 5 ⊠ 6 ☐ 7 ⊠ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

In Orange County, there is a need to address the aged-out student population who did not receive a high school diploma.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of individuals who schedule an enrollment appointment for CCPA	Number of appointments scheduled in 2016-2017 was 860	Increase baseline by 15%	Increase baseline by 25%	Increase baseline by 35%

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue marketing agreement with firm to: a) maintain advertising budget to reach the targeted population through various media outlets as defined in the approved marketing plan. b) administer enrollment survey based upon the approved marketing plan to compile data to identify successful marketing strategies. c) Provide marketing materials to the community, and community partners, including local school districts.	*See Year 1*	*See Year 1*

2017-18		2018-19		2019-20	
Amount	$102,000	Amount		Amount	
Source	a) $100,000 (One time fund) b) No cost c) $2,000 (CCPA LCFF 5711 – Printing Transfers)	Source		Source	
Budget Reference	a) $100,000 (OCDE supplemental budget) b) No cost c) $2,000 (5711 – Printing Transfers)	Budget Reference		Budget Reference	

☐ New	☒ Modified	☐ Unchanged

Goal B	**Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce** **B.5.** Governance Council is needed to review and advise on career preparation and workforce training.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Identify strategies on how education and industry work together to create high-quality career pathway programs which are aligned with local and regional needs of business and industry

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of community partners who are	Currently have 40 community partners (2016-2017)	Increase baseline by 10%	Increase baseline by 20%	Increase baseline by 30%

supporting CCPA students				

Action 10

	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Continue to outreach to the business community to increase partners to collaborate with established WIOA and other community partners to support our student population. b) Set calendar of quarterly meetings to review strategies on how education and industry work together to create high quality career pathway programs. c) Continue to provide funds for refreshments	*See Year 1*	*See Year 1*

2017-18		2018-19		2019-20	
Amount	$600	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	a) No cost b) No cost c) $600 (5881 – Meeting Refreshments)	Budget Reference		Budget Reference	

☐ New	☐ Modified	☒ Unchanged

Goal C	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.1.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, character development and career readiness while maintaining appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Staff training, curriculum development, and additional support services are needed to allow students to become college, career, and life-ready.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of staff that attends trainings that	100% teacher participation (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline

promote 21st Century Skills, implement California State Standards and civic awareness				

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Training opportunities for instructional staff to help with implementation of California State Standards, 21st Century skills and staff obtaining a CTE teaching certificate.	*See Year 1*	*See Year 1*

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,400	Amount		Amount	

Source	LCFF	Source		Source	
Budget Reference	a) $1,500 (5230 – registrations) $842 (1000-1999 series), $58 (3000 – 3999 series)	Budget Reference		Budget Reference	

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s) ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services ☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Utilize written designated ELD curriculum for Long-Term ELs every two months. EL support staff will provide classroom-based teacher support to all CCPA classrooms in the areas of designated and integrated ELD. b) Purchase the software license for Educator's Assessment Data Management System (EADMS), a program to track EL academic data. Train certificated and classified staff on the use of the (EADMS) to identify ELs and R-FEP students.	*See Year 1*	*See Year 1*

<u>BUDGETED EXPENDITURES</u>

2017-18

Amount	$1,300
Source	
Budget Reference	a) No Cost b) $1,300 (5865 – Miscellaneous Services)

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Based upon need and program growth, continue training and implementation of curriculum materials for Social Science six-year adoption for usage across CCPA. b) Based upon need and program growth, continue implementation and replenishment of curriculum materials for ELA for usage across CCPA. c) Implement and train staff on the adopted Science curriculum materials. d) Implement and train staff on the adopted Math curriculum materials.	*Note: Increased expenditures based on projected enrollment growth to open five new sites.*	*Note: Increased expenditures based on projected enrollment growth to open five new sites.*

e)	Implement health and art curriculum		
f)	Investigate CTE curriculum to support student's IECSP to pilot.		

BUDGETED EXPENDITURES

2017-18

Amount	$128,000
Source	LCFF
Budget Reference	a) $30,000 (4410 – Books) b) $35,000 (4410 – Books) c) $22,000 (4410 – Books) d) $22,000 (4410 – Books) e) $14,000 (4410 – Books) f) $5,000 (4410 – Books)

2018-19

Amount	$178,000
Source	LCFF
Budget Reference	a) $30,000 (4410 – Books) b) $85,000 (4410 – Books) c) $22,000 (4410 – Books) d) $22,000 (4410 – Books) e) $14,000 (4410 – Books) f) $5,000 (4410 – Books)

2019-20

Amount	$178,000
Source	LCFF
Budget Reference	a) $30,000 (4410 – Books) b) $85,000 (4410 – Books) c) $22,000 (4410 – Books) d) $22,000 (4410 – Books) e) $14,000 (4410 – Books) f) $5,000 (4410 – Books)

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed. b) Administrators continue to assess teachers implementing California State Standards strategies that utilize technology, and share best practices based on an examination of data from the observation tool.	*See Year 1*	*See Year 1*

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	a) No cost b) No cost	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit.	*See Year 1*	*See Year 1*

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No cost	Amount	No cost	Amount	No cost
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New	☐ Modified	☒ Unchanged

Goal C	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.2.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Staff training, curriculum development, and project-based learning are needed to allow students to become college, career, and life-ready.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of PBL trainings attended by CCPA staff	Two trainings per academic year (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline
Number of students completing Project Based Learning assignments	Thirty-nine students (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline

Action   **16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Develop, communicate, and schedule staff workshops, meetings, and events that focus on 21st century skills through Project-Based Learning (PBL). b) Provide access to examples on websites of PBL assignments that teachers can incorporate in the core content.	*See Year 1*	*See Year 1*

c) Investigate and explore the opportunities with our community partners to develop PBL experiences that align with chosen career pathways.			
d) Teachers will incorporate PBL assignments into the curriculum.			

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$6,500	Amount	$6,500	Amount	$6,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	a) $5,500 ($3,500 5230 – Registrations, $2000 5881- refreshments/workshops) b) No cost c) No cost d) $1,000 (4301 – General Supplies)	Budget Reference		Budget Reference	

	New		Modified	☒	Unchanged

Goal C	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:**
	C.3. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Staff training, curriculum development, and instructional materials focused on improved student writing and language development are needed to allow students to become college, career, and life-ready.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students whose ELA scores on the SCANTRON Performance Series increase	Students average reading score is 6.8 and average math score is 5.5 (2016-2017)	Increase number of students by 2% whose score increases in ELA portion of the SCANTRON Performance Series	Increase number of students by 2% whose score increases in ELA portion of the SCANTRON Performance Series	Increase number of students by 2% whose score increases in ELA portion of the SCANTRON Performance Series

Action **17**

	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives. b) Pilot Reading program to increase reading levels of students (Max Scholar, iLIT)	a) Incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.	*Note: Increase in expenditures due to increase growth in student population*

| c) Assess students three times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math. | b) Implement Reading program to increase reading levels of students (Max Scholar, iLIT)
 c) Assess students three times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math. | |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,500	Amount	$10,000	Amount	$12,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	a) No cost b) $2,500 (4310 - instructional supplies) c) No cost	Budget Reference	a) No cost b) $10,000 (4310 - instructional supplies) c) No cost	Budget Reference	a) No cost b) $10,000 (4310 - instructional supplies) c) No cost

Action   **18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, strategies, and use of data to better support ELs.	*See Year 1*	*See Year 1*

	2017-18		2018-19		2019-20	
Amount	No Cost	Amount		Amount		
Source		Source		Source		
Budget Reference	No Cost	Budget Reference		Budget Reference		

☐ New	☐ Modified	☒ Unchanged

Goal C	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.4.** Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Staff training, curriculum development, and instructional materials focused on improved student writing and language development for are needed to allow English Learners to become college, career, and life-ready.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of EL students improving one level in CELDT scores	Baseline, 1 of 3 qualified students from 2015-2016 to 2016-2017	increase by 2% the number of EL students who move up one level	increase by 2% the number of EL students who move up one level	increase by 2% the number of EL students who move up one level
Percentage of EL students whose ELA	Baseline TBD in 2016-2017 school year	Increase number of EL students by 2% whose score increases in	Increase number of EL students by 2% whose score increases in	Increase number of EL students by 2% whose score increases in

scores on the SCANTRON Performance Series increase		ELA portion of the SCANTRON Performance Series	ELA portion of the SCANTRON Performance Series	ELA portion of the SCANTRON Performance Series

Action **19**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services ☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Revise ELD materials every two months based on staff input.	*See Year 1*	*See Year 1*

b) Provide bi-monthly staff development and collaborative dialogue with staff on the implementation of designated and integrated ELD.	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$900	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	a) No Cost b) $842 (1000-1999 series), $58 (3000 – 3999 series)	Budget Reference		Budget Reference	

☐ New	☐ Modified	☒ Unchanged

Goal C	**GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:** **C.5.** Expand instructional and behavioral interventions and support services to address the critical needs of students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Students prepared to be college, career, and life-ready.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students whose Math scores on the SCANTRON Performance Series increase	Baseline TBD in 2016-2017 school year	Increase number of students by 2% whose score increases in Math portion of the SCANTRON Performance Series	Increase number of students by 2% whose score increases in Math portion of the SCANTRON Performance Series	Increase number of students by 2% whose score increases in Math portion of the SCANTRON

				Performance Series
Decrease student drop-out rate	Drop-out rate (2016-2017)	Decrease by 2%	Decrease by 2%	Decrease by 2%

Action   **20**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

| a) Provide GradPoint Online Learning Solution. | *Increase in expenditures due to program growth and the need to hire additional academic support assistants.* | *Increase in expenditures due to program growth and the need to hire additional academic support assistants.* |
| b) Provide Academic Support Assistant to provide one-on-one Math support for students | | |

BUDGETED EXPENDITURES

2017-18

Amount	$28,000
Source	LCFF
Budget Reference	a) $6,000 (4310 – Instructional Supplies) b) $18,487 (2000-2999 series) $3563 (3000-3999 series)

2018-19

Amount	$50,000
Source	LCFF
Budget Reference	a) $6,000 (4310 – Instructional Supplies) b) $44,000 (2110 – Instructional Assistant)

2019-20

Amount	$72,000
Source	LCFF
Budget Reference	a) $6,000 (4310 – Instructional Supplies) b) $66,000 (2110 – Instructional Assistant)

Action 21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
a) Gather data to determine causes of student dropout and attendance issues. b) Provide bus passes for qualifying students to increase and support school attendance.	*Increase in expenditures due to program growth*	*Increase in expenditures due to program growth*

BUDGETED EXPENDITURES

2017-18

Amount	$3,950
Source	LCFF
Budget Reference	a) $650 (5910 – postage) b) $3,300 (4301 – General Supplies)

2018-19

Amount	$4,950
Source	LCFF
Budget Reference	a) $650 (5910 – postage) b) $4,300 (4301 – General Supplies)

2019-20

Amount	$6,950
Source	LCFF
Budget Reference	a) $650 (5910 – postage) b) $5,300 (4301 – General Supplies)

Action   **22**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All　　☐ Students with Disabilities　　☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners　　☐ Foster Youth　　☒ Low Income
Scope of Services	☐ LEA-wide　　☒ Schoolwide　　**OR**　　☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
a) Maintain ongoing case management of homeless students and families. b) Provide bus passes for qualifying students to increase and support school attendance. c) Provide qualifying pupils basic school supplies as needed to complete assignments at home.	*Increase in expenditures due to program growth*	*Increase in expenditures due to program growth*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,900	Amount	$4,900	Amount	$5,900
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	a) No cost b) $2,600 (4301 – General Supplies) c) $1,300 (4301 – General Supplies)	Budget Reference	a) No cost b) $3,600 (4301 – General Supplies) c) $1,300 (4301 – General Supplies)	Budget Reference	a) No cost b) $4,600 (4301 – General Supplies) c) $1,300 (4301 – General Supplies)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

| Estimated Supplemental and Concentration Grant Funds: | $ 797,974 | Percentage to Increase or Improve Services: | 7.3 % |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The goal of the College and Career Preparatory Academy (CCPA) is to provide instructional services that the Orange County Department of Education does not generally provide for those over 18 years; will offer educational services that will benefit its target population; and will support students in a way that focuses on one of the legislative intents in the Charter Schools Act, which is to "increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving." To this end, The College and Career Preparatory Academy endeavors to educate a broad range of students from geographically diverse areas throughout Orange County. The target population, residing in any school district in the county, is best served by the College and Career Preparatory Academy due to its capacity and expertise to collaborate with all school districts and county agencies and to centralize educational, workforce, social services, and law enforcement services collectively as we prepare our students to be college and/or career ready.

Due to the extensive needs of our diverse population, we have chosen to use our Supplemental and Concentration Grant funding to strengthen and build our existing programs. The graduation rate for Orange County, at 85.3% is 6.8% higher than the state rate of 78.5%, for that reporting period. Even with the state's highest graduation and lowest dropout rates, Orange County is losing approximately 4,000 students annually. In response, OCDE established the College and Career Preparatory Academy (CCPA), a charter school specifically designed to address the academic and college to career workforce development needs of students at risk of not earning a high school diploma. Given that more than 88% of our students qualify for Free and Reduced Price Lunches, are English Learners, and/or are foster youth, the majority of the actions and services listed above in this document are targeted to serve "All Students" because they address common academic and behavioral issues. Therefore, we plan to utilize additional LCFF funding in the following ways:

- Continue to upgrade and improve technology infrastructure to support 21st Century learning skills.
- Maintain the utilization of educational software and curriculum that will enhance student skills and continue to support ongoing costs.
- Expand our pupil engagement opportunities in career exploration, internships/apprenticeships, dual enrollment, and community college certificate programs to support students in completing their Individualized Education Career Service Plan (IECSP).
- Provide funding for a college and career transition support staff to assist students in completing their IECSP.
- Provide funding to increase and maintain community partnerships.
- Hire academic support assistants to address the needs of students and staff as the program grows.
- Allocate funds to implement marketing plan developed by a marketing firm to promote the College and Career Preparatory Academy.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

<u>Demonstration of Increased or Improved Services for Unduplicated Students</u>

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

<u>Estimated Supplemental and Concentration Grant Funds</u>

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

<u>Percentage to Increase or Improve Services</u>

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A.   Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B.   Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C.   School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A.   The implementation of state board adopted academic content and performance standards for all students, which are:
      a.   English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b.   Mathematics – CCSS for Mathematics
      c.   English Language Development (ELD)
      d.   Career Technical Education
      e.   Health Education Content Standards
      f.   History-Social Science
      g.   Model School Library Standards
      h.   Physical Education Model Content Standards
      i.   Next Generation Science Standards
      j.   Visual and Performing Arts
      k.   World Language; and
   B.   How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A.   The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B.   How the school district will promote parental participation in programs for unduplicated pupils; and
   C.   How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A.   Statewide assessments;
   B.   The Academic Performance Index;
   C.   The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D.   The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E.   The English learner reclassification rate;
   F.   The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G.   The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A.   School attendance rates;
   B.   Chronic absenteeism rates;
   C.   Middle school dropout rates;
   D.   High school dropout rates; and
   E.   High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A.   Pupil suspension rates;
   B.   Pupil expulsion rates; and
   C.   Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A.   S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B.   Programs and services developed and provided to unduplicated pupils; and
   C.   Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

Appendices

Appendix A: Priorities 5 and 6 rate calculation instructions

Appendix B: Guiding Questions

Appendix C: LCAP Survey Results
- Students
- Stakeholders
- Teachers
- Staff (Non-Teachers)

Appendix D: Governance Council Members

Appendix E: Acronyms and Abbreviations

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

# Local Control Accountability Plan Student Survey Results

May 2017

54 Total Surveys Received

CCPA Student Survey Results

* Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.

Q1 Curriculum and Classes for the term:

Answered: 54   Skipped: 0
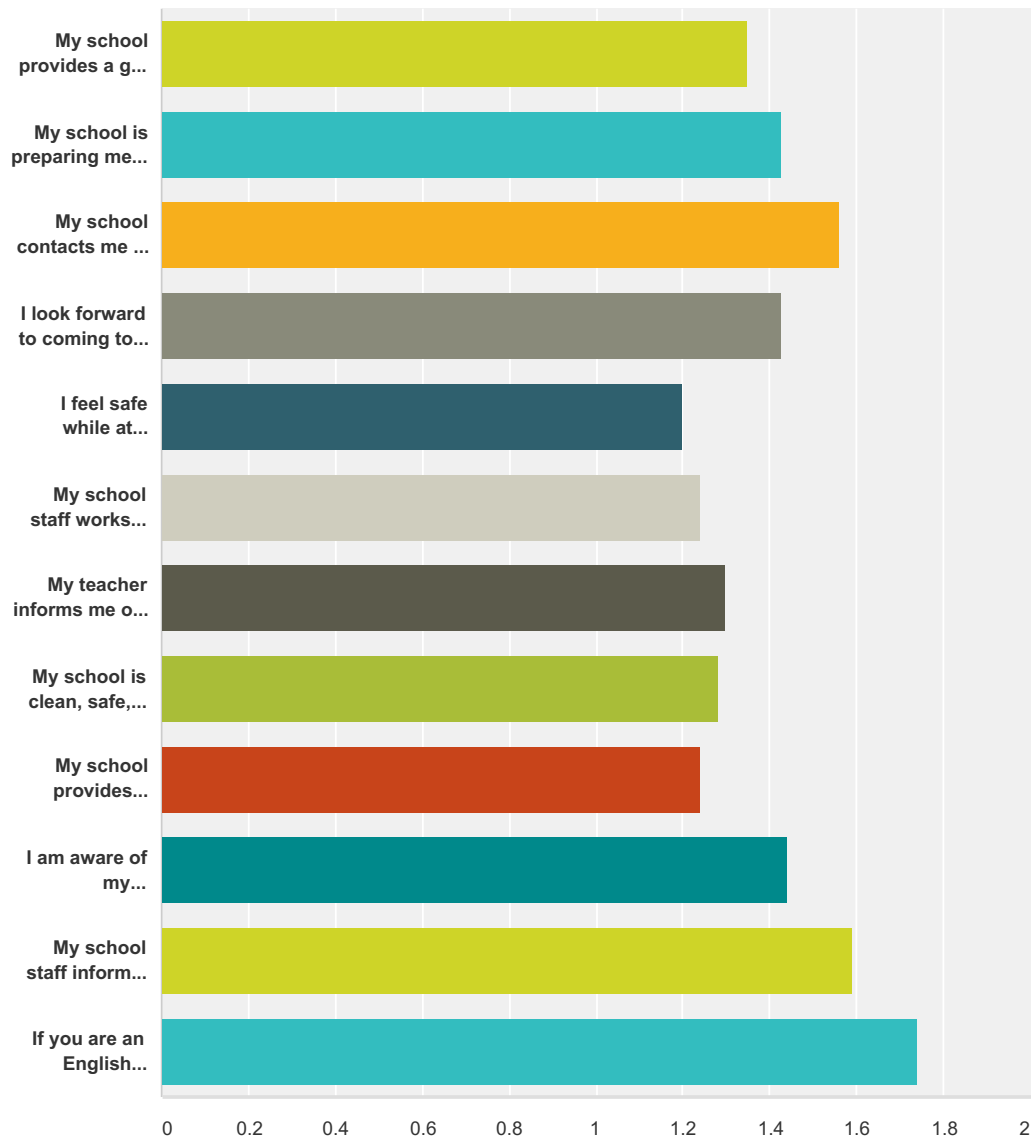
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
My school provides a good education.	**66.67%** 36	**31.48%** 17	**1.85%** 1	**0.00%** 0	**0.00%** 0	54	1.35
My school is preparing me for future college and/or career paths.	**64.81%** 35	**27.78%** 15	**7.41%** 4	**0.00%** 0	**0.00%** 0	54	1.43
My school contacts me if I am often late to school or absent.	**57.41%** 31	**33.33%** 18	**5.56%** 3	**3.70%** 2	**0.00%** 0	54	1.56
I look forward to coming to school.	**62.26%** 33	**33.96%** 18	**1.89%** 1	**1.89%** 1	**0.00%** 0	53	1.43
I feel safe while at school.	**79.63%** 43	**20.37%** 11	**0.00%** 0	**0.00%** 0	**0.00%** 0	54	1.20

