

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): 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	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	David Connor Principal	dconnor@ocde.us 714-796-8795

2017-20 Plan Summary

The Story

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:

- 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.
- 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.

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.

- Increase partnerships with community agencies to provide job readiness skills and vocational training.
- 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.
- Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.
- Develop a marketing plan to inform the community, including local school districts, about CCPA options and opportunities it presents.
- Governance Council is needed to review and advise on career preparation and workforce training.

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

- 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.

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

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 that 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 grade students we do not have the data to utilize the rubrics at this time.

These are some of the highlights of greatest progress for Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills:

- According to the 2017-2018 LCFF student survey, 31% of our students were assigned a laptop from CCPA to take home to complete assignments and 9% of the students were assigned a connectivity device from CCPA to use outside of school.
- Based upon the student surveys on the use of technology to complete assignments, CCPA students showed an increase of technology use by 26%.
- Teaching staff has been trained in Pearson's Realized Social Science curriculum, Collections series for English Language Arts and MAX Scholar as a reading intervention program. The staff's collaborative effort in supporting each other in the adoption of this new curriculum and the pedagogy in the delivery model is to be commended.
- We have increased the use of online curriculum. Survey results show an increase use of GradPoint curriculum by 8% and an increase in the use of the online Collections series by 2% from the previous year. Overall, there was an increase of 15 % of students using computers to complete their assignments.

These are some of the highlights of greatest progress for 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 maintained the six existing community partners that supported students in developing skills to enter the workforce or vocational training pathway and has developed two more collaborative partnerships with federally funded WIOA providers meeting the annual measurable outcome. 359 students enrolled in a WIOA community partner programs from July

1, 2017 to April 17, 2018. Based upon their IECSP, 54 students were assigned GradPoint's Career Technical Education (CTE) elective courses. There was an increase of 22 students who were taking the GradPoint CTE elective courses. This data shows that we are improving on establishing career pathways for students and supporting their IECSP. We have met our measurable outcome by increasing our partnerships with federally funded WIOA providers by two, providing more opportunities for our students in developing a career pathway and supporting their IECSP.

- 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, ELAC meetings, open houses, financial aid workshops, college tours, and career and job fairs. Of the 272 students who enrolled from July 1, 2017 to April 9, 2018, 87 students gave CCPA permission to contact their parents and parent letters were mailed with school information and services. Parents participating in the survey increased 200% from the previous year. CCPA conducted five Financial Aid Workshops (FAFSA)/Open Houses at CCPA site locations in the fall of 2017 and CCPA conducted six Financial Aid Workshops (FAFSA)/Open Houses at CCPA site locations in the spring of 2018. Students and parents/guardians were given the opportunity to attend twenty additional workshops, college tours, and career and job fairs offered throughout Orange County. Parents/guardians were offered the opportunity to attend parenting classes offered at the Harbor Learning Center by the community partner, Padres Unidos. Parent involvement has increased from the previous year according to the parent survey. The number of students attending Financial Aid Workshops remained the same in the 2017/2018 school year. The parent survey identified the need to send reminders to students on weekly appointments, workshops, fairs and other events. This need can be met by using the School Messenger System in a more efficient way. Based on the survey, 88% of parents felt that their student was being prepared for college, career and life. Through the support of WestAmerica Communications, our CCPA website was updated to be more user friendly. A tab that shows community partners and resources is readily available. Survey showed that 88% of parents felt the communication from the school is timely and consistent.
- It is the goal of CCPA to prepare students to become college and career ready, 54% of our graduates enrolled in college this year. One way we promote students to enroll is to offer tours at local community colleges and post-secondary programs. CCPA has developed partnerships with post-secondary outreach specialist to increase enrollment at local community colleges by referring directly to these outreach specialist for enrollment and financial aid services. Financial aid outreach specialists were invited to conduct FAFSA workshops at our school sites during the eleven open houses. Another strategy we utilized to assist students in the development of their IESP is to encourage them to enroll concurrently at the community colleges. This school year, 2017-2018, we increased concurrent enrollment by 8% from the previous school year, 2016-2017.
- WestAmerica Communications and Agency 51 were hired as the marketing firm to promote CCPA enrollment growth. The first phase was the discovery phase in which Agency 51 representatives visited CCPA facilities and interviewed CCPA staff, students, and parents. This phase took place in the fall of 2017. In December of 2017, Agency 51 presented three marketing concepts and the "Move Forward" concept was chosen. This marketing concept

was launched in mid-February of 2018. Various media outlets were implemented in strategic locations based on demographics of targeted student populations. These media outlets included billboards, bus stop enclosures, mall marquees and digital platform. WestAmerica produced a quick start flyer, brochure and updated the CCPA website to include the marketing message of "Move Forward" and the new address of "freeCCPA.com". Enrollment appointments have increased by 19% from March of 2017 to March 2018. With the campaign launching in mid-February survey results show an increase in prospective students hearing about CCPA through flyers, and online.