My school staff works with me to help me do my best.	**75.93%** 41	**24.07%** 13	**0.00%** 0	**0.00%** 0	**0.00%** 0	54	1.24
My teacher informs me of my progress.	**75.93%** 41	**18.52%** 10	**5.56%** 3	**0.00%** 0	**0.00%** 0	54	1.30
My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).	**75.93%** 41	**20.37%** 11	**3.70%** 2	**0.00%** 0	**0.00%** 0	54	1.28
My school provides textbooks and learning materials to meet my needs.	**79.63%** 43	**16.67%** 9	**3.70%** 2	**0.00%** 0	**0.00%** 0	54	1.24
I am aware of my Individualized Education Career Service Plan (IECSP)	**66.67%** 36	**24.07%** 13	**7.41%** 4	**1.85%** 1	**0.00%** 0	54	1.44
My school staff informs me of college, career, job fairs and workshop opportunities.	**57.41%** 31	**27.78%** 15	**12.96%** 7	**1.85%** 1	**0.00%** 0	54	1.59
If you are an English Learner, you are being taught to speak, read, and write in English.	**57.45%** 27	**23.40%** 11	**12.77%** 6	**0.00%** 0	**6.38%** 3	47	1.74

| #	Please share your ideas on how the school can improve in these areas.	Date
1	I feel like the school is perfect the way it is. I have had no issue at all. my teacher helps me on everything that i ask her to help me in.	4/18/2017 1:42 AM
2	Could use a larger variety of workbooks or textbooks.	4/17/2017 5:07 AM
3	i really love this school they help so much and motivate you . i learn a lot	4/13/2017 7:05 AM
4	n/a	4/11/2017 9:52 AM
5	by giving some help in othe things	4/11/2017 9:51 AM
6	it helps me a lot and they really do care about me doing well in gaining credits	4/11/2017 5:11 AM
7	less time inside the class room. some of us work and cant stay that hour.	4/6/2017 6:00 AM
8	Nothing everything pretty good and like it so far.	4/5/2017 5:00 AM
9	make the learning process and work progress understandable for the student	4/5/2017 2:46 AM
10	NONE	4/4/2017 3:16 AM
11	everything is fine on how the school is tours me	4/3/2017 9:52 AM
12	none	4/3/2017 4:05 AM
13	the teacher is a good person and i feel great in this pogram	3/30/2017 8:39 AM
14	everything is good here except they should have some free soda or something	3/30/2017 5:20 AM
15	they can improve my areas because they are teaching my what I need and are helping me in my struggled areas.	3/30/2017 5:06 AM

Q2 Technology:
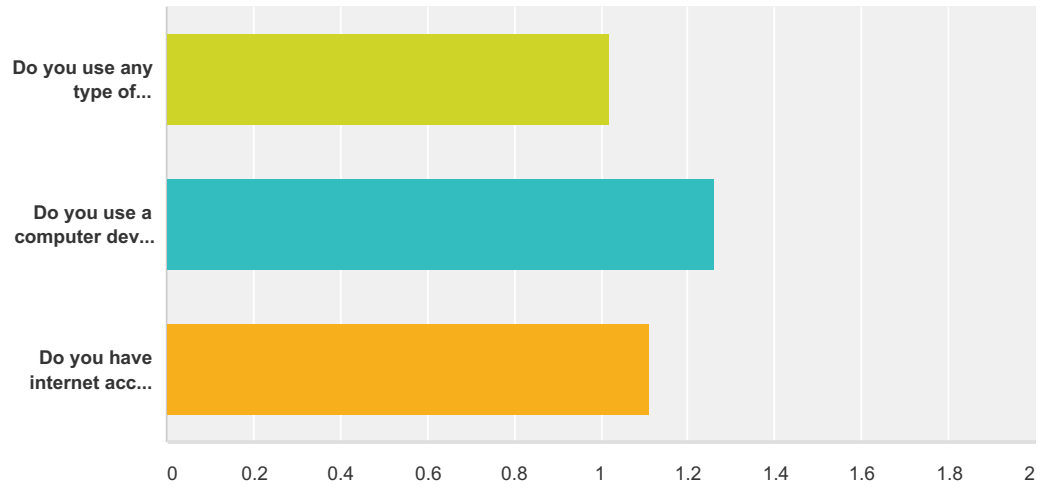
	Yes	No	Total	Weighted Average
Do you use any type of computer device, like a smart phone, tablet, etc., at home?	**98.11%** 52	**1.89%** 1	53	1.02
Do you use a computer device any time during the school day to work on your assignments?	**74.07%** 40	**25.93%** 14	54	1.26
Do you have internet access when you are not in school?	**88.68%** 47	**11.32%** 6	53	1.11

Q3 If yes, you have access to internet while not in school, please choose all places you have access to the internet:

Answered: 54   Skipped: 0
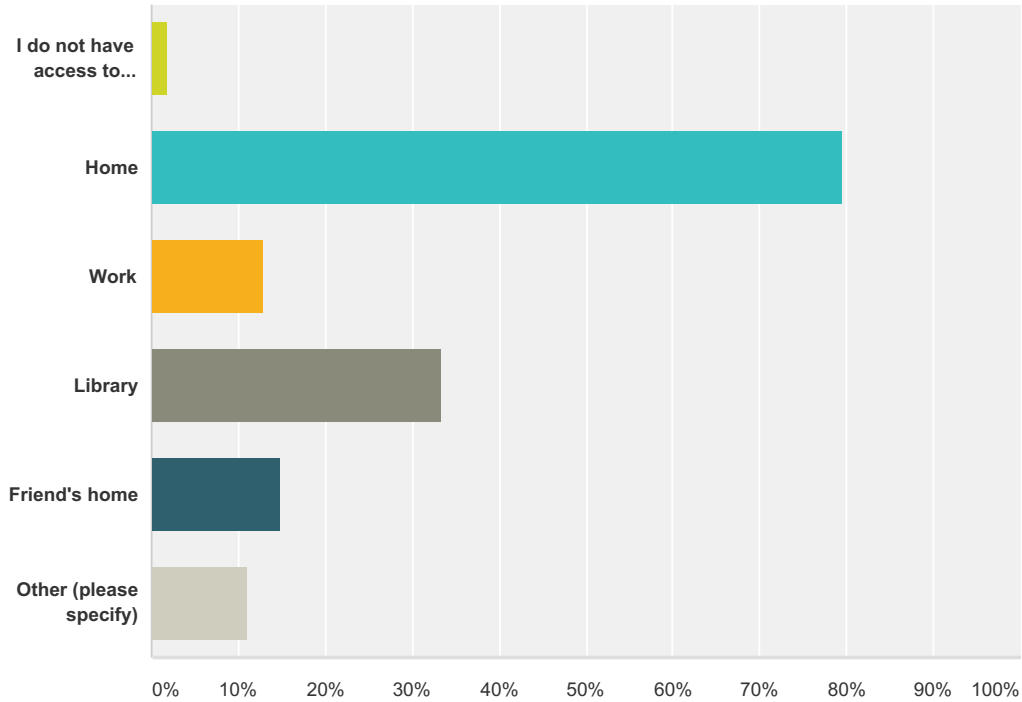
Answer Choices	Responses	
I do not have access to internet outside of school	**1.85%**	1
Home	**79.63%**	43
Work	**12.96%**	7
Library	**33.33%**	18
Friend's home	**14.81%**	8
Other (please specify)	**11.11%**	6
Total Respondents: 54		

#	Other (please specify)	Date
1	My phone.	4/14/2017 2:20 AM
2	My phone.	4/14/2017 1:39 AM
3	my phone	4/13/2017 2:38 AM
4	starbucks, hotspot from ccpa	4/13/2017 12:32 AM
5	hotspot	4/10/2017 5:11 AM
6	cafe	4/3/2017 4:05 AM

Q4 Have you been assigned a laptop from CCPA to take home to complete assignments?

Answered: 54   Skipped: 0
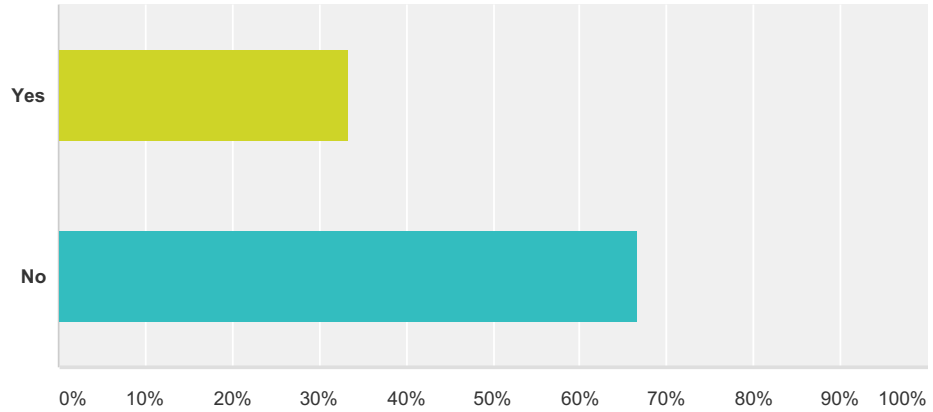
Answer Choices	Responses	
Yes	**33.33%**	18
No	**66.67%**	36
Total		**54**

2016-2017 Local Control Funding Formula - Student Survey

Q5 Have you been assigned a connectivity device (mobile hotspot - Kajeet) from CCPA to use outside of school?

Answered: 54   Skipped: 0
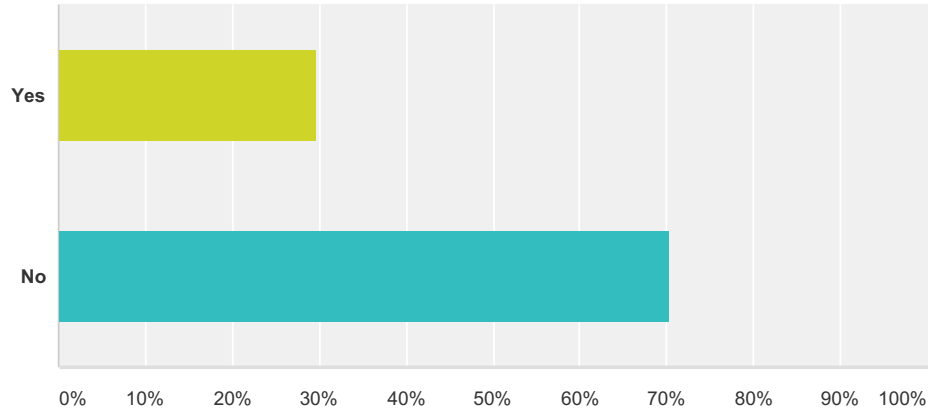
Answer Choices	Responses	
Yes	**29.63%**	16
No	**70.37%**	38
Total		**54**

6 / 23

Q6 Technology use:

Answered: 54   Skipped: 0
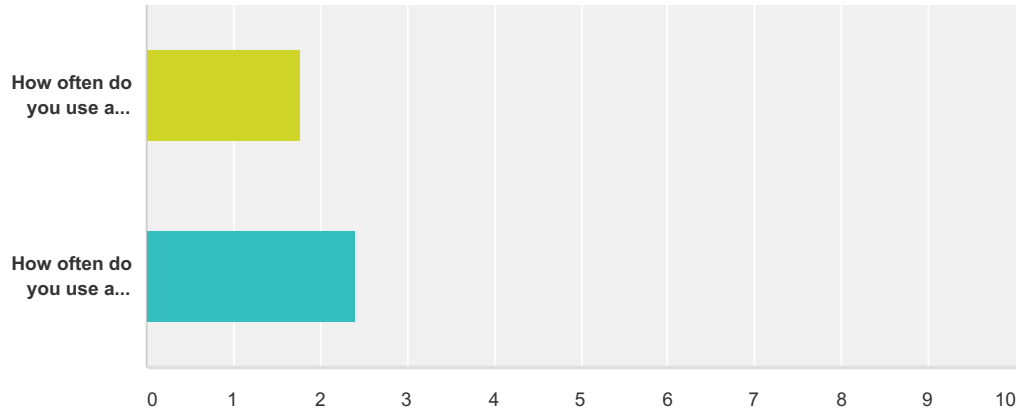
	Daily	4-5 times/week	2-3 times/week	1 time/week	Seldom	Total	Weighted Average
How often do you use a computer or other device at home or outside of school?	**61.11%** 33	**12.96%** 7	**16.67%** 9	**5.56%** 3	**3.70%** 2	54	1.78
How often do you use a computer or other device to complete your assignments?	**35.29%** 18	**25.49%** 13	**13.73%** 7	**13.73%** 7	**11.76%** 6	51	2.41

Q7 Mark all the ways you use technology to complete assignments:

Answered: 54   Skipped: 0
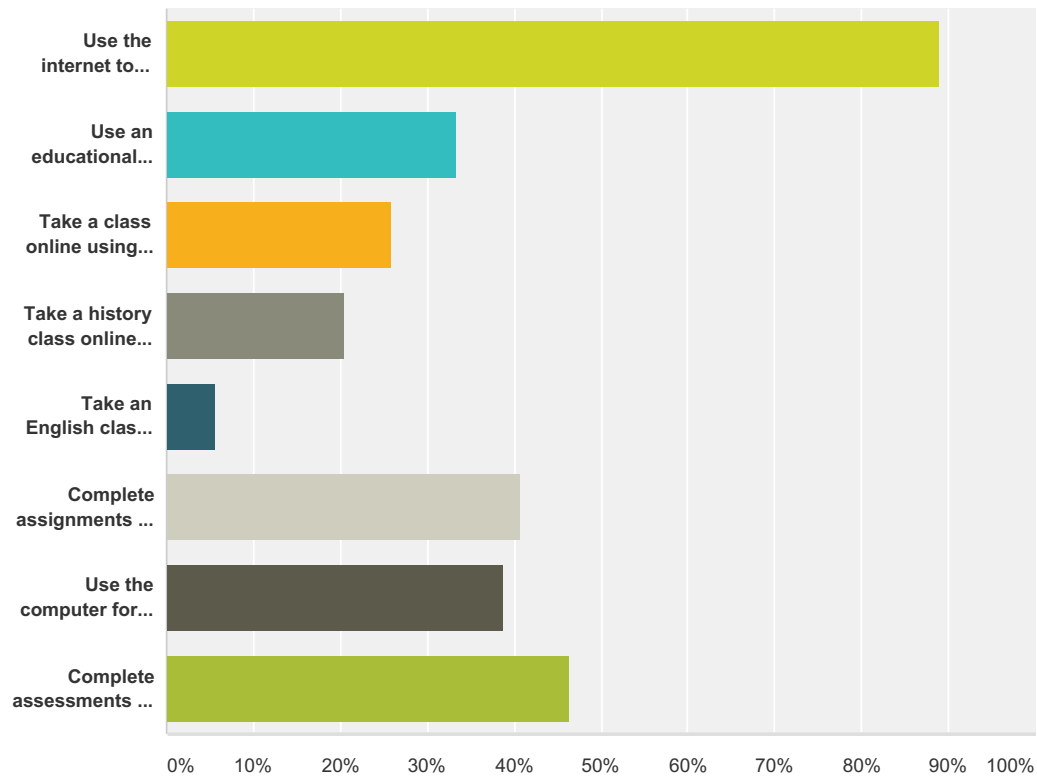
Answer Choices	Responses	
Use the internet to find information	**88.89%**	48
Use an educational software	**33.33%**	18
Take a class online using GradPoint Curriculum	**25.93%**	14
Take a history class online using Pearson Social Studies Curriculum	**20.37%**	11
Take an English class online using Collections series	**5.56%**	3
Complete assignments on the computer	**40.74%**	22
Use the computer for writing	**38.89%**	21
Complete assessments on the computer	**46.30%**	25
Total Respondents: 54		

Q8 Instruction:

Answered: 54   Skipped: 0
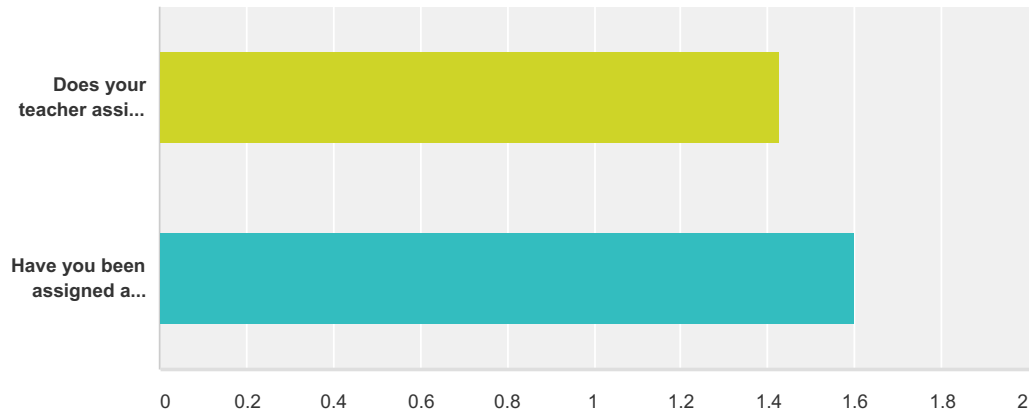
	Yes	No	Total	Weighted Average
Does your teacher assign you online curriculum?	**56.60%** 30	**43.40%** 23	53	1.43
Have you been assigned a Career Technical Education (CTE) course through GradPoint?	**39.62%** 21	**60.38%** 32	53	1.60

Q9 Mark all the ways your teacher uses technology in the classroom:

Answered: 54   Skipped: 0
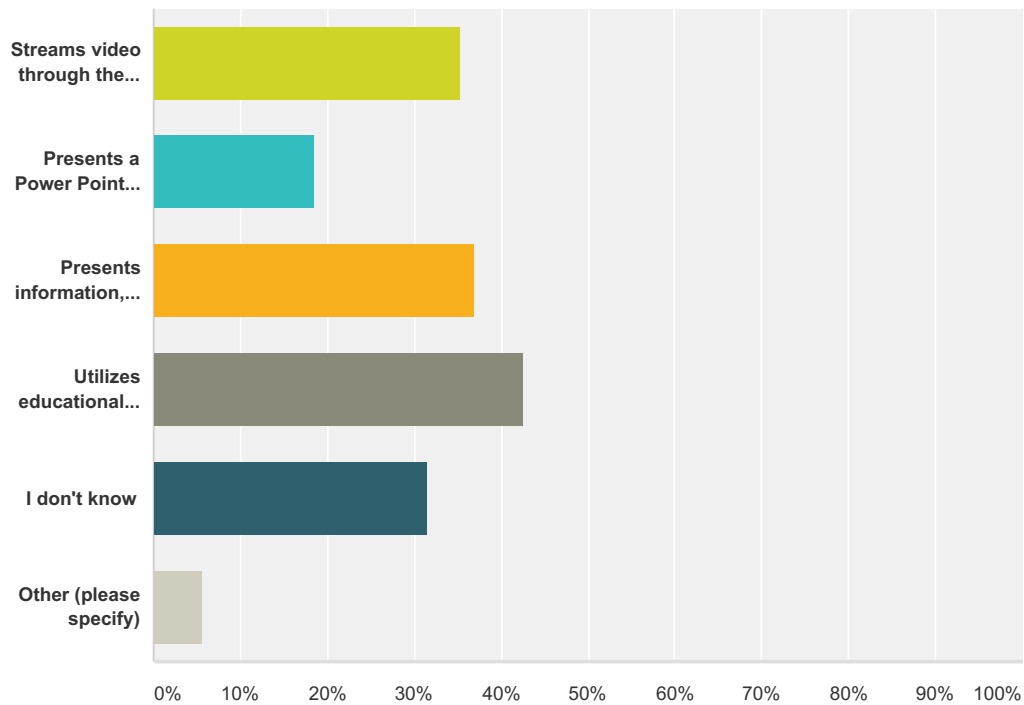
Answer Choices	Responses	
Streams video through the computer	**35.19%**	19
Presents a Power Point presentation	**18.52%**	10
Presents information, pictures or primary sources	**37.04%**	20
Utilizes educational software programs	**42.59%**	23
I don't know	**31.48%**	17
Other (please specify)	**5.56%**	3
Total Respondents: 54		

#	Other (please specify)	Date
1	To check up on grasping progress or help out with the class	4/17/2017 5:07 AM
2	she looks at our grades online	4/5/2017 3:29 AM
3	to print out my homework	4/3/2017 9:52 AM

Q10 I use the following social media sites:

Answered: 50   Skipped: 4
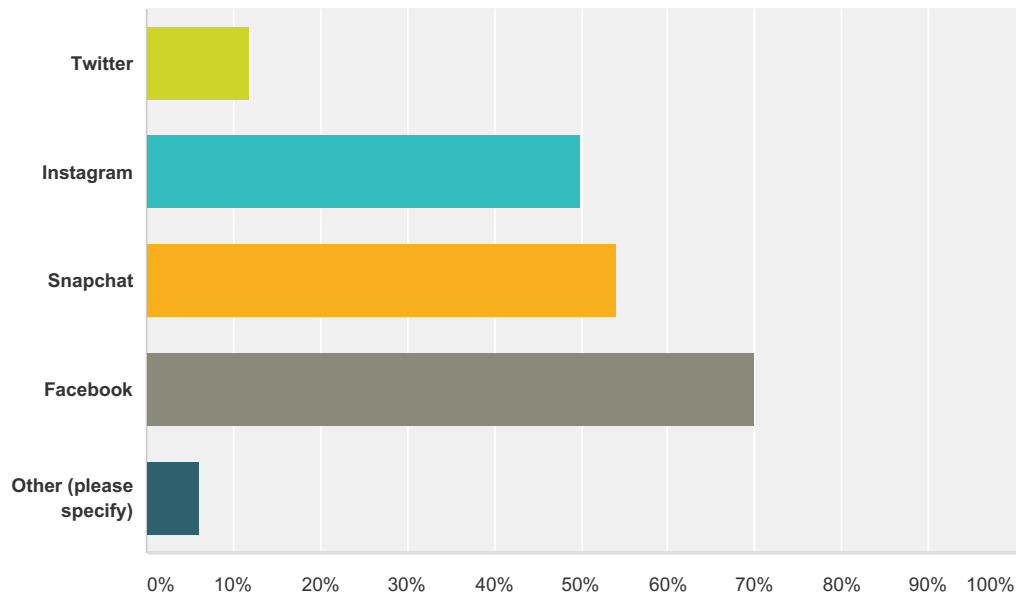
Answer Choices	Responses	
Twitter	**12.00%**	6
Instagram	**50.00%**	25
Snapchat	**54.00%**	27
Facebook	**70.00%**	35
Other (please specify)	**6.00%**	3
Total Respondents: 50		

#	Other (please specify)	Date
1	N/A	4/10/2017 5:11 AM
2	none.	4/6/2017 6:00 AM
3	NONE	4/4/2017 3:16 AM

Q11 What type of smartphone do you own?

Answered: 54   Skipped: 0
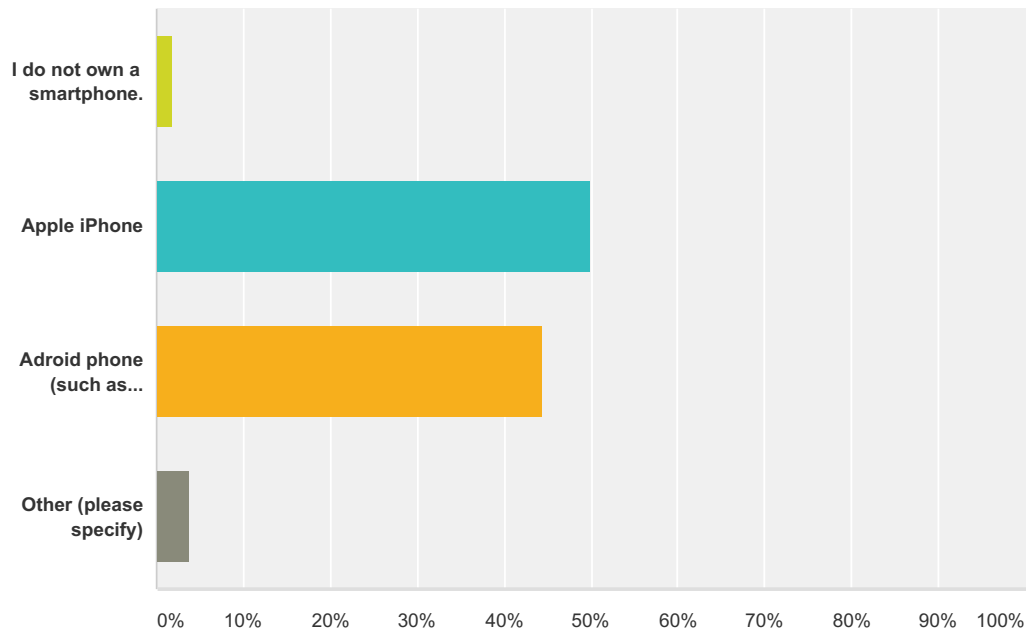
Answer Choices	Responses	
I do not own a smartphone.	**1.85%**	1
Apple iPhone	**50.00%**	27
Adroid phone (such as Samsung Galaxy)	**44.44%**	24
Other (please specify)	**3.70%**	2
Total		**54**

#	Other (please specify)	Date
1	iphone, and samsung galaxy	4/4/2017 3:09 AM
2	obama phone	3/30/2017 5:20 AM

Q12 Which is the best way to communicate with you?

Answered: 54   Skipped: 0
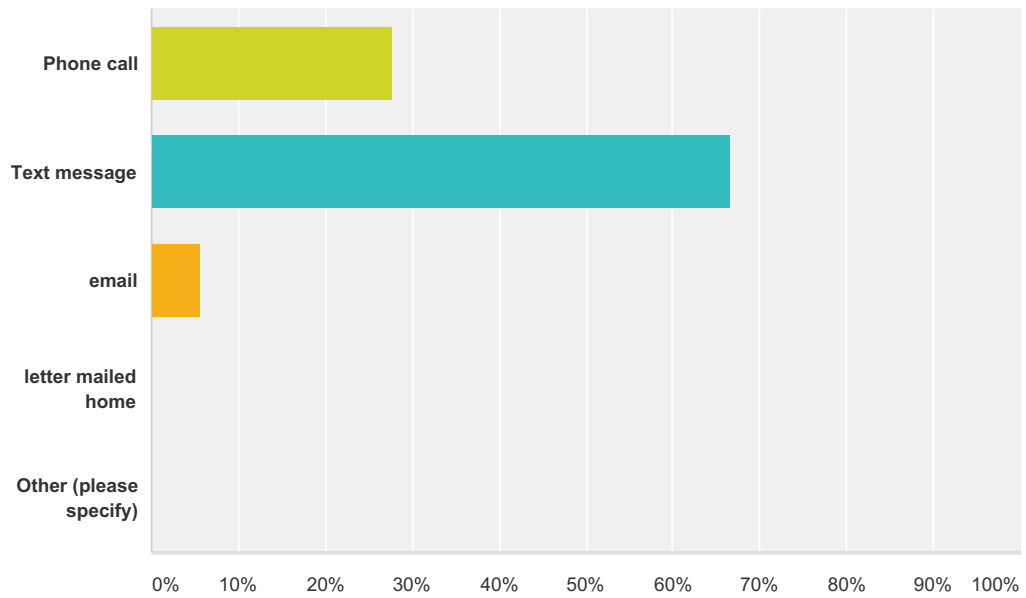
Answer Choices	Responses	
Phone call	**27.78%**	15
Text message	**66.67%**	36
email	**5.56%**	3
letter mailed home	**0.00%**	0
Other (please specify)	**0.00%**	0
Total		**54**

#	Other (please specify)	Date
	There are no responses.	

Q13 Which is the 2nd best way to communicate with you?

Answered: 54   Skipped: 0
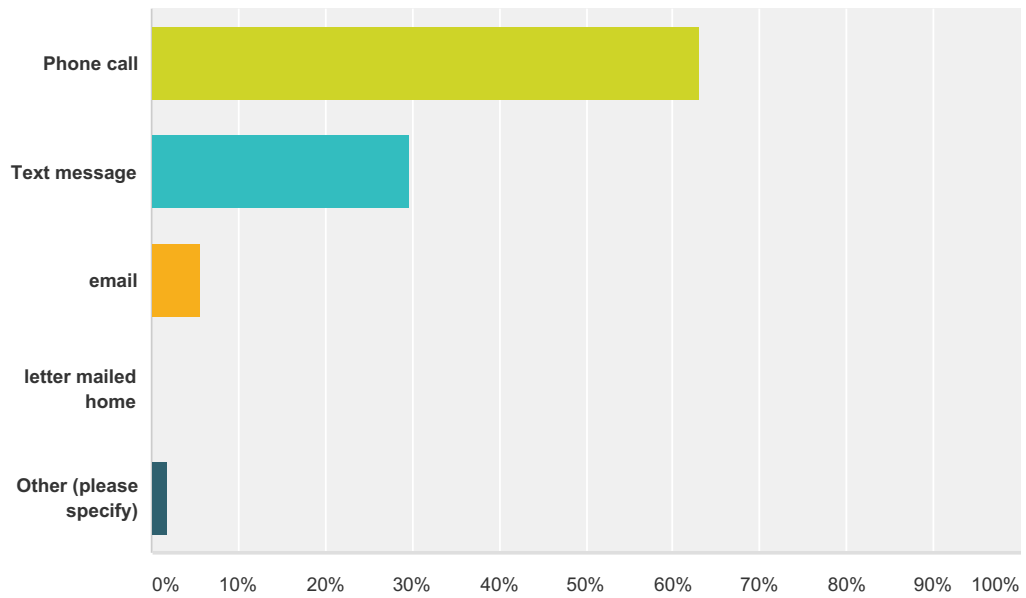
Answer Choices	Responses	
Phone call	**62.96%**	34
Text message	**29.63%**	16
email	**5.56%**	3
letter mailed home	**0.00%**	0
Other (please specify)	**1.85%**	1
Total		**54**

#	Other (please specify)	Date
1	when i come in	4/6/2017 6:00 AM

Q14 How often do you attend school?

Answered: 54   Skipped: 0
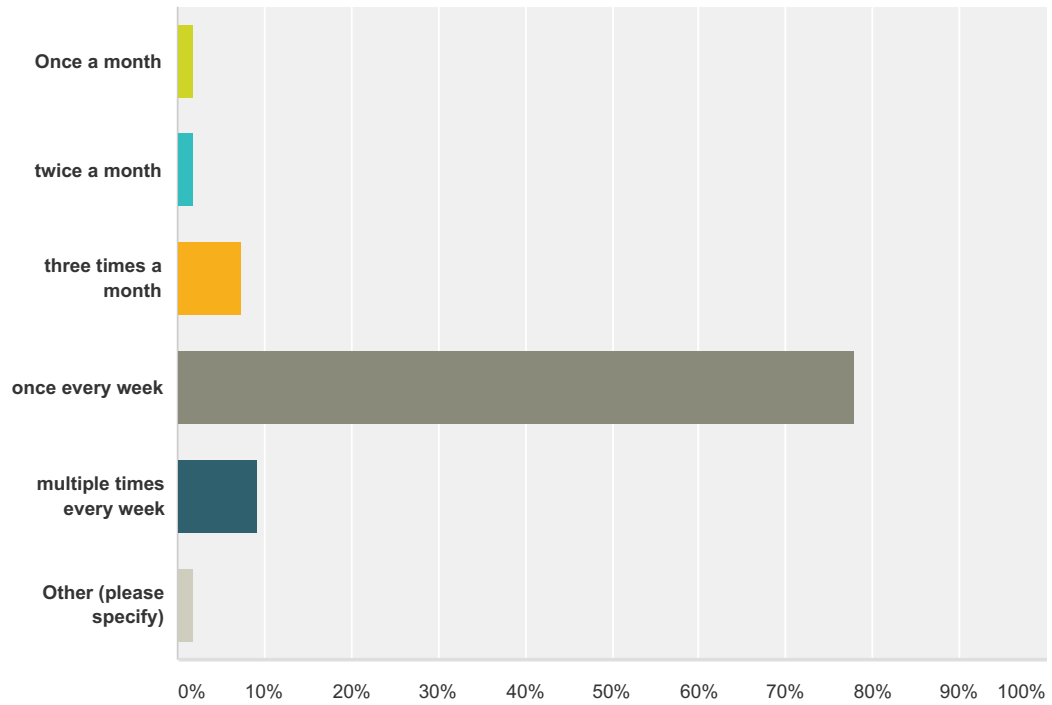
Answer Choices	Responses	
Once a month	**1.85%**	1
twice a month	**1.85%**	1
three times a month	**7.41%**	4
once every week	**77.78%**	42
multiple times every week	**9.26%**	5
Other (please specify)	**1.85%**	1
Total		**54**

#	Other (please specify)	Date
1	I miss sometimes, but I try every week.	4/5/2017 3:29 AM

Q15 How often do you attend school and complete your weekly assignments?

Answered: 54   Skipped: 0
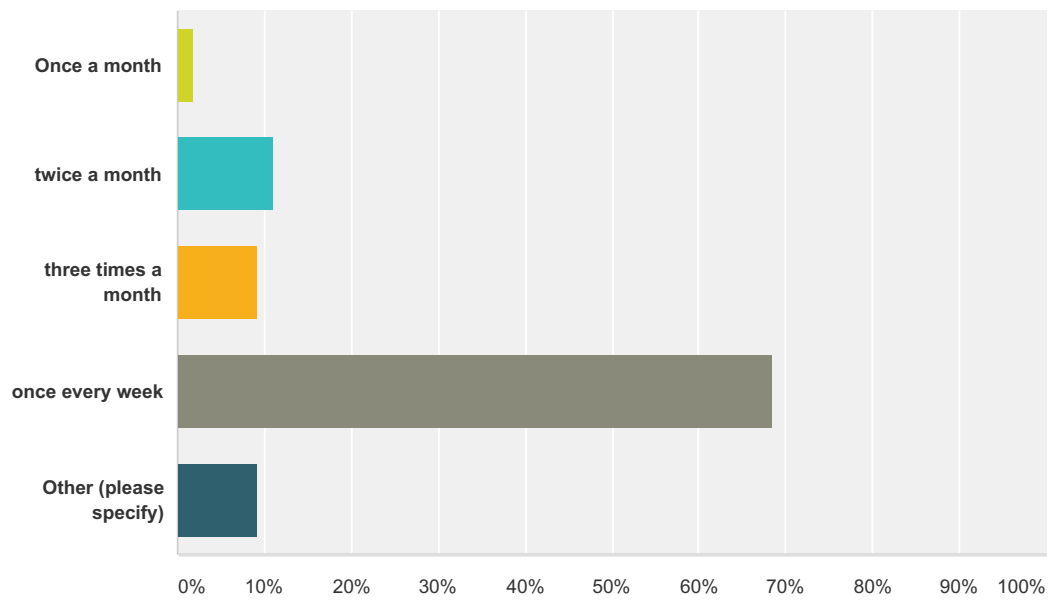
Answer Choices	Responses	
Once a month	**1.85%**	1
twice a month	**11.11%**	6
three times a month	**9.26%**	5
once every week	**68.52%**	37
Other (please specify)	**9.26%**	5
Total		**54**

#	Other (please specify)	Date
1	i try to come in every week but i have to work.	4/18/2017 1:42 AM
2	one day of week	4/14/2017 1:06 AM
3	Twice a week	4/10/2017 5:11 AM
4	none	4/5/2017 5:00 AM
5	every day almost	4/3/2017 4:52 AM

Q16 If Saturday class was an option, would that help you attend class every week?

Answered: 54   Skipped: 0
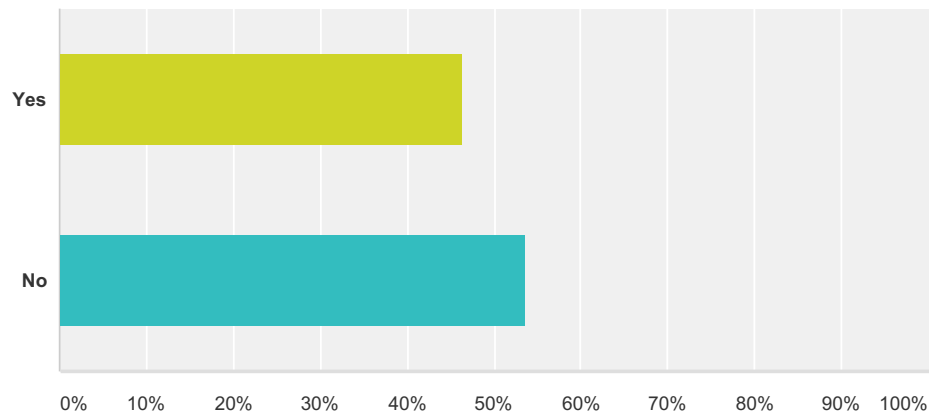
Answer Choices	Responses	
Yes	**46.30%**	25
No	**53.70%**	29
Total		**54**

Q17 Which WIOA partner are you working with?

Answered: 54   Skipped: 0
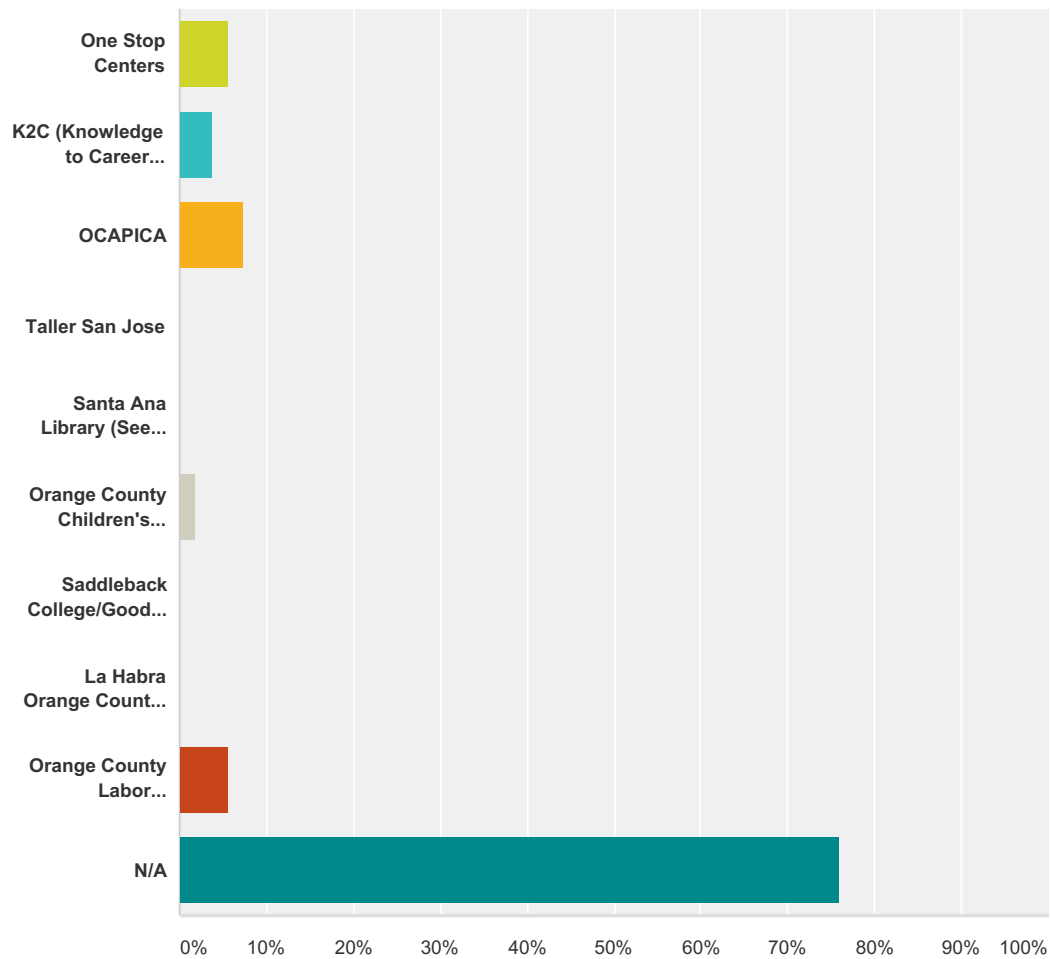
Answer Choices	Responses	
One Stop Centers	5.56%	3
K2C (Knowledge to Career Academy)	3.70%	2
OCAPICA	7.41%	4
Taller San Jose	0.00%	0
Santa Ana Library (Seeds to Trees Program)	0.00%	0
Orange County Children's Therapeutic Arts Center (OCCTAC)	1.85%	1
Saddleback College/Goodwill Industries	0.00%	0
La Habra Orange County Youth Center	0.00%	0
Orange County Labor Federation	5.56%	3
N/A	75.93%	41

Total	54

Q18 How often do you meet with your WIOA partner?