- The Governance Council continues to provide input, support and recommendations for the continued growth of the program, career preparation of students and opportunities for workforce training. The annual networking meeting was successful in 2018 with over 27 community partners, local businesses, CCPA staff and WIOA providers making connections that will support CCPA students and their IECSP. In the 2017-2018 LCFF Stakeholders Survey responses indicated that they "loved attending the CCPA Governance Council meeting where I was able to network with schools and community businesses in assisting the youth with education and career advancement." Survey results also showed that the community partners agreed that the school meets the education need of the students, and are aware of the opportunities to collaborate with CCPA in fulfilling the IECSP of students.

These are some of the highlights of greatest progress for Goal C: Students will increase competencies that prepare them for success in college, career, and life by the following:

- CCPA has adopted standards based curriculum in English/Language Arts (Collections Series), Social Science curriculum (Pearson Realize) and Common Core Algebra (Pearson Realize), staff have been trained in the components of these programs. 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 as well as our online GradPoint curriculum.
- The real life experiences that our students are exposed to with the WIOA providers give our students the opportunity to explore career pathways and determine if that is the career industry they want to pursue. We are in the piloting phase of the robotics PBL's and the teachers are very excited about the LEGO Robotics Program and its impact on learning. The Pearson Realized Social Science program offers many ideas for PBL's that focus on central themes and have become part of the course contract allowing choices for students.
- CCPA has adopted the new Holt curriculum, staff has been trained and resources distributed to teachers. Data shows that 10% of students increased their ELA score on the SCANTRON Performance Series assessment tool. The Max Scholar reading program has been purchased and teachers have been trained.
- EL students are serviced in both integrated and designated EL strategies and curriculum. These strategies and curriculum provide students the opportunity to develop 21st century skills that will lead them on a pathway to success.

- All teaching staff has access to the online GradPoint curriculum and CCPA's regional math coach has developed the pacing guide utilizing the Pearson Realized Algebra 1 curriculum along with Number Sense and Kahn Academy to support students in math. CCPA is also piloting an online math program called Agile Minds. Thirty-six percent of students tested multiple times on the SCANTRON Performance Series increased their math score.
- CCPA provided students with academic planners to assist with time management for assignment completion and better attendance. As adult learners, the majority of CCPA students have many responsibilities that must be balanced while working to obtain their high school diploma. The two situational barriers most frequently reported by students as reasons for withdrawing from our program are lack of time due to employment and/or family obligations and transportation. In efforts to increase attendance and academic progress, CCPA provided 353 bus passes to help with transportation needs and basic school supplies to students. CCPA decreased the drop-out rate of students by 100%. In the academic year of 2016-2017, 40% of CCPA students were dropped due to non-attendance and lack of work completed. In the academic year of 2017-2018, the drop-out rate was 20%; therefore CCPA has met the goal of decreasing the student drop-out rate.

Currently, the CCPA program has expanded to seven 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. 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 that 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 55% in 2017-2018, identifying the need for better work productivity in students and to provide more support to students.

32% of CCPA students who enrolled in the program were dropped for non-attendance in 2016-2017 school year. Studies show that 25% of adult students returning for a high school diploma actually complete the program. Whereas, CCPA had a 50% graduation rate in 2016-2017 school year.

SCANTRON Performance Series tests results show CCPA student's average reading score was 7.5 and the average math score was 6.1. 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.

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.

Increased or Improved services

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	\$ 222,732,244
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 488,050.00

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.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 1,988,102

Annual Update

LCAP Year Reviewed: 2017-18

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

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 Priorities: 1-Basic Services; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Devices for in classroom use

Baseline was maintained of three devices per teacher caseload

Device for student use at home

Baseline was maintained, each teacher has 17 devices to loan students to access online curriculum

Hotspots for student use at home

Teaching staff have the ability to request hotspots when needed. Currently the ratio is 4 hotspots to 1 teacher

Number of storage carts per site

Currently CCPA has seven sites throughout Orange County. CCPA-San Juan and CCPA-Silverado are located at sites that we share with collaborative partners. Space is limited at these sites so one cart was purchased and housed at the CCPA Administrative office that contains 34 Dell Chrome Books for students use at CCPA-San Juan & CCPA- Silverado. All other sites are equipped with one cart and 17 Dell Chrome Books.