Answered: 54   Skipped: 0
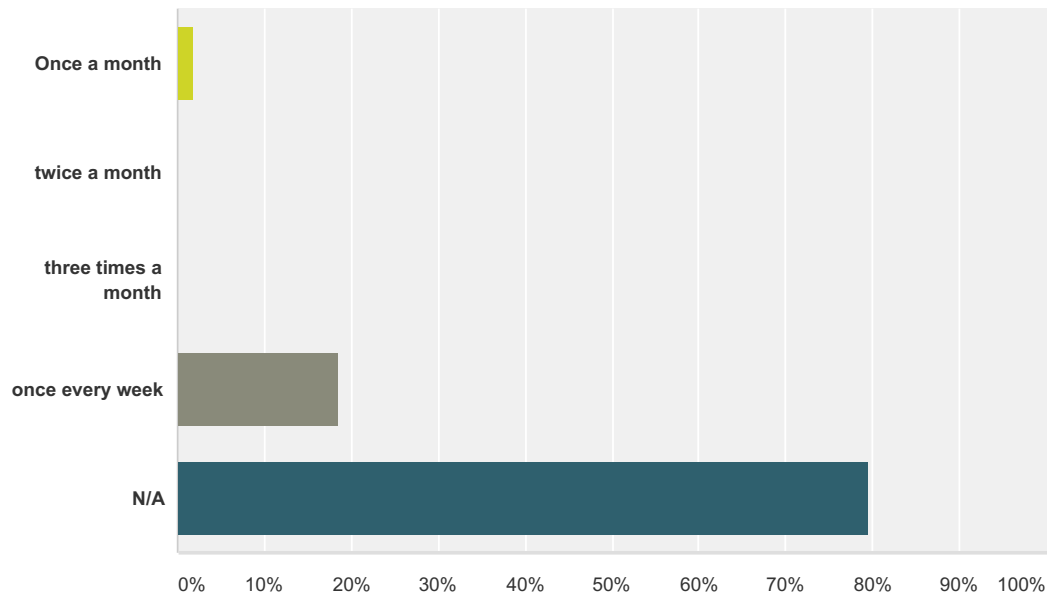
Answer Choices	Responses	
Once a month	**1.85%**	1
twice a month	**0.00%**	0
three times a month	**0.00%**	0
once every week	**18.52%**	10
N/A	**79.63%**	43
Total		**54**

Q19 What is one thing that the school could do to help you achieve all of your learning, college or career goals?

Answered: 37   Skipped: 17

#	Responses	Date
1	inform me on what steps i should take after i graduate	4/21/2017 1:34 AM
2	Understand that with some assignments I may need more time and with others I may need a little bit less of time.	4/19/2017 5:33 AM
3	well i feel like the teachers already help alot no need to change anything they are very professional.	4/18/2017 1:42 AM
4	Talk to the students regarding their plans	4/17/2017 5:07 AM
5	I have had somethings shown to me by my teacher to improve my knowledge	4/14/2017 3:04 AM
6	N/A	4/14/2017 2:20 AM
7	I think as of now ccpa have everything i need.	4/14/2017 2:16 AM
8	N/A	4/14/2017 1:39 AM
9	give a class on career and college learning	4/14/2017 1:38 AM
10	n/a	4/14/2017 1:30 AM
11	one things they to prepare me to go college help me a lot give me a good information	4/14/2017 1:06 AM
12	idk	4/13/2017 7:05 AM
13	My career goals that the school can help me on will be that i get to finish my high school and get my diploma and move on straight to college and attend the career i want.	4/13/2017 2:38 AM
14	complete as much work.	4/12/2017 2:58 AM
15	N/A	4/11/2017 9:52 AM
16	some more place togo	4/11/2017 9:51 AM
17	n/a	4/11/2017 5:11 AM
18	more college field trips	4/11/2017 4:44 AM
19	ideas in what job gives more income	4/10/2017 7:07 AM
20	they do all the can to help me do my best and help me understand	4/10/2017 6:54 AM
21	help me get enrolled into an EMT course	4/10/2017 5:11 AM
22	let me do my work and leave, i got it.	4/6/2017 6:00 AM
23	i feel as if the schooling currently is providing me with all the things i need to get to my goals as convenient as possible and are very understanding and they do work with my scheduled	4/6/2017 2:54 AM
24	n/a	4/5/2017 5:00 AM
25	compelet all the class work	4/5/2017 3:57 AM
26	I work so Im good	4/5/2017 3:29 AM
27	dedication and hard work	4/5/2017 2:46 AM
28	nothing	4/5/2017 2:16 AM
29	MORE HOMEWORK TO FINISH TO GET MY CREDITS FASTER	4/4/2017 3:16 AM
30	More work	4/4/2017 3:09 AM
31	have night classes because sometimes i work late or dont have any one to watch my son till my mom or sister get home it would make better for me and easier to finish up my work and get help from my teacher on what i need	4/3/2017 9:52 AM
32	nothing they are very helpful and do what thye can to prepare me for the real world	4/3/2017 4:52 AM

33	bonus credit	4/3/2017 4:05 AM
34	try to give to me more information about what careers them know.	3/31/2017 12:05 AM
35	provide transportation like a school bus or shuttle bus or free uber that would be so cool	3/30/2017 5:20 AM
36	by helping me graduate.	3/30/2017 5:06 AM
37	I am being helped by my teacher and she keeps me on track	3/30/2017 3:04 AM

Q20 Do you have any questions or additional comments that you would like to share with the College and Career Preparatory staff and administration?

Answered: 32   Skipped: 22

#	Responses	Date
1	no	4/21/2017 1:34 AM
2	online classes have been a great help to not get so overwhelmed from working out of a textbook so much.	4/19/2017 5:33 AM
3	i just want to say thank you very much for giving us adults a second chance on getting our high school diploma.	4/18/2017 1:42 AM
4	Help students register for college and constantly remind students of their grade and credits	4/17/2017 5:07 AM
5	this is a great opportunity for kid or adults that haven't had help from a teacher or parents that are out in the world with nothing to be motivated about. I thank the staff for all of the support, THANK YOU.	4/14/2017 3:04 AM
6	N/A	4/14/2017 2:20 AM
7	n/a	4/14/2017 2:16 AM
8	N/A	4/14/2017 1:39 AM
9	no	4/14/2017 1:38 AM
10	n/a	4/14/2017 1:30 AM
11	college and career is very good help me in to finish my educacion	4/14/2017 1:06 AM
12	doing fine they help alot and have a well rounded school to learn	4/13/2017 7:05 AM
13	I'm really glad i took this opportunity in attending ccpa I'm really proud of my progress in what I've accomplish.	4/13/2017 2:38 AM
14	n/a	4/12/2017 2:13 AM
15	no	4/11/2017 9:52 AM
16	no	4/11/2017 9:51 AM
17	n/a	4/11/2017 5:11 AM
18	no	4/10/2017 7:07 AM
19	this program helps a bunch because they are so personal as in they are one on one with all students	4/10/2017 6:54 AM
20	no	4/10/2017 5:11 AM
21	nope.	4/6/2017 6:00 AM
22	i appreciate this program and how it works.	4/5/2017 5:00 AM
23	no	4/5/2017 3:57 AM
24	no	4/5/2017 2:46 AM
25	no	4/5/2017 2:16 AM
26	NONE	4/4/2017 3:16 AM
27	thanks for all the help	4/4/2017 2:54 AM
28	n/a	4/3/2017 9:52 AM
29	no I do not	4/3/2017 4:52 AM
30	none	4/3/2017 4:05 AM
31	we need the uber for real doe	3/30/2017 5:20 AM
32	no, thank you.	3/30/2017 5:06 AM

Local Control Accountability Plan Stakeholder Survey Results

May 2017

9 Total Surveys Received

CCPA Stakeholder Survey Results

* Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.

Q1 Please indicate your responses by marking the most appropriate box to the right of each of the following statements that most reflect your opinion of students enrolled in the College and Career Preparatory Academy.

Answered: 6   Skipped: 0
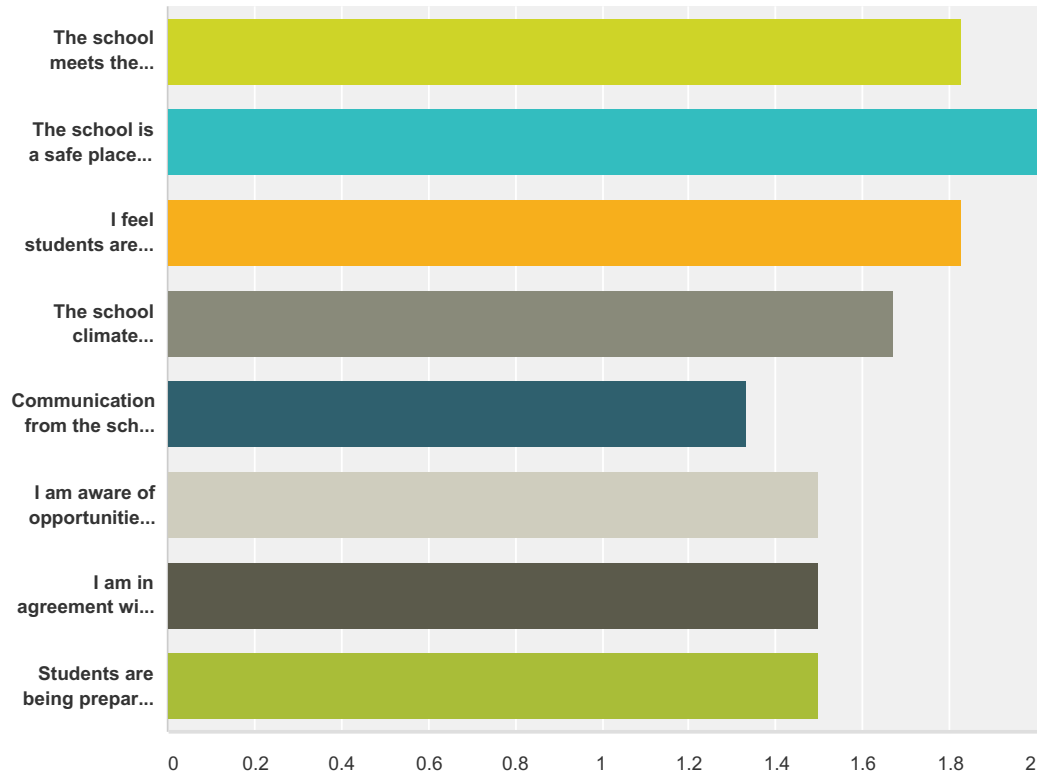
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
The school meets the educational needs of students.	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6	1.83
The school is a safe place for students.	33.33% 2	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6	2.00
I feel students are making academic progress.	16.67% 1	83.33% 5	0.00% 0	0.00% 0	0.00% 0	6	1.83
The school climate supports student learning.	50.00% 3	33.33% 2	16.67% 1	0.00% 0	0.00% 0	6	1.67
Communication from the school is timely and consistent.	66.67% 4	33.33% 2	0.00% 0	0.00% 0	0.00% 0	6	1.33
I am aware of opportunities to collaborate with CCPA if interested.	66.67% 4	16.67% 1	16.67% 1	0.00% 0	0.00% 0	6	1.50
I am in agreement with the priorities of the CCPA program.	66.67% 4	16.67% 1	16.67% 1	0.00% 0	0.00% 0	6	1.50

Students are being prepared for college, career, and/or life.	**66.67%** 4	**16.67%** 1	**16.67%** 1	**0.00%** 0	**0.00%** 0	6	1.50	

#	Please share your ideas on how the school can improve in these areas.	Date
	There are no responses.	

Q2 Please mark either yes or no for the following statements:

Answered: 6   Skipped: 0
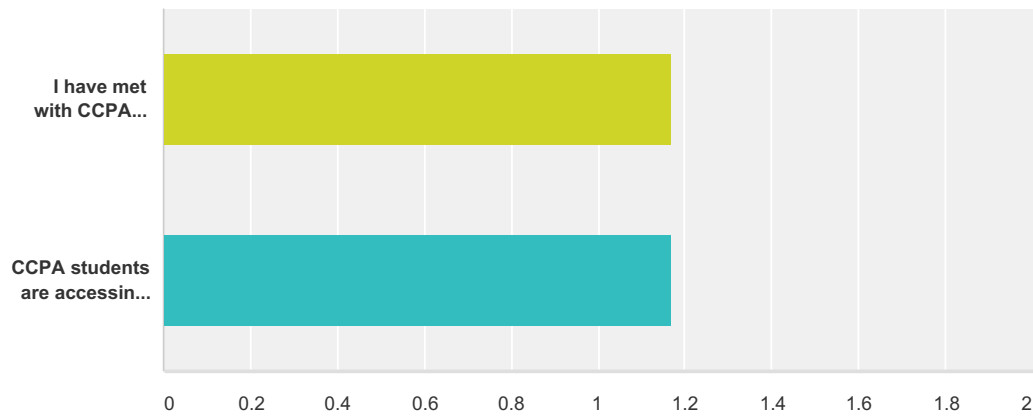
	Yes	No	Total	Weighted Average
I have met with CCPA students enrolled in my program.	**83.33%** 5	**16.67%** 1	6	1.17
CCPA students are accessing services I provide.	**83.33%** 5	**16.67%** 1	6	1.17

Q3 List events CCPA students have attended that were provided by your program:

Answered: 1   Skipped: 5

#	Responses	Date
1	career readiness workshops	4/5/2017 6:18 AM

Q4 Please mark either yes or no for the following statements:

Answered: 6   Skipped: 0
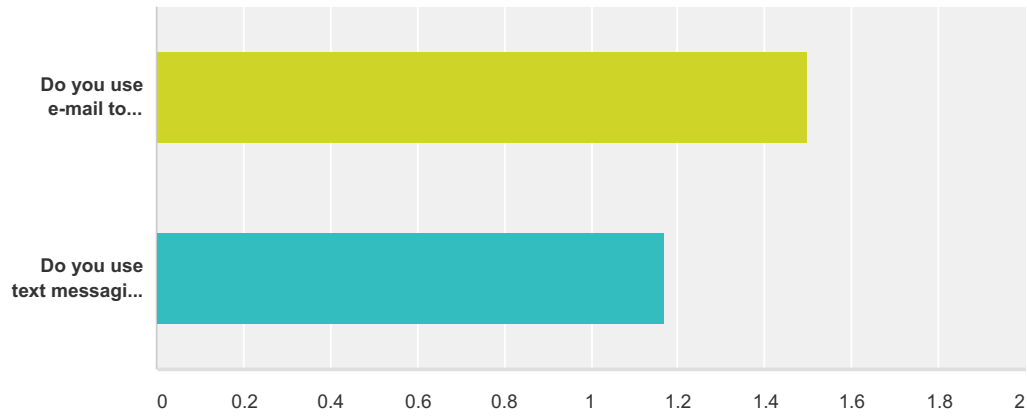
	Yes	No	Total	Weighted Average
Do you use e-mail to communicate with students?	**50.00%** 3	**50.00%** 3	6	1.50
Do you use text messaging to communicate with students?	**83.33%** 5	**16.67%** 1	6	1.17

Q5 What is the best way to receive communications from the school and students?

Answered: 6   Skipped: 0
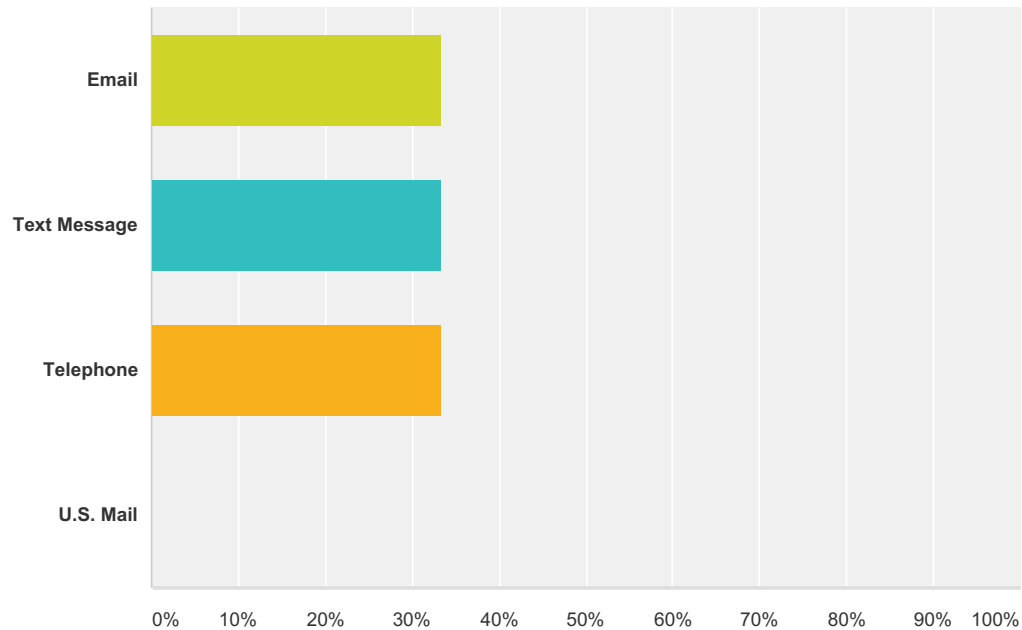
Answer Choices	Responses	
Email	**33.33%**	2
Text Message	**33.33%**	2
Telephone	**33.33%**	2
U.S. Mail	**0.00%**	0
Total		**6**

Q6 What is the 2nd best way to receive communications from the school and students?