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Based upon the growth of the student population we will evaluate the need to increase:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a) Based upon the growth of the student population and the opening of one new site, we increased the number of devices for students and purchased accordingly to support the teacher caseload. b) Maintained the ongoing cost for site connectivity for all seven sites. c) Based upon the growth of the student population, we increased the number of devices for students at home and purchased accordingly to support the student device ratio of 17 to 1. Fifty new Chrome Books were purchased. d) Purchased 3 mobile storage carts. e) Teaching staff have the ability to request hotspots when needed from the IT department. Currently the ratio is 4 hotspots to 1 teacher. According to the 2017-2018 student survey, less than 10% of our students did not have access to the internet outside of school and over 83% had access to the internet at home. This data shows why we have not met the ratio of 10 hotspots to 1 teacher. 	<p>\$75,000</p>	<p>The total estimated expenditures were \$21,300</p> <p>LCFF CC 3948: \$20,460</p> <p>ACCESS Admin CC 4610: \$840</p>

Analysis

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.

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

According to the 2017-2018 LCFF student survey, 31% of our students were assigned a laptop from CCPA to take home to complete assignments and 9% of the students were assigned a connectivity device from CCPA to use outside of school. Survey results showed there was a 26% increase of students completing course work utilizing online curriculum.

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

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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of students' access to the internet at home, over 80% of students have connectivity at home, therefore the need to purchase additional hotspots decreased. Projected growth measures were not obtained thus the need to purchase additional technology was not needed.

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.

Our baseline of 10 hotspots to 1 teacher ratio needs to be modified. The social economic difference of students in residing in certain geographical areas determines the need for a hotspot. Therefore, having the baseline ratio based on teacher roster is not a true reflection of student needs. Based on survey results, 20% of our students do not have connectivity at home. As a result our baseline

will reflect that we will have hotspots for 20% of our student population. This change will enable us to serve the students in the program who are in need of connectivity. This change can be found in the goals, actions and services section in Goal A1, Outcome 3.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 4-Pupil Achievement; 5-Pupil Engagement; 7-Course Access

Annual Measureable Outcomes

Expected

Number of Professional Development trainings attended by all staff that promote 21st Century Skills

Actual

All staff attended a two days training on the new California Social Science Framework and how the adopted social science curriculum coincides with the new framework.

Staff attended half-day training on the adopted English Language Arts curriculum and its online components.

Staff was also trained on the remedial reading program, MAX Scholar, to meet the needs of our students.

Three staff members attended the CUE conference, a three day conference that focuses on computer use in education.

All staff had the option to attend the monthly Google certification workshops.

Expected

Actual

	Two teachers attended two days of robotics training to promote CTE instruction in the classroom.
CCPA staff is provided release time to collaborate with colleagues on the use of technology that promotes 21st Century Skills	Three CCPA teachers have taken a lead role in the implementation of technology in specific academic areas of study. These teachers provide support with math, social studies, English language arts and English language learners. These teachers are provided release time to support their colleagues in their classrooms and also invite their colleagues to visit them in their classrooms to integrate the new curriculum into their instruction. All teachers have participated in visiting each other classrooms.

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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	a) Training for staff on adopted curriculum that have an online component. All CCPA teachers and para-educators attended a two days training on the implementation of the Pearson Realized Social Science curriculum. This adoption is based upon a blended learning platform. CCPA staff also attended half day training on the online components of the Holt Collection Series. b) Utilizing Educational Tech User support from Curriculum and Learning to provide	\$9,600	The total estimated actual expenditures were \$4,697.78 1TIME DISCRTNR FD CC 3919: \$1,621.55 College & Career Prep Grant CC 3950: \$3,076.23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction.</p> <p>d) Opportunities for staff to attend conferences that focus on innovative technology usage in the classroom.</p>	<p>training for staff on pedagogy of the use of technology in the classroom. Monthly teacher Google Certification workshops where offered to all staff. Goal is to have all staff Google Certified.</p> <p>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.</p> <p>Three CCPA teachers have taken a lead role in the implementation of technology in specific academic areas of study. These teachers provide support with math, social studies, English language arts and English language learners. These teachers are provided release time to support their colleagues in their classrooms and also invite their colleagues to visit them in their classrooms to integrate the new curriculum into their instruction.</p> <p>d) Opportunities for staff to attend conferences that focus on innovative technology usage in the classroom.</p> <p>Teachers have the ability to attend monthly Google Certification workshops. CCPA staff members have attended the following conferences, Computer Use in Education (CUE), Science Technology Engineering and Math (STEM), and Robotic Training.</p>		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	CCPA purchased MAX Scholar, an on-line reading intervention program to support the needs of the students. CCPA purchased the English Language Arts Curriculum, Collections, which has an online component.	\$7,600	Total estimated actual expenditures were \$9,459.68 College & Career Prep Grant CC 3950: \$9,459.68