Answered: 6   Skipped: 0
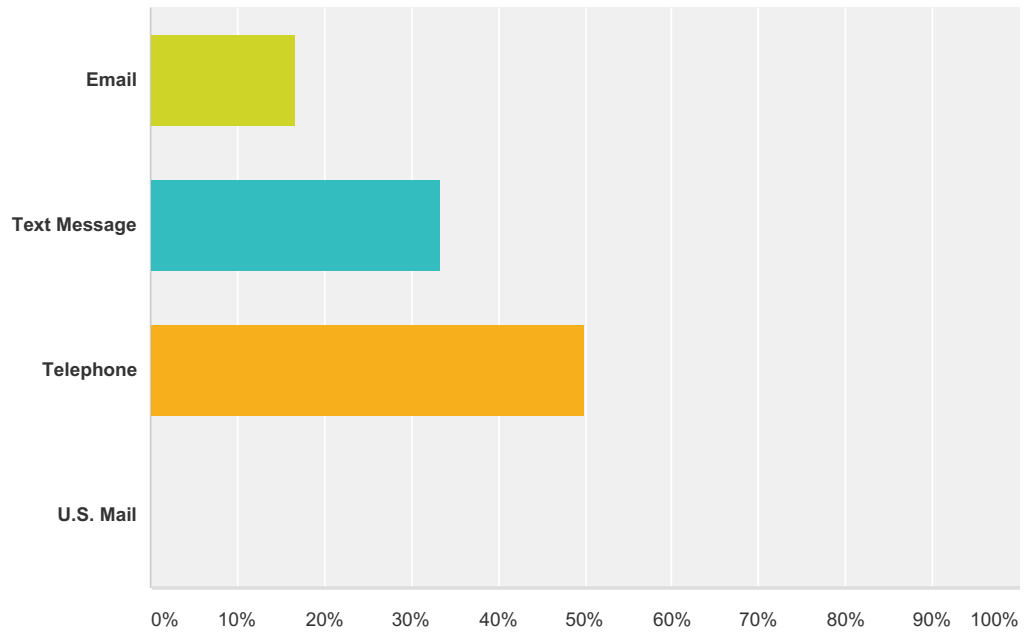
Answer Choices	Responses	
Email	**16.67%**	1
Text Message	**33.33%**	2
Telephone	**50.00%**	3
U.S. Mail	**0.00%**	0
Total		**6**

Q7 Our services are on the following social media sites to interact with clients (mark all that apply):

Answered: 5   Skipped: 1
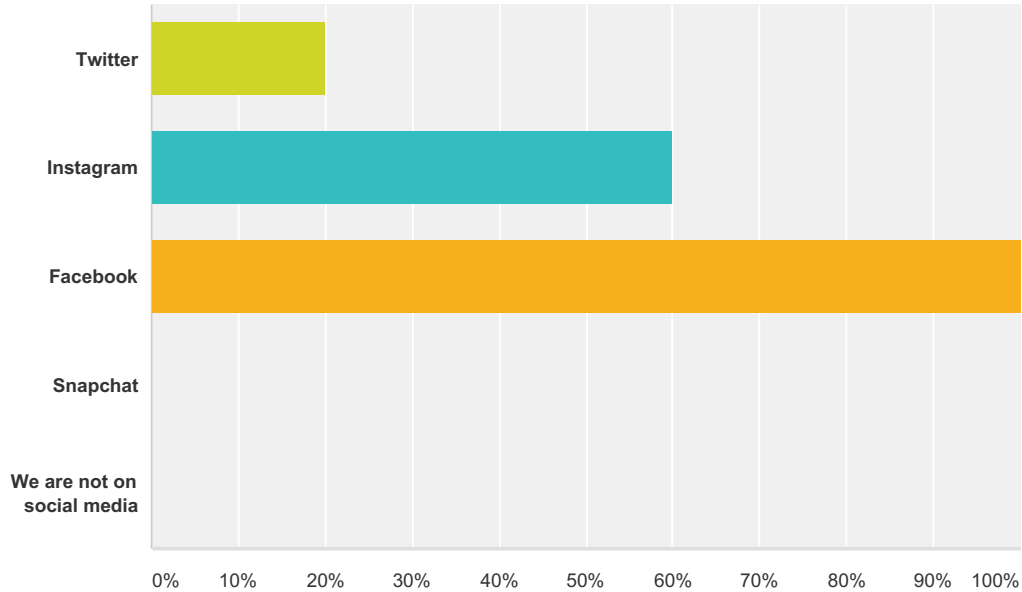
Answer Choices	Responses	
Twitter	20.00%	1
Instagram	60.00%	3
Facebook	100.00%	5
Snapchat	0.00%	0
We are not on social media	0.00%	0
Total Respondents: 5		

#	Other (please specify)	Date
	There are no responses.	

Q8 What are additional ways that CCPA could better support your program collaboration in meeting the needs of our students?

Answered: 0   Skipped: 6

#	Responses	Date
	There are no responses.	

Q9 Do you have any additional comments you would like to share with CCPA staff and administration?

Answered: 0   Skipped: 6

#	Responses	Date
	There are no responses.	

Q1 Please indicate your responses by marking the most appropriate box to the right of each of the following statements that most reflect your opinion regarding your son/daughter's enrollment in the College and Career Preparatory Academy.

Answered: 3   Skipped: 0
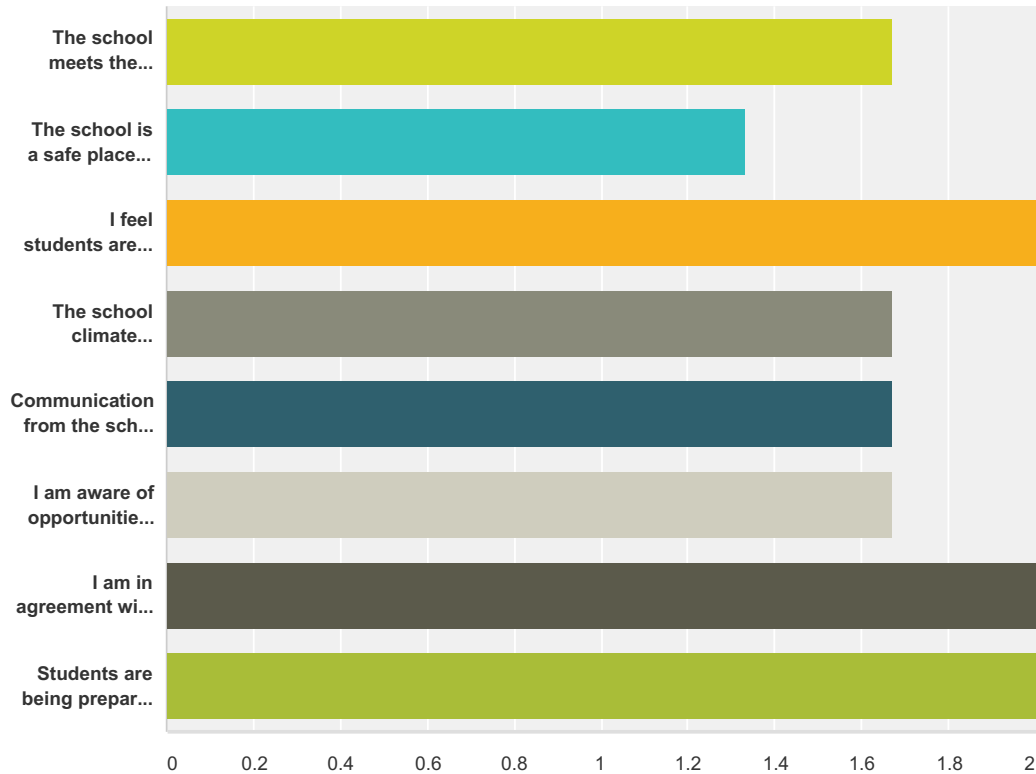
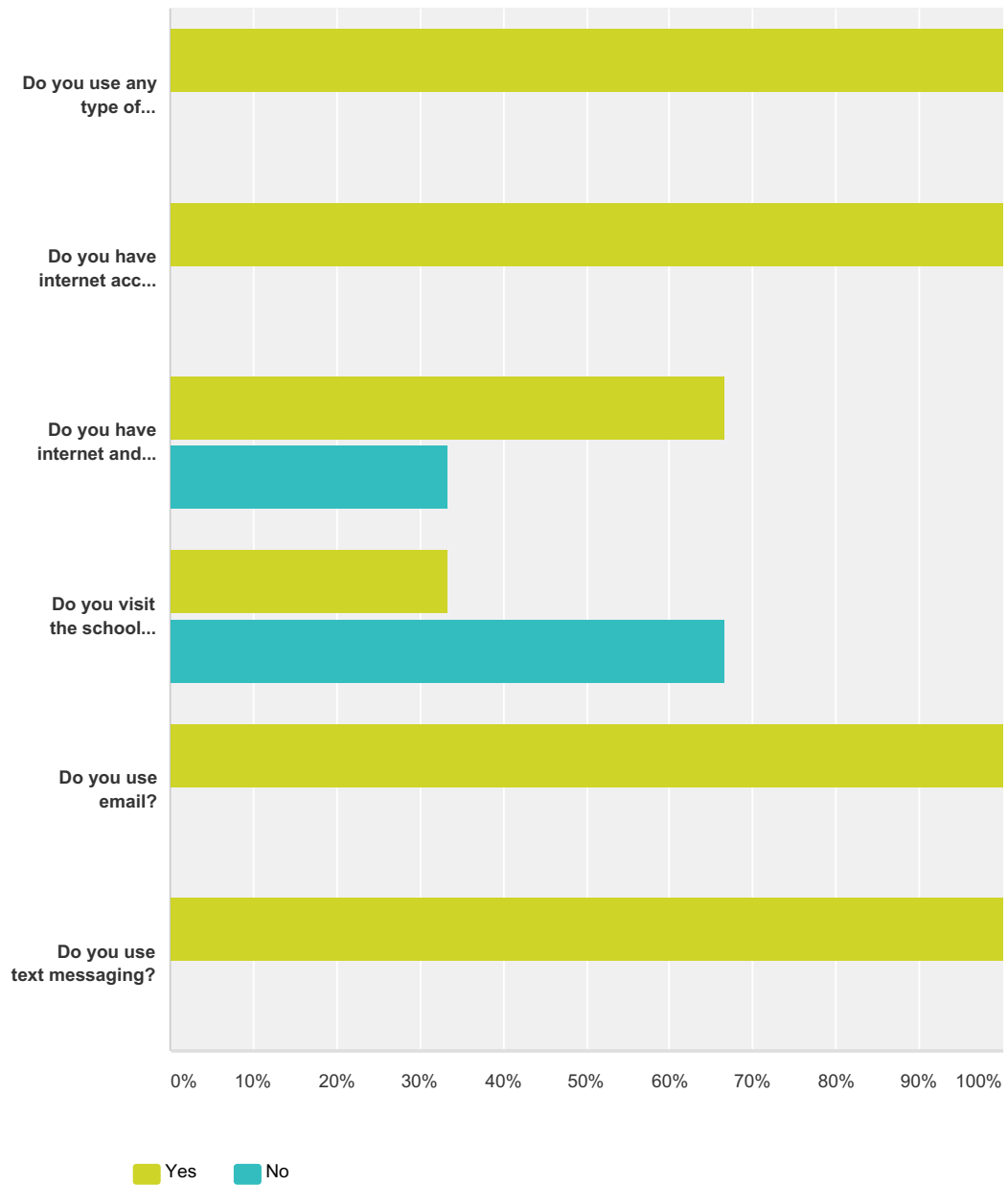|	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
The school meets the educational needs of students.	33.33% 1	66.67% 2	0.00% 0	0.00% 0	0.00% 0	3	1.67
The school is a safe place for students.	66.67% 2	33.33% 1	0.00% 0	0.00% 0	0.00% 0	3	1.33
I feel students are making academic progress.	0.00% 0	100.00% 3	0.00% 0	0.00% 0	0.00% 0	3	2.00
The school climate supports student learning.	33.33% 1	66.67% 2	0.00% 0	0.00% 0	0.00% 0	3	1.67
Communication from the school is timely and consistent.	33.33% 1	66.67% 2	0.00% 0	0.00% 0	0.00% 0	3	1.67
I am aware of opportunities to be involved with the school if interested.	33.33% 1	66.67% 2	0.00% 0	0.00% 0	0.00% 0	3	1.67
I am in agreement with the priorities of the CCPA school program.	33.33% 1	33.33% 1	33.33% 1	0.00% 0	0.00% 0	3	2.00

Students are being prepared for college, career, and/or life.	**0.00%** 0	**100.00%** 3	**0.00%** 0	**0.00%** 0	**0.00%** 0	3	2.00

#	Please share your ideas on how the school can improve in these areas.	Date
1	Closer to Huntington Beach	4/26/2017 5:57 AM
2	Everything is good	4/26/2017 5:18 AM
3	A little more information given to the parent/guardian would be helpful. More communication with them and they would like to be involved and need more info on classes and homework.	4/26/2017 3:18 AM

Students are being prepared for college, career, and/or life.	**0.00%**	**100.00%**	**0.00%**	**0.00%**	**0.00%**

Q2 Technology:

Answered: 3   Skipped: 0

■ Yes   ■ No

	Yes	No	Total
Do you use any type of computer device, like a smart phone, tablet, etc., at home?	**100.00%** 3	**0.00%** 0	3
Do you have internet access at home	**100.00%** 3	**0.00%** 0	3
Do you have internet and computer access at work for communicating with the school?	**66.67%** 2	**33.33%** 1	3
Do you visit the school website at www.ocde.us/ccpa ?	**33.33%** 1	**66.67%** 2	3

Do you use email?	**100.00%** 3	**0.00%** 0	3
Do you use text messaging?	**100.00%** 3	**0.00%** 0	3

Q3 What is the best way to receive communications from the school?

Answered: 3   Skipped: 0
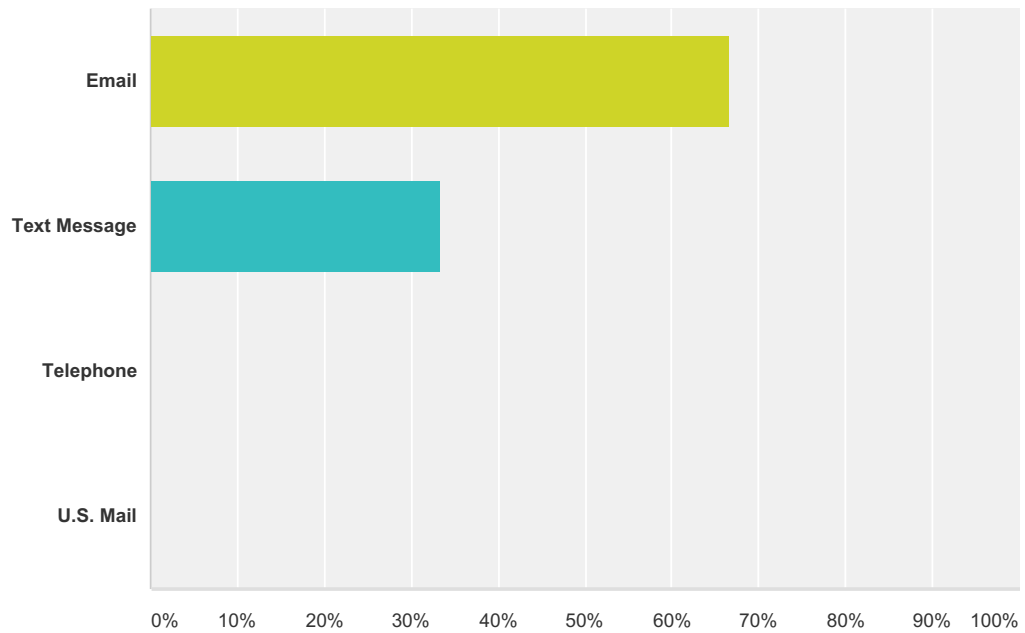
Answer Choices	Responses	
Email	**66.67%**	2
Text Message	**33.33%**	1
Telephone	**0.00%**	0
U.S. Mail	**0.00%**	0
Total		3

Q4 What is the 2nd best way to receive communications from the school?

Answered: 3   Skipped: 0
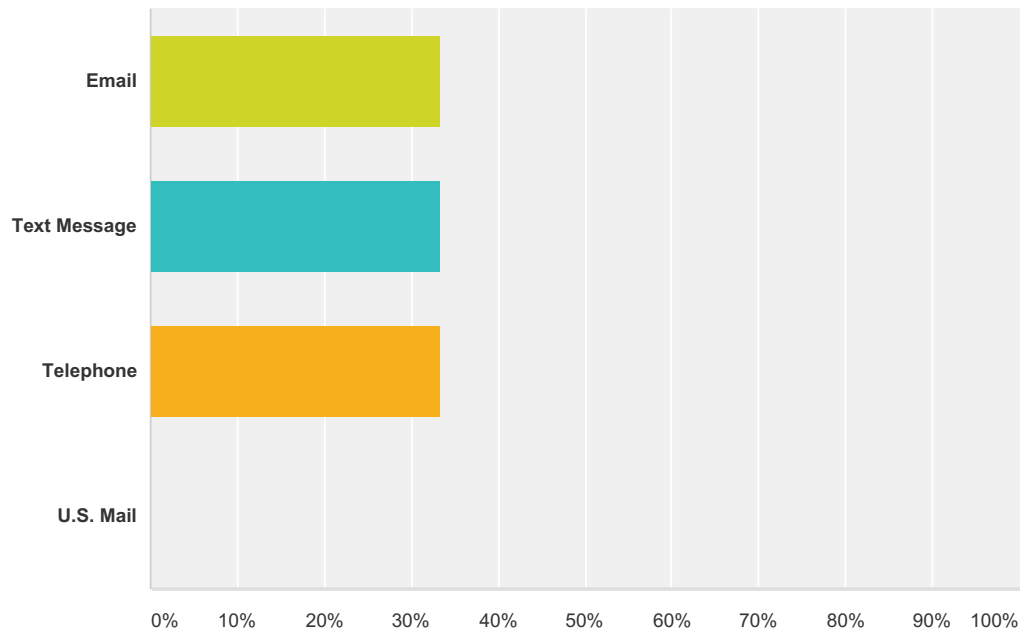
Answer Choices	Responses	
Email	**33.33%**	1
Text Message	**33.33%**	1
Telephone	**33.33%**	1
U.S. Mail	**0.00%**	0
Total		**3**

Q5 Technology

Answered: 3   Skipped: 0

Legend: Daily | 4-5 times / week | 2-3 times / week | 1 time / week | seldom
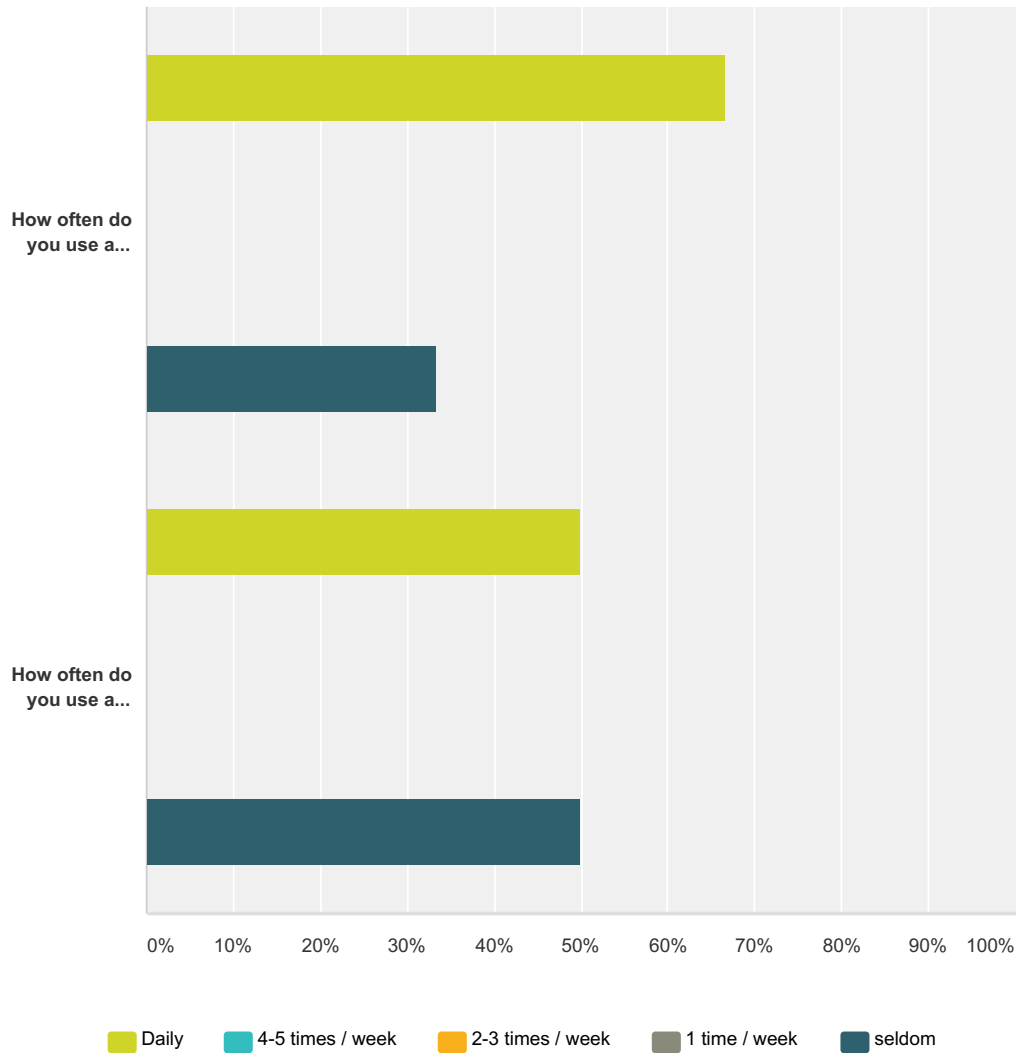
	Daily	4-5 times / week	2-3 times / week	1 time / week	seldom	Total
How often do you use a computer at home?	66.67% 2	0.00% 0	0.00% 0	0.00% 0	33.33% 1	3
How often do you use a computer at work?	50.00% 1	0.00% 0	0.00% 0	0.00% 0	50.00% 1	2

Q6 Are you on any of the following social media sites (mark all that apply):
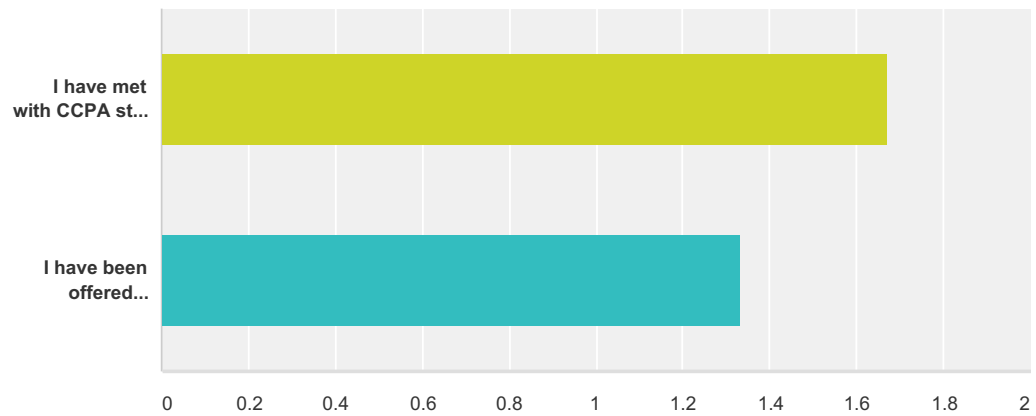
Answered: 2   Skipped: 1
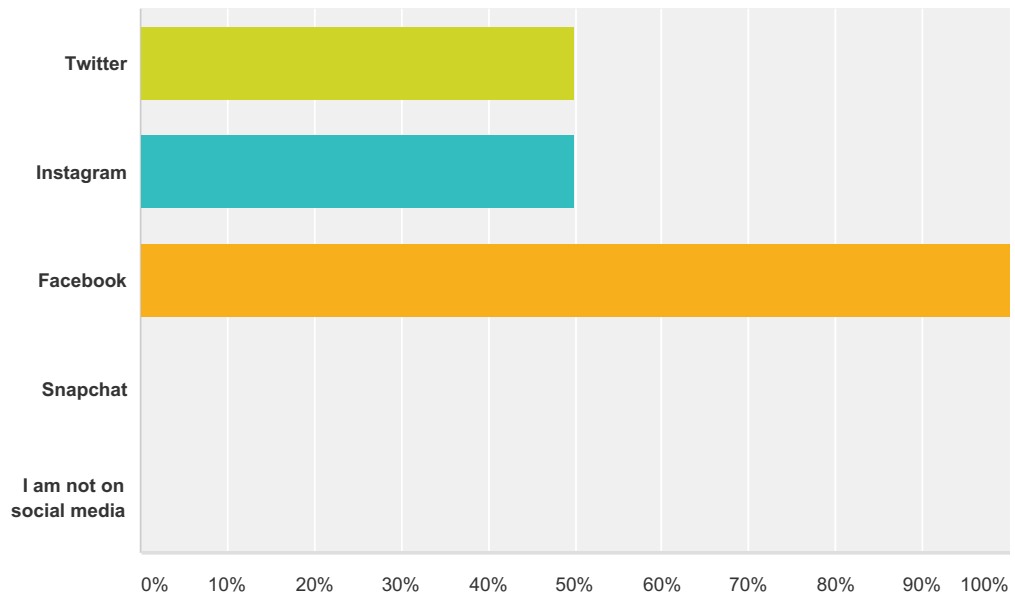
Answer Choices	Responses	
Twitter	**50.00%**	1
Instagram	**50.00%**	1
Facebook	**100.00%**	2
Snapchat	**0.00%**	0
I am not on social media	**0.00%**	0
Total Respondents: 2		

#	Other (please specify)	Date
1	Has facebook but not on very often	4/26/2017 3:18 AM

Q7 Please mark either yes or no for the following statements:

Answered: 3   Skipped: 0

	Yes	No	Total	Weighted Average
I have met with CCPA staff or teachers	**33.33%** 1	**66.67%** 2	3	1.67
I have been offered opportunities to attend workshops such as, career fairs, financial aid workshops, college tours or parenting classes.	**66.67%** 2	**33.33%** 1	3	1.33

Q8 Please check all the school events that you have attended:

Answered: 2   Skipped: 1
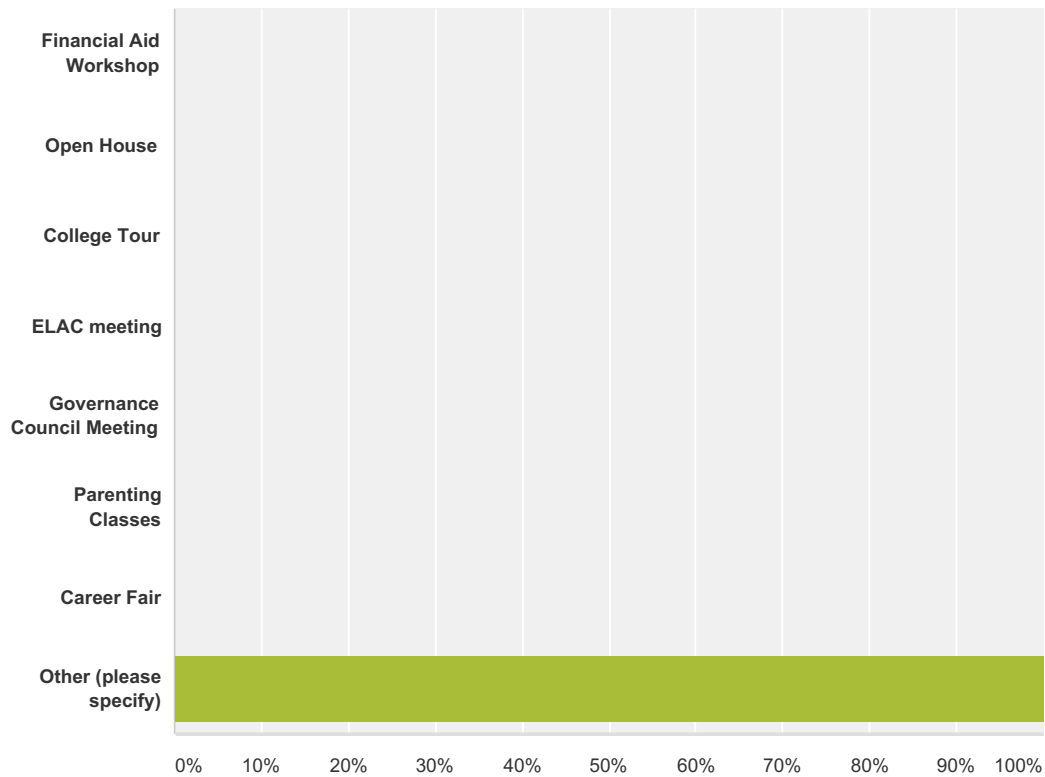
Answer Choices	Responses	
Financial Aid Workshop	0.00%	0
Open House	0.00%	0
College Tour	0.00%	0
ELAC meeting	0.00%	0
Governance Council Meeting	0.00%	0
Parenting Classes	0.00%	0
Career Fair	0.00%	0
Other (please specify)	100.00%	2
Total Respondents: 2		

#	Other (please specify)	Date
1	no	4/26/2017 5:57 AM
2	None, only been there 2 weeks.	4/26/2017 3:19 AM

Q9 What are additional ways that CCPA could better support your son / daughter in meeting their academic and career needs?

Answered: 3   Skipped: 0

#	Responses	Date
1	Offer school in HB	4/26/2017 5:58 AM
2	Everything is good.	4/26/2017 5:21 AM
3	Tutoring or extra help when student is confused.	4/26/2017 3:21 AM

Q10 Do you have any additional comments you would like to share with CCPA staff and administration?

Answered: 3   Skipped: 0

| #	Responses	Date
1	Great program for credit recovery.	4/26/2017 5:58 AM
2	This is the best program my son has ever been in and that is why he is graduating.	4/26/2017 5:21 AM
3	No	4/26/2017 3:21 AM

Local Control Accountability Plan Teacher Survey Results

May 2017

5 Total Surveys Received

Teacher Survey Results

Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.

Q1 Please indicate your responses by marking the most appropriate box to the right of each of the following statements that most reflect your opinion of the school climate within College and Career Preparatory Academy.
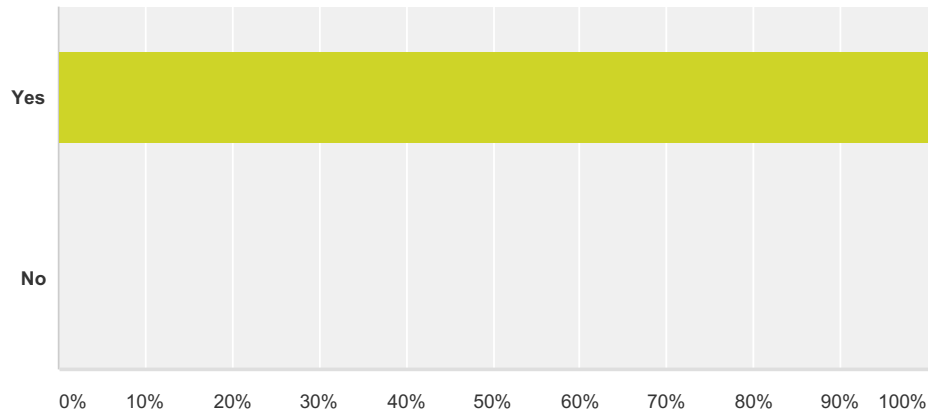
Answered: 5   Skipped: 0
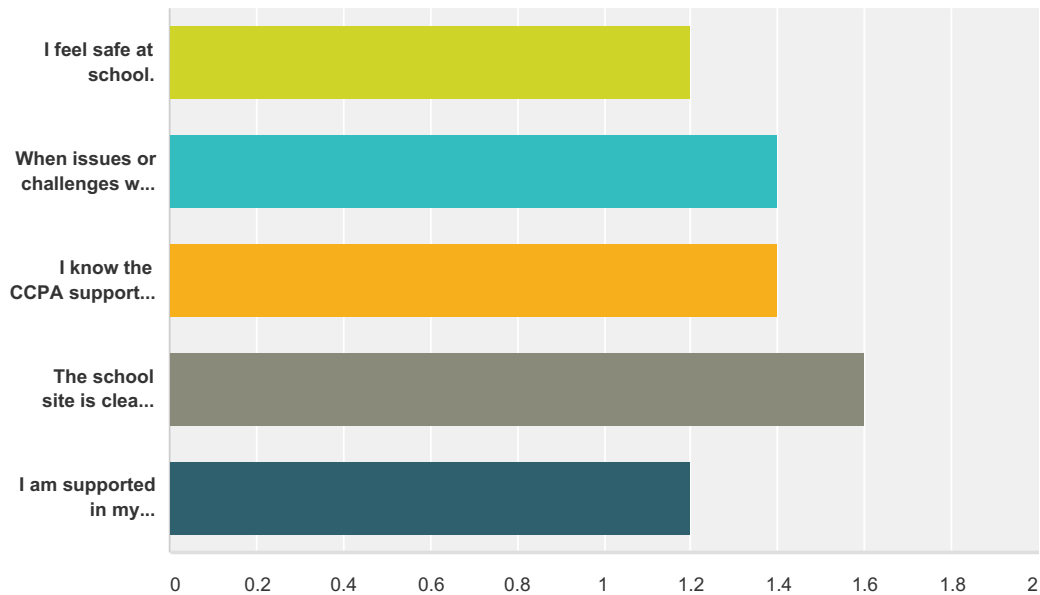
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Average
I feel safe at school.	**80.00%** 4	**20.00%** 1	**0.00%** 0	**0.00%** 0	5	1.20
When issues or challenges with students arise, CCPA support staff are available to help me.	**60.00%** 3	**40.00%** 2	**0.00%** 0	**0.00%** 0	5	1.40
I know the CCPA support staff who I can turn to for assistance when issues or challenges arise with students.	**60.00%** 3	**40.00%** 2	**0.00%** 0	**0.00%** 0	5	1.40
The school site is clean and in good condition.	**40.00%** 2	**60.00%** 3	**0.00%** 0	**0.00%** 0	5	1.60
I am supported in my professional development and growing as a teacher.	**80.00%** 4	**20.00%** 1	**0.00%** 0	**0.00%** 0	5	1.20

#	If you answered "Strongly Disagree" or "Disagree" with any of the above items, please provide feedback on what is needed for this to be a statement you can agree with.	Date
1	Great support and collaboration ????	3/29/2017 3:47 PM

Q2 Do you use technology during your instruction?

Answered: 5 Skipped: 0

Answer Choices	Responses	
Yes	**100.00%**	5
No	**0.00%**	0
Total		**5**

Q3 How is technology used in your instruction? (Please check all that apply)

Answered: 5   Skipped: 0
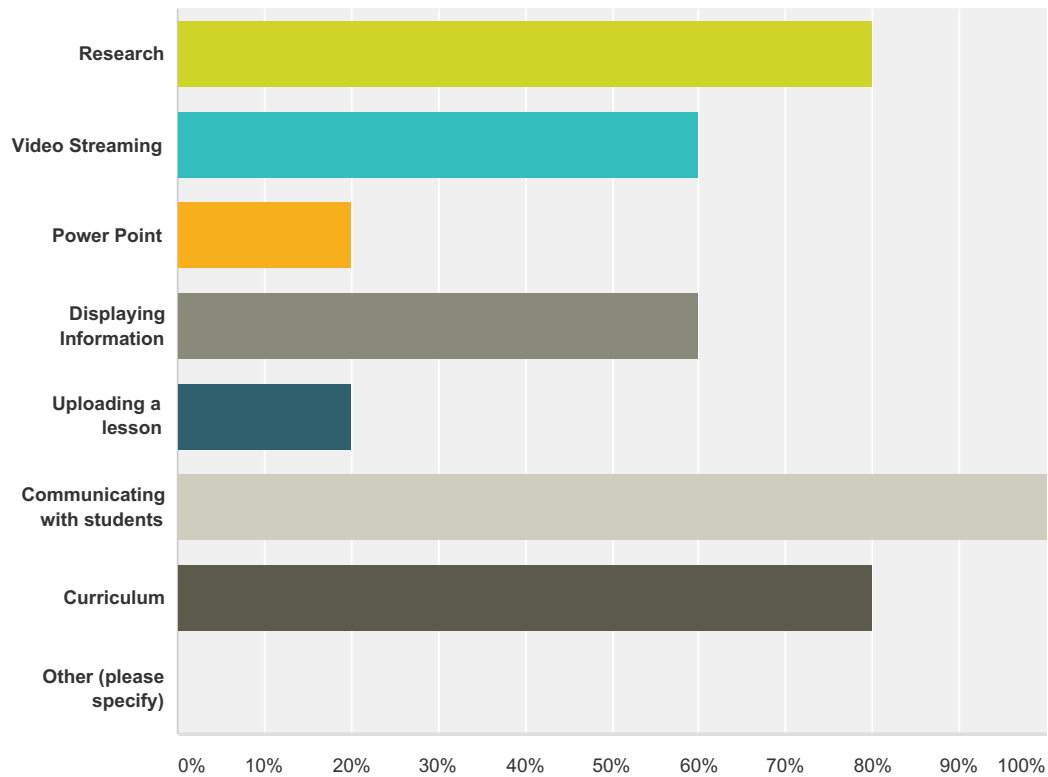
Answer Choices	Responses	
Research	**80.00%**	4
Video Streaming	**60.00%**	3
Power Point	**20.00%**	1
Displaying Information	**60.00%**	3
Uploading a lesson	**20.00%**	1
Communicating with students	**100.00%**	5
Curriculum	**80.00%**	4
Other (please specify)	**0.00%**	0
Total Respondents: 5		

#	Other (please specify)	Date
	There are no responses.	

Q4 How often do students use technology in class or outside of class for assignments?

Answered: 5   Skipped: 0
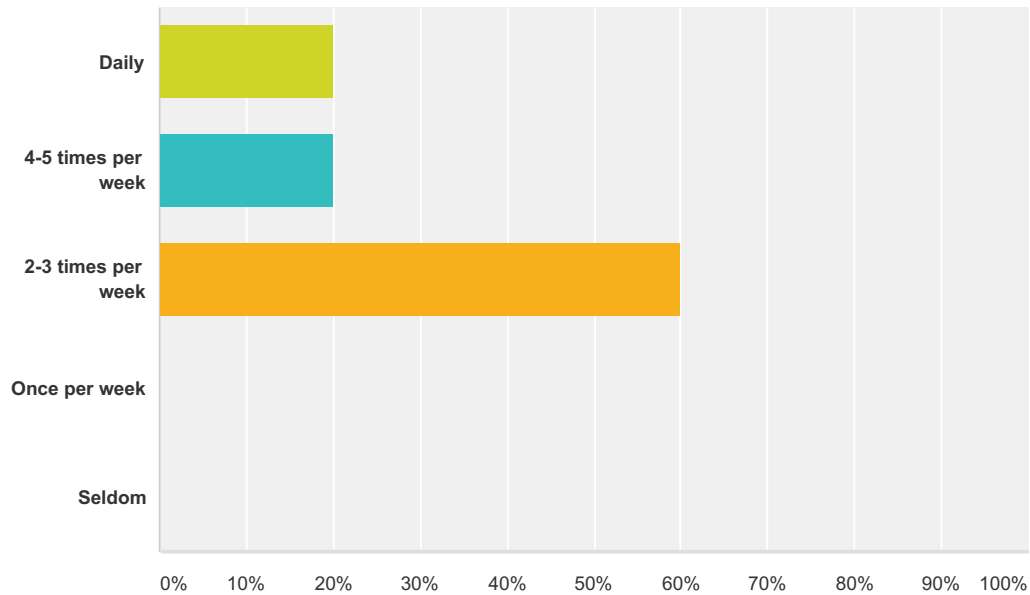
Answer Choices	Responses	
Daily	**20.00%**	1
4-5 times per week	**20.00%**	1
2-3 times per week	**60.00%**	3
Once per week	**0.00%**	0
Seldom	**0.00%**	0
Total		**5**

Q5 What percentage of your student roster utlizes technology in completing their assignments?