Analysis

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.

Teaching staff has been trained in Pearson's Realized Social Science curriculum, Collections series for English Language Arts and MAX Scholar as in reading intervention program. The staff's collaborative effort in supporting each other in the adoption of this new curriculum and the pedagogy in the delivery model is to be commended. The willingness of the staff to attend conferences that promote 21st Century Skills and present them with more meaningful ways to engage a diverse population of students they serve speaks to the professionalism of the group.

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

We have increased the use of online curriculum. Survey results show an increase use of GradPoint curriculum by 8% and an increase in the use of the online Collections series by 2% from the previous year. Overall, there was an increase of 15 % of students using computers to complete their assignments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A five year license for Max Scholar was purchased and the cost exceeded the budgeted expenditures.

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.

None

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 Priorities: 1-Basic Services; 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access

Annual Measureable Outcomes

Expected

Actual

Number of licenses	Purchased 400 Kuder assessment licenses.
Number of WIOA community partners to increase by two.	CCPA increased WIOA community partners by two.
Number of students enrolled in WIOA community/partner programs	359 students enrolled in WIOA community/partner programs
Number of students enrolled in GradPoint CTE courses	54 students enrolled in a GradPoint CTE course

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 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Evaluate the need to increase the number of Kuder Licenses to support the development of the Individualized Education Career Service Plan (IECSP).</p> <p>b) Maintain existing community partners that will support students in developing skills to enter the workforce or vocational training pathway.</p> <p>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%.</p> <p>d) Based upon their Individualized Education Career Service Plan (IECSP), students will be assigned GradPoint Career Technical Education (CTE) elective courses to increase by 5%.</p>	<p>a) Increased the number of Kuder Licenses to 400 licenses for the 2017-2018 school year to support the development of the Individualized Education Career Service Plan (IECSP). CCPA administered the Kuder assessment to 272 students from July 1, 2017 through April 9, 2018.</p> <p>b) CCPA maintained the six existing community partners that supported students in developing skills to enter the workforce or vocational training pathway and has developed two more collaborative partnerships with federally funded WIOA providers meeting the annual measurable outcome.</p> <p>c) The number of students enrolled in WIOA community programs/partners was 359 in the 2017/2018 school year.</p> <p>d) Based upon their Individualized Education Career Service Plan (IECSP), 54 students were assigned GradPoint Career Technical Education (CTE) elective courses.</p>	<p>\$3,500</p>	<p>The total estimated actual expenditures were \$2,000 LCFF CC 3948: \$2,000</p>

Analysis

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.

To support the development of the Individualized Education Career Service Plan (IECSP) 400 Kuder licenses were purchased. CCPA administered the Kuder assessment to 272 students from July 1, 2017 through April 9, 2018. CCPA maintained the six existing community partners that supported students in developing skills to enter the workforce or vocational training pathway and has developed two more collaborative partnerships with federally funded WIOA providers meeting the annual measurable outcome. 359 students enrolled in a WIOA community partner programs from July 1, 2017 to April 17, 2018. Based upon their IECSP, 54 students were assigned GradPoint Career Technical Education (CTE) elective courses.

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

There was an increase of 52 students who were taking the GradPoint CTE elective courses. This data shows that we are improving on establishing career pathways for students and supporting their IECSP. We have meet our measurable outcome by increasing our partnerships with federally funded WIOA providers by two, providing more opportunities for our students in developing a career pathway and supporting their IECSP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As the result of not meeting projected growth numbers, budgeted expenditures did not meet the actual expenditures.

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.

None

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 Priorities: 1-Basic Services; 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Parent/family participation

Based upon the LCAP Parent Survey, survey participation increased by 200%.

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 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase parent/family participation by:</p> <p>a) Offering parenting classes, workshops, and trainings to encourage parent/family participation in the educational process.</p> <p>b) Designating funding for refreshments and interpretation/translation services to encourage parent/family participation.</p> <p>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.</p> <p>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.</p> <p>e) With student's permission, notifying parents of services provided via Parent Letter</p> <p>f) Requesting survey feedback from parent/family regarding the effectiveness of the support services provided to students to</p>	<p>a) Parent classes and workshops were offered to students and parents.</p> <p>b) Open houses and financial aid workshops (FAFSA) were conducted at CCPA school sites.</p> <p>c) CCPA needs to improve on the utilization of the School Messenger System. CCPA administrative staff attended training on the School Messenger System.</p> <p>d) On CCPA's home webpage a resource tab has been developed and maintained that provides information on community based services.</p> <p>e) With student's permission, parents were notified of services provided via Parent Letter.</p> <p>f) Parents completed CCPA's LCAP Parent Survey.</p>	<p>\$850</p>	<p>The total estimated actual expenditures were \$565.78</p> <p>LCFF CC 3948 \$74.03</p> <p>Mandate Block Grant CC 3951: \$491.75</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

determine areas in need of additional services.

Analysis

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.

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. Of the 272 students who enrolled from July 1, 2017 to April 9, 2018, 87 students gave CCPA permission to contact their parents and parent letters were mailed with school information and services. Parents participating in the survey increased 200% from the previous year. CCPA conducted five Financial Aid Workshops (FAFSA)/Open Houses at CCPA site locations in the fall of 2017 and CCPA conducted six Financial Aid Workshops (FAFSA)/Open Houses at CCPA site locations in the spring of 2018. Students and parents/guardians were given the opportunity to attend twenty additional workshops, college tours, and career and job fairs offered throughout Orange County. Parents/guardians were offered the opportunity to attend parenting classes offered at the Harbor Learning Center by the community partner, Padres Unidos.

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

Parent involvement has increased from the previous year according to the parent survey. The number of students attending Financial Aid Workshops remained the same in the 2017/2018 school year. Of the 272 students who enrolled from July 1, 2017 to April 9, 2018, 87 students gave CCPA permission to contact their parents and parent letters were mailed with school information and services. The parent survey identified the need to send reminders to students on weekly appointments, workshops, fairs and other events. This need can be met by using the School Messenger System in a more efficient way. Based on the survey, 88% of parents felt that their student was being prepared for college, career and life. Through the support of WestAmerica Communications, our CCPA website was

updated to be more users friendly. A tab that shows community partners and resources is readily available. Survey showed that 88% of parents felt the communication from the school is timely and consistent.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As the result of not meeting projected growth numbers, budgeted expenditures did not meet the actual expenditures.

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.

None

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 Priorities: 1-Basic Services; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Number of students dual enrolled

There were 25 students that were dual enrolled.

Number of graduates enrolled in community college

There were 44 CCPA graduates that enrolled in a community college upon graduation.

College and Career Resource Centers

Maintained baseline of one College and Career Resource Center at each school site.

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 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Prepare students for post-graduation by:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> a) Maintained baseline of one College and Career resource center at each school site. b) CCPA conducted eleven college tours and held eleven open houses/ FAFSA workshops. c) Administered exit interview and post-graduation plan for students who have completed the CCPA program. d) Program growth is needed to add this position to the budget. Currently, CCPA staff is supporting students in fulfilling their IECSP by collaborating with community partners. 	<p>\$87,000</p>	<p>The total estimated actual expenditures were \$1,160.80 LCFF CC 3948: \$1,160.80</p>

Analysis

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.

CCPA strives to break down barriers for students in obtaining a post-secondary certificate or degree. All the CCPA sites have an up to date College and Career Resource Center and current college and career fairs are posted monthly so student have the opportunity to explore post-secondary career pathways. CCPA conducted eleven college tours and held eleven open houses/ FAFSA workshops. All graduates are given an exit survey and meet with CCPA staff to update their IECSP plan.