Answered: 5   Skipped: 0
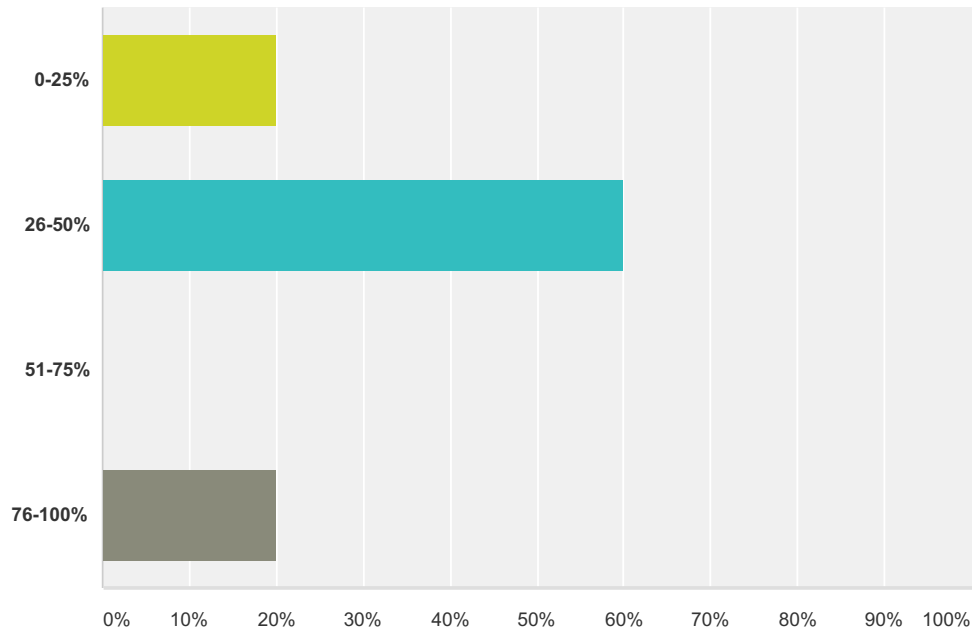
Answer Choices	Responses	
0-25%	**20.00%**	1
26-50%	**60.00%**	3
51-75%	**0.00%**	0
76-100%	**20.00%**	1
Total		**5**

Q6 How often is technology incorporated into lessons?

Answered: 5   Skipped: 0
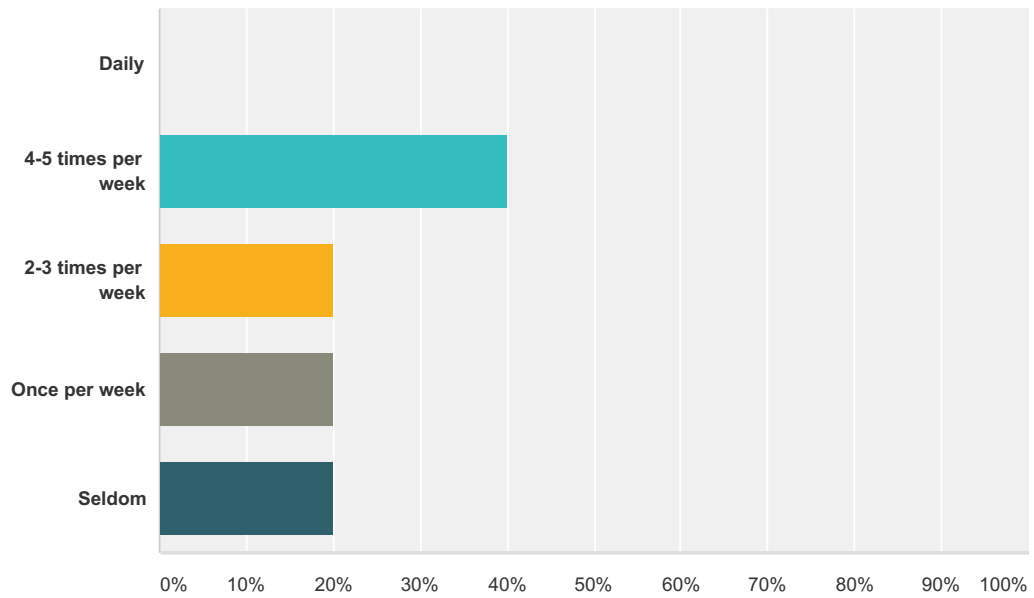
Answer Choices	Responses	
Daily	**0.00%**	0
4-5 times per week	**40.00%**	2
2-3 times per week	**20.00%**	1
Once per week	**20.00%**	1
Seldom	**20.00%**	1
Total		**5**

Q7 How do students use technology in the classroom? (Please check all that apply)

Answered: 5   Skipped: 0
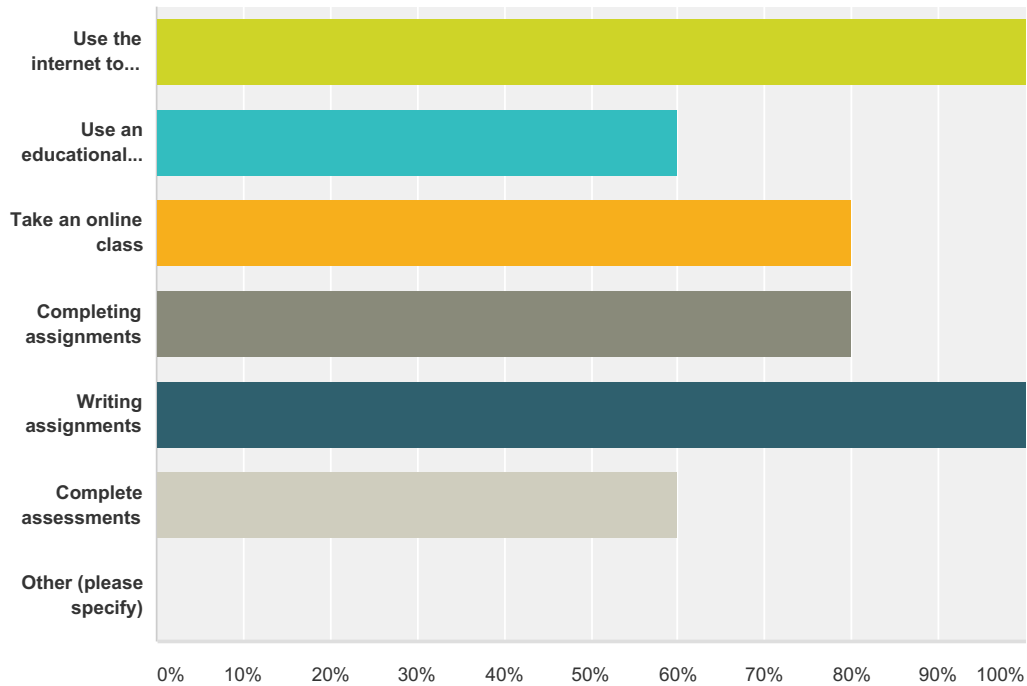
Answer Choices	Responses	
Use the internet to find information	**100.00%**	5
Use an educational software / curriculum	**60.00%**	3
Take an online class	**80.00%**	4
Completing assignments	**80.00%**	4
Writing assignments	**100.00%**	5
Complete assessments	**60.00%**	3
Other (please specify)	**0.00%**	0
Total Respondents: 5		

#	Other (please specify)	Date
	There are no responses.	

Q8 How often do your assignments provided to students require the use of technological devices?

Answered: 5   Skipped: 0
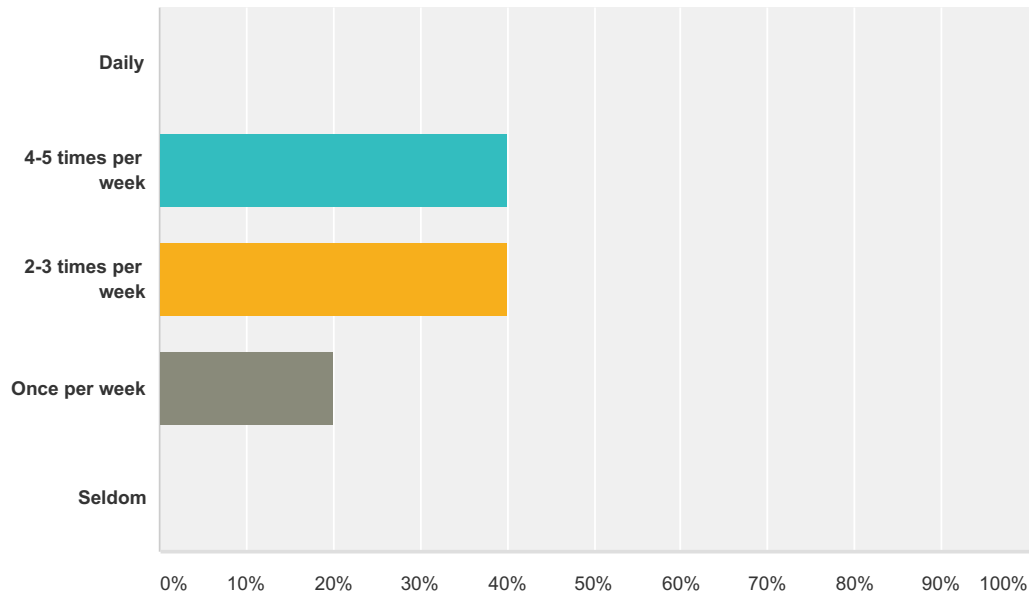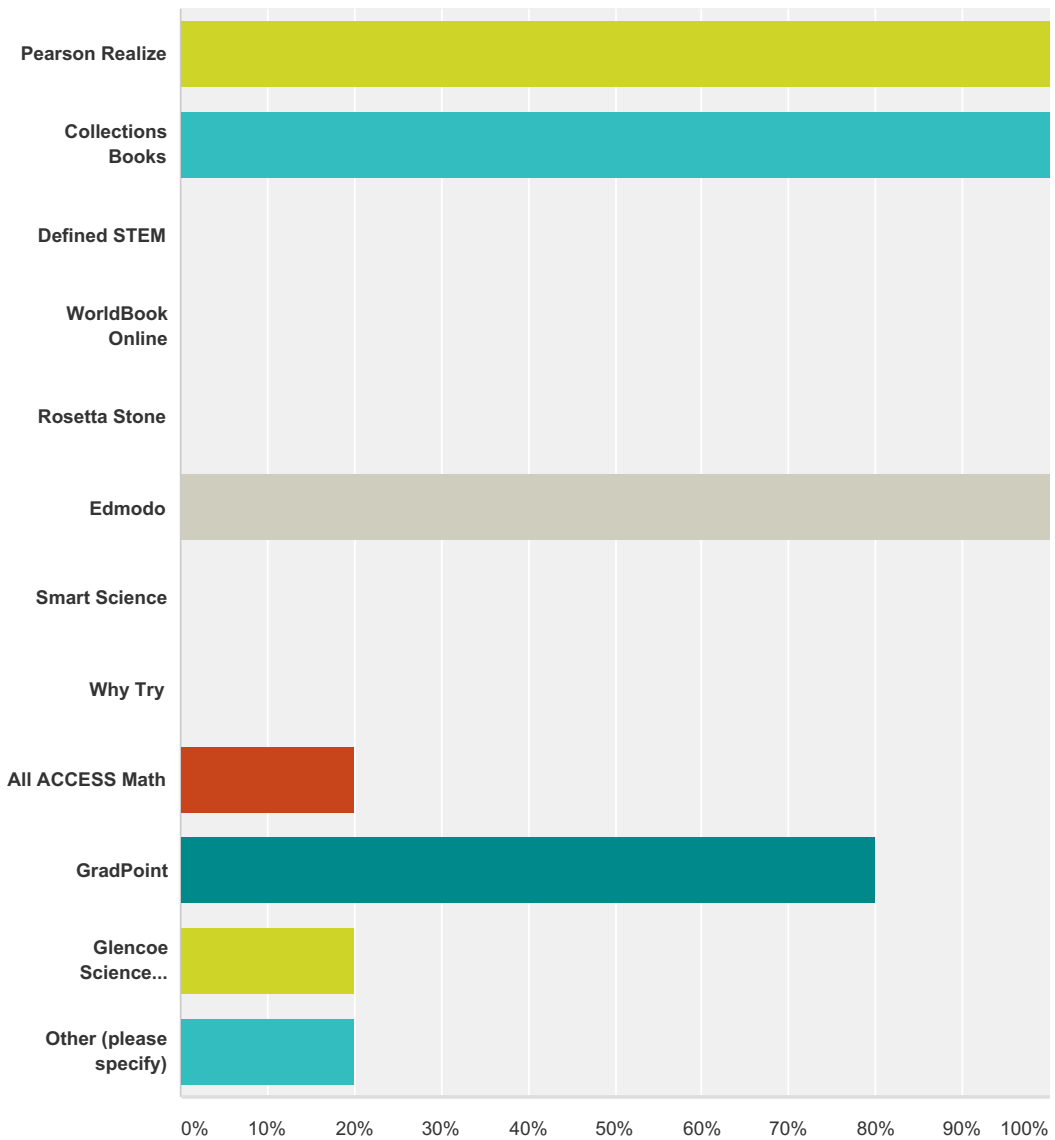

Answer Choices	Responses	
Daily	**0.00%**	0
4-5 times per week	**40.00%**	2
2-3 times per week	**40.00%**	2
Once per week	**20.00%**	1
Seldom	**0.00%**	0
Total		**5**

Q9 Check all the educational software and resources you use.

Answered: 5   Skipped: 0

Answer Choices	Responses	
Pearson Realize	100.00%	5
Collections Books	100.00%	5
Defined STEM	0.00%	0
WorldBook Online	0.00%	0
Rosetta Stone	0.00%	0
Edmodo	100.00%	5
Smart Science	0.00%	0

Why Try	**0.00%**	0
All ACCESS Math	**20.00%**	1
GradPoint	**80.00%**	4
Glencoe Science Resources	**20.00%**	1
Other (please specify)	**20.00%**	1
Total Respondents: 5		

#	Other (please specify)	Date
1	Khan academy	3/29/2017 3:50 PM

Q10 Please indicate your responses by marking the most appropriate box to the right of each of the following statements that most reflect your opinion of the effectiveness of Staff Developments available to College and Career Preparatory Academy teachers.

Answered: 5 Skipped: 0
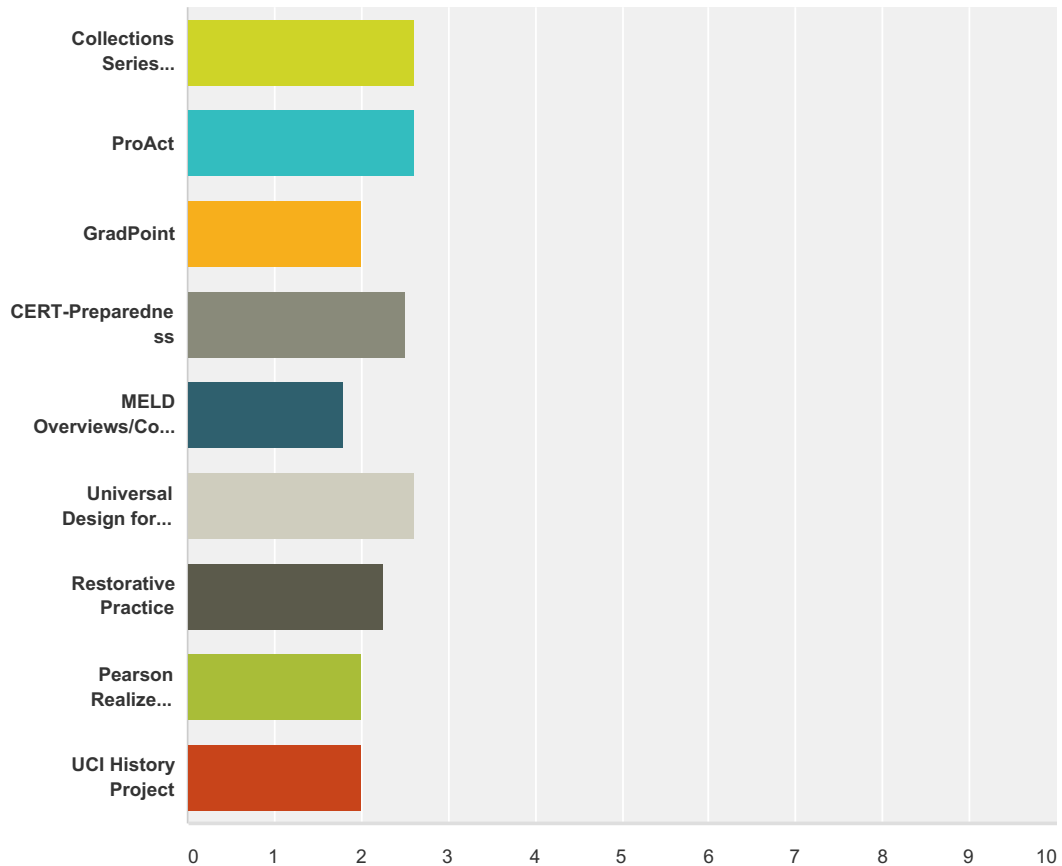
	Highly effective and useful	Effective and useful	Somewhat effective and useful	Slightly effective and useful	Not effective or useful	Total	Weighted Average
Collections Series Publisher Training and Connection to Common Core Standards	20.00% 1	0.00% 0	80.00% 4	0.00% 0	0.00% 0	5	2.60
ProAct	0.00% 0	40.00% 2	60.00% 3	0.00% 0	0.00% 0	5	2.60
GradPoint	0.00% 0	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4	2.00
CERT-Preparedness	0.00% 0	50.00% 2	50.00% 2	0.00% 0	0.00% 0	4	2.50
MELD Overviews/Collaborations with EL Services Team/RELLs	40.00% 2	40.00% 2	20.00% 1	0.00% 0	0.00% 0	5	1.80

Universal Design for Learning (UDL) Training	**0.00%** 0	**40.00%** 2	**60.00%** 3	**0.00%** 0	**0.00%** 0	5	2.60
Restorative Practice	**0.00%** 0	**75.00%** 3	**25.00%** 1	**0.00%** 0	**0.00%** 0	4	2.25
Pearson Realize (Social Science Curriculum Training)	**20.00%** 1	**60.00%** 3	**20.00%** 1	**0.00%** 0	**0.00%** 0	5	2.00
UCI History Project	**75.00%** 3	**0.00%** 0	**0.00%** 0	**0.00%** 0	**25.00%** 1	4	2.00

#	List other staff developments attended and its effectiveness:	Date
1	I have not attended the UCI trining	3/30/2017 12:38 AM

Local Control Accountability Plan Staff (Non-Teacher) Survey Results

May 2017

8 Total Surveys Received

Teacher Survey Results
* Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.

Q1 Please indicate your responses by marking the most appropriate box to the right of each of the following statements that most reflect your opinion of the school climate within College and Career Preparatory Academy.
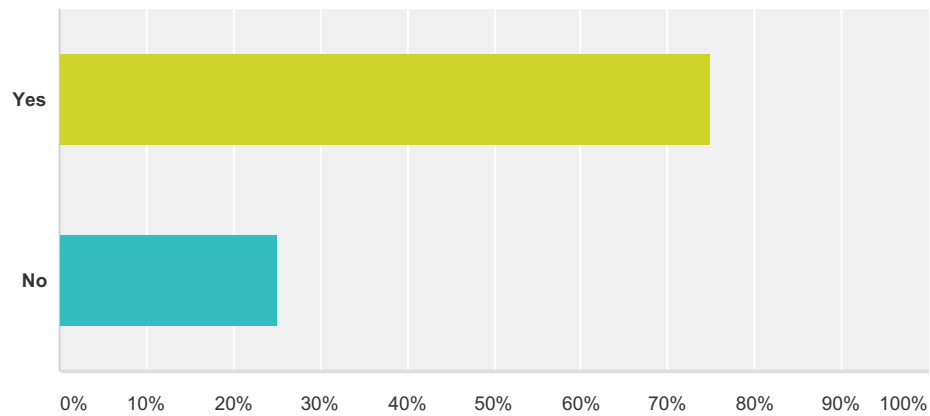
Answered: 8   Skipped: 0
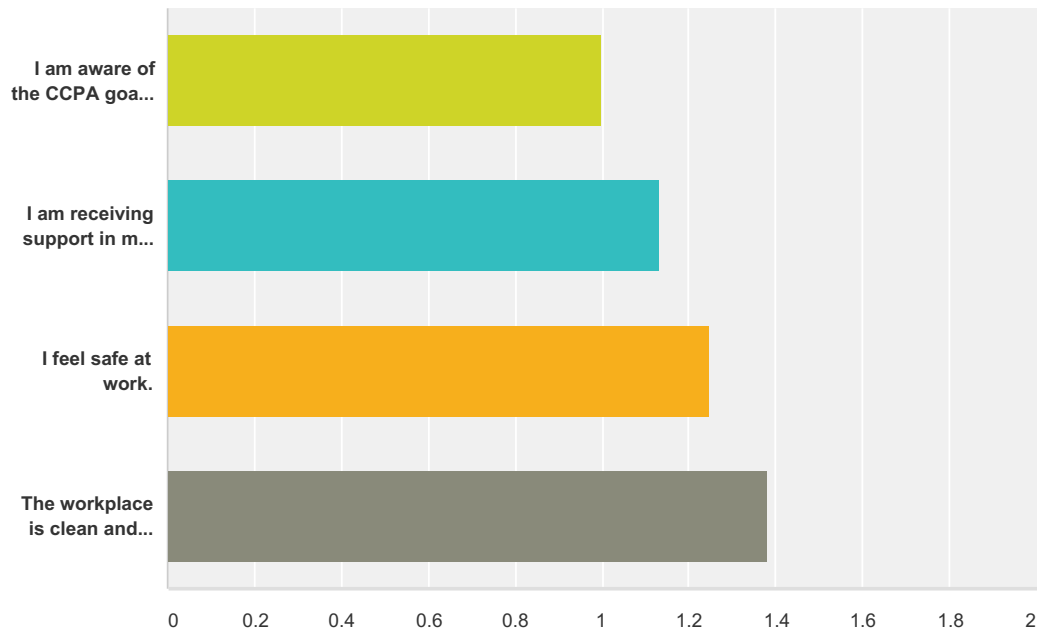
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Average
I am aware of the CCPA goals, mission, and priorities.	100.00% 8	0.00% 0	0.00% 0	0.00% 0	8	1.00
I am receiving support in my professional development.	87.50% 7	12.50% 1	0.00% 0	0.00% 0	8	1.13
I feel safe at work.	75.00% 6	25.00% 2	0.00% 0	0.00% 0	8	1.25
The workplace is clean and in good condition.	62.50% 5	37.50% 3	0.00% 0	0.00% 0	8	1.38

#	If you answered "Strongly Disagree" or "Disagree" with any of the above items, please provide feedback on what is needed for this to be a statement you can agree with.	Date
	There are no responses.	

Q2 Are you aware of technology used by students at the school sites?

Answered: 8   Skipped: 0

Answer Choices	Responses	
Yes	**75.00%**	6
No	**25.00%**	2
Total		**8**

Q3 How often are you aware of, or that you observe, students use technology in class or outside of class for assignments?

Answered: 8   Skipped: 0
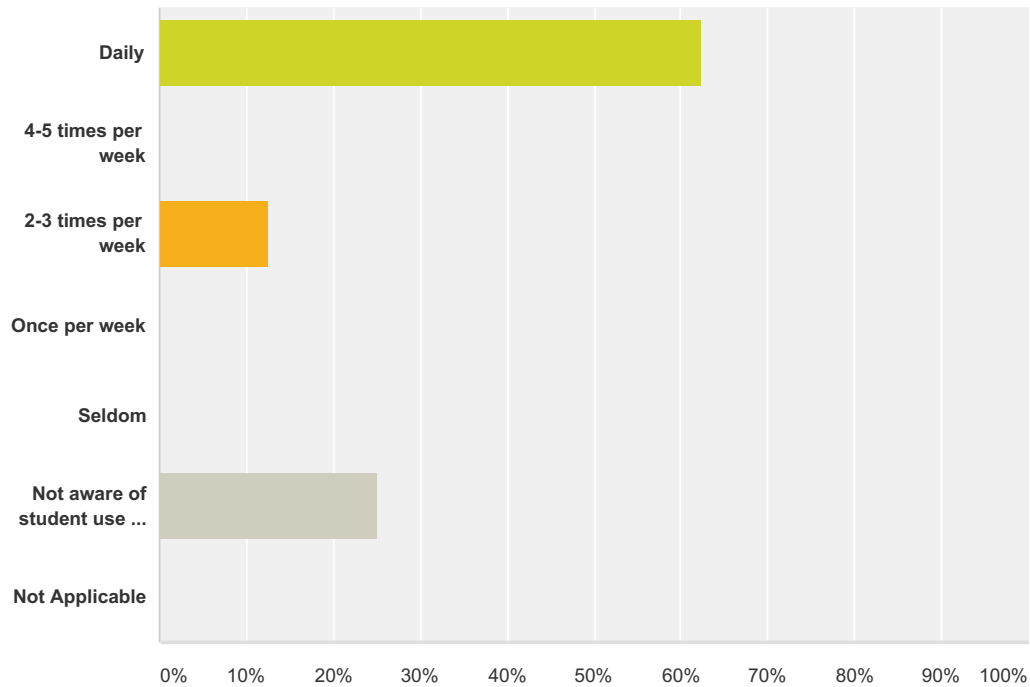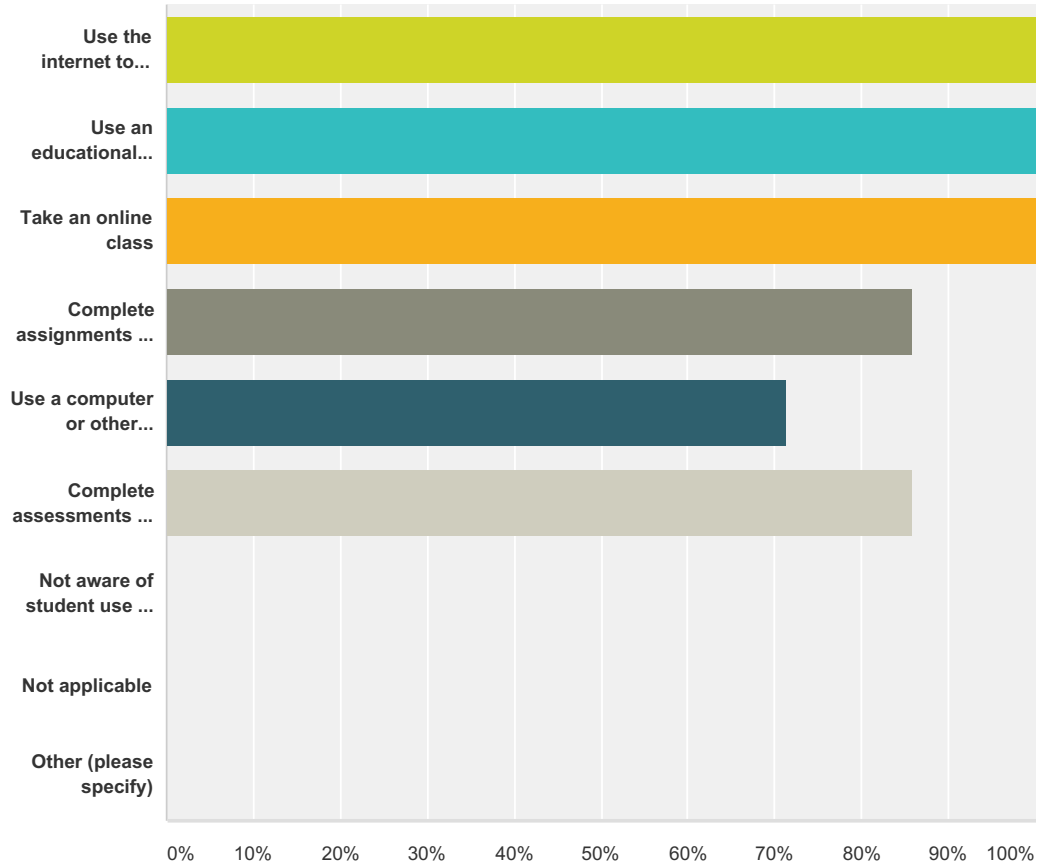

Answer Choices	Responses	
Daily	**62.50%**	5
4-5 times per week	**0.00%**	0
2-3 times per week	**12.50%**	1
Once per week	**0.00%**	0
Seldom	**0.00%**	0
Not aware of student use of technology in class or outside of class.	**25.00%**	2
Not Applicable	**0.00%**	0
Total		**8**

Q4 Check all the ways you are aware of, or that you observe, students use technology in class.

Answered: 7   Skipped: 1

Answer Choices	Responses	
Use the internet to find information	100.00%	7
Use an educational software	100.00%	7
Take an online class	100.00%	7
Complete assignments on a computer or other technological device	85.71%	6
Use a computer or other technological device for writing assignments	71.43%	5
Complete assessments on a computer or other technological device	85.71%	6
Not aware of student use of technology in class	0.00%	0
Not applicable	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 7		

#	Other (please specify)	Date

There are no responses.

There are no responses.

Q5 Check all the educational software and resources you use.

Answered: 7   Skipped: 1
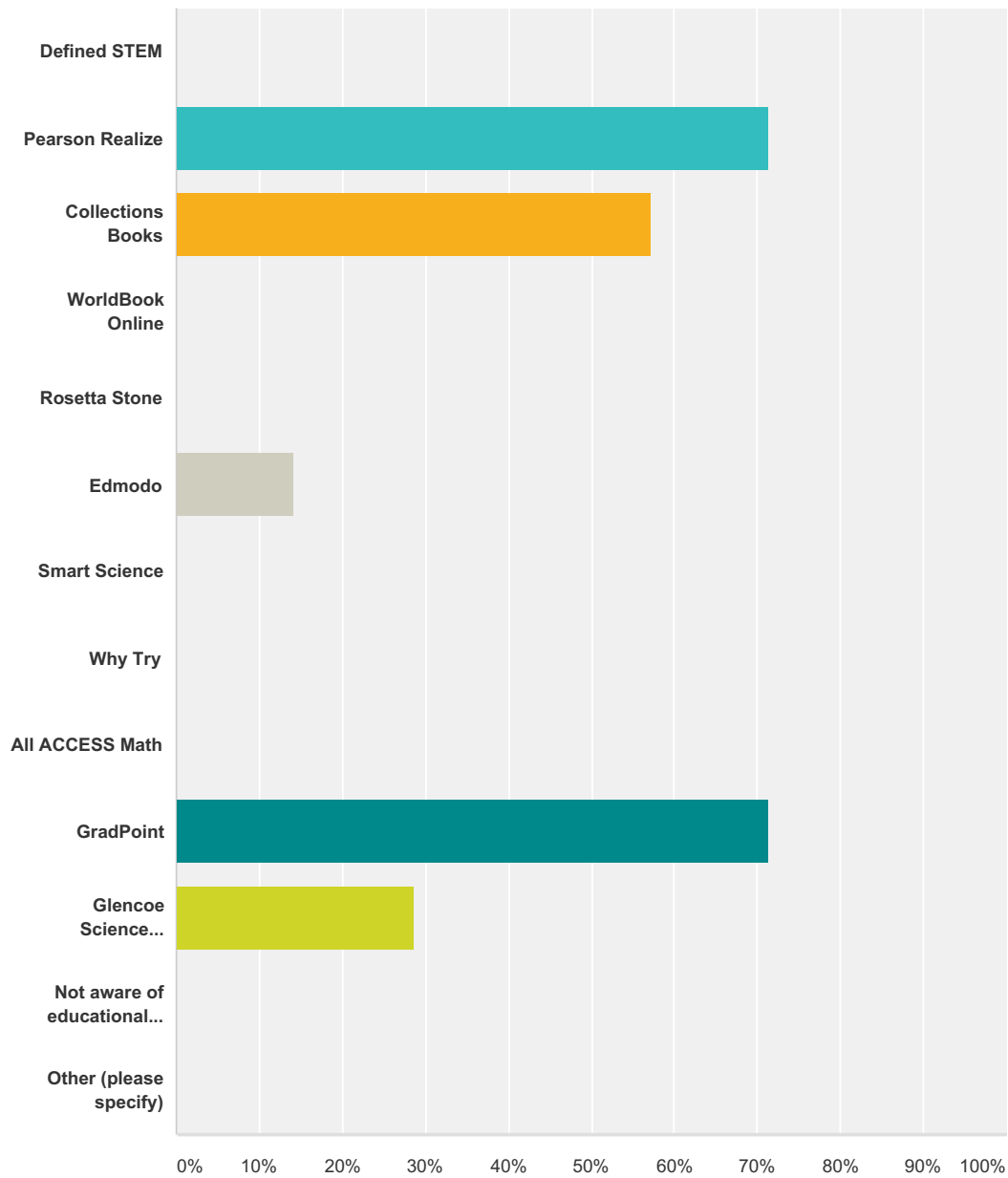
Answer Choices	Responses	
Defined STEM	**0.00%**	0
Pearson Realize	**71.43%**	5
Collections Books	**57.14%**	4
WorldBook Online	**0.00%**	0
Rosetta Stone	**0.00%**	0

Edmodo	**14.29%**	1
Smart Science	**0.00%**	0
Why Try	**0.00%**	0
All ACCESS Math	**0.00%**	0
GradPoint	**71.43%**	5
Glencoe Science Resources	**28.57%**	2
Not aware of educational software or resources used by students in class	**0.00%**	0
Other (please specify)	**0.00%**	0
Total Respondents: 7		

#	Other (please specify)	Date
	There are no responses.	

Q6 Please indicate your responses by marking the most appropriate box to the right of each of the following statements that most reflect your opinion of the impact the LCAP has had on the College and Career Preparatory Academy.

Answered: 7   Skipped: 1
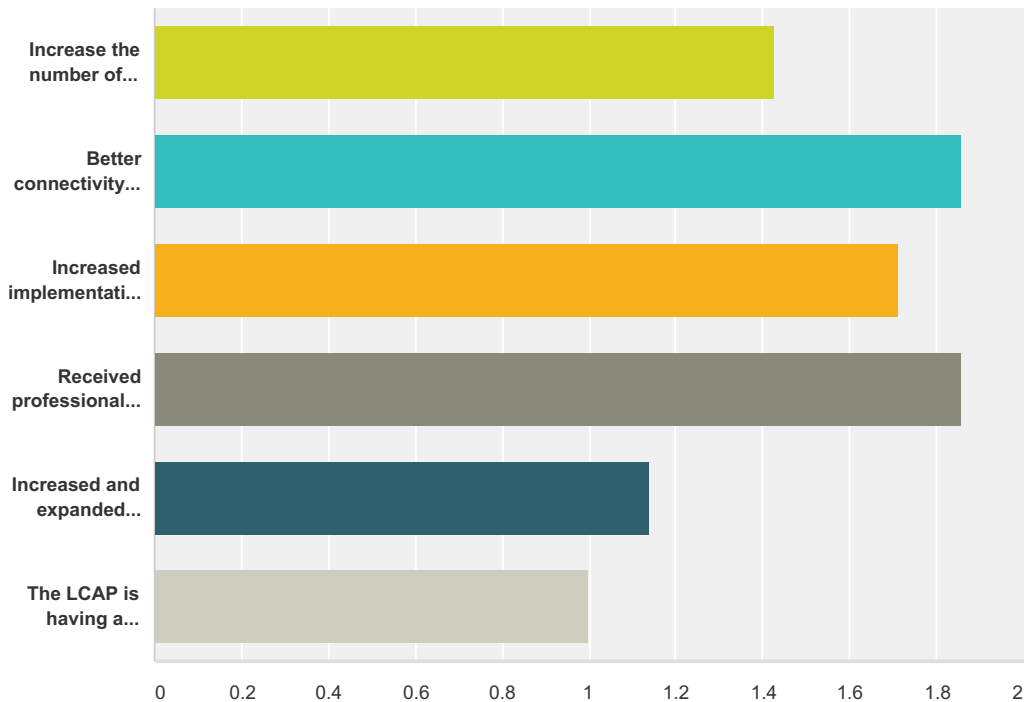
	Clear Evidence	Some Evidence	No Evidence	Not Aware	Total	Weighted Average
Increase the number of technological devices at the school sites/office.	57.14% 4	42.86% 3	0.00% 0	0.00% 0	7	1.43
Better connectivity and speed for technology.	42.86% 3	42.86% 3	0.00% 0	14.29% 1	7	1.86
Increased implementation of California State Standards.	57.14% 4	28.57% 2	0.00% 0	14.29% 1	7	1.71
Received professional development regarding California State Standards and California ELD Standards.	42.86% 3	42.86% 3	0.00% 0	14.29% 1	7	1.86
Increased and expanded support services for students.	85.71% 6	14.29% 1	0.00% 0	0.00% 0	7	1.14
The LCAP is having a positive impact on student outcomes.	100.00% 7	0.00% 0	0.00% 0	0.00% 0	7	1.00

#	Share any additional comments here:	Date
	There are no responses.	

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APPENDIX D: Governance Council Members

Members	Title	Organization
Dave Connor	CCPA Principal	CCPA
Scott Williams	President	Winwater Works
Erik Wadsworth	Division Director	Orange County Probation Department
Stan Shcharber	President	Schorr Metals, Inc.
Nina Reyes	Program Director	OCAPICA
David Brager	Vice President	Citizen's Business Bank
Laura Masters	CCPA Teacher	CCPA
Janet Gamache	CCPA IPA	CCPA

APPENDIX E: ACRONYNMS AND ABBREVIATIONS LCAP ANNUAL UPDATE

ADA	Average Daily Attendance
CCPA	College and Career Preparatory Academy
CSS	California State Standards
CELDT	California English Language Development Test
CM	Constructing Meaning
COE	County Office of Education
CSEA	California School Employees Association
CTE	Career Technical Education
DELAC	District English Learner Advisory Committee
EADMS	Educator's Assessment Data Management System
EDMS	Equitable Distribution Monitoring System
ELA	English Language Arts
ELD	English Language Development
ELDA	English Language Development Assistant
FAFSA	Free Application for Federal Student Aid
FYSP	Foster Youth Services Plan
GB	Gigabyte
HQT	Highly Qualified Teacher
IECSP	Individualized Education Career Service Plan
IPA	Instructional Programs Assistant
LACOE	Los Angeles County Office of Education
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency
LLP	Laptop Loan Program
MB	Megabyte
MELD	Monthly English Language Development
NCRC	National and Career Readiness Certificate
NME	Neurosequential Model in Education
OCDE	Orange County Department of Education
OCSEA	Orange County Schools Educators Association
PBL	Project Based Learning
PPS	Pupil Personnel Services
R-FEP	Redesignated-Fluent English Proficient
SES	Special Education Services
SRT	Student Records Technician
STEM	Science, Technology, Engineering, and Math
UC	University of California
VM Ware	Virtual Machine Ware
VPSS	Verification Process for Specialized Settings
WASC	Western Association of Schools and Colleges
WIOA	Workforce Innovation and Opportunity Act

Prepared by the California Department of Education, October 2016