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

It is the goal of CCPA to prepare students to become college and career ready, 54% of our graduates enrolled in college this year. One way we promote students to enroll is to offer tours at local community colleges and post-secondary programs. CCPA has developed partnerships with post-secondary outreach specialist to increase enrollment at local community colleges by referring directly to these outreach specialist for enrollment and financial aid services. Financial aid outreach specialists were invited to conduct FAFSA workshops at our school sites during the eleven open houses. Another strategy we utilized to assist students in the development of their IESP is to encourage them to enroll concurrently at the community colleges. This school year, 2017-2018, we increased concurrent enrollment by 8% from the previous school year, 2016-2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The transition support staff to support the student college and career transition process and post-graduation plan at the school site was placed on hold due to program revenue.

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.

CCPA staff and stakeholders recognize a need for transition support staff to support the student college and career transition process and post-graduation plan at the school site. CCPA will be looking to hire an Academic Support Assistant to fulfill this need in the 2018-2019 school years and an additional Academic Support Assistant in the 2019-2020 school years. These changes can be found in the goals, actions and services section, Goal B3 Action 1D.

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 Priorities: 1-Basic Services; 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Number of individuals who schedule an enrollment appointment for CCPA

From July 1, 2017 to March 31, 2018, CCPA set 910 enrollment appointments in comparison to July 1, 2016 to March 31, 2017 of 734 enrollment appointments. There was an increase of 19.4 % in

Expected

Actual

enrollment appointments. This exceeded our baseline increase of 15 % for 2017-2018.

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 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue marketing agreement with firm to:</p> <p>a) Maintain advertising budget to reach the targeted population through various media outlets as defined in the approved marketing plan.</p> <p>b) Administer enrollment survey based upon the approved marketing plan to compile data to identify successful marketing strategies.</p> <p>c) Provide marketing materials to the community, and community partners, including local school districts.</p>	<p>a) WestAmerica Communications and Agency 51 were hired in August 2017. In the fall of 2017, WestAmerica Communication completed the quick start campaign flyers with the heading of "Restart Your Education, Jump Start Your Career". Agency 51's discovery phase was conducted in the fall of 2017 and the marketing slogan of "Move Forward" was developed and was released through various media outlets.</p> <p>b) Perspective students when scheduling appointments are asked to identify where they heard of CCPA and those results are tracked.</p> <p>c) Marketing materials are provided to the community and community partners, including local school districts.</p>	<p>\$102,000</p>	<p>The total estimated actual expenditures were \$171,939.97</p> <p>1TIME DISCRTNR FD CC 3919: \$171,505 LCFF CC 3948: \$434.97</p>

Analysis

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.

WestAmerica Communications and Agency 51 were hired as the marketing firm to promote CCPA enrollment growth. The first phase was the discovery phase in which Agency 51 representatives visited CCPA facilities and interviewed CCPA staff, students, and parents. This phase took place in the fall of 2017. In December of 2017, Agency 51 presented three marketing concepts and the "Move Forward" concept was chosen. This marketing concept was launched in mid-February of 2018. Various media outlets were implemented in strategic locations based on demographics of targeted student populations. These media outlets included billboards, bus stop enclosures, mall marquees and digital platform. WestAmerica produced a quick start flyer, brochure and updated the CCPA website to include the marketing message of "Move Forward" and the new address of "freeCCPA.com".

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

Enrollment appointments have increased by 19% from March of 2017 to March 2018. With the campaign launching in mid-February survey results show an increase in prospective students hearing about CCPA through flyers, and online.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated cost for developing marketing plan, purchasing marketing space and monthly retainer of the marketing firm was underestimated.

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.

None

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 advises on career preparation and workforce training.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7- Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Number of community partners who are supporting CCPA students

There are fifty community partners that are supporting CCPA students

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 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>b) Set calendar of quarterly meetings to review strategies on how education and industry work together to create high quality career pathway programs.</p> <p>c) Continue to provide funds for refreshments</p>	<p>a) CCPA conducted its annual community partner and local business networking meeting in January of 2018. Currently CCPA is working with nine WIOA providers and 50 community partners. CCPA staff continues to attend community resource fairs, career fairs, probation meetings, and meet with local businesses in spreading the word of CCPA. As part of the marketing plan, a brochure was created to encourage business participation in supporting CCPA in the following three ways, become a community business partner, community advocate or a program supporter.</p> <p>b) CCPA Governance Council met quarterly in 2017-2018.</p> <p>c) Refreshments were provided.</p>	<p>\$600</p>	<p>The total estimated actual expenditures were \$600.00</p> <p>LCFF CC 3948: \$600.00</p>

Analysis

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.

The Governance Council continues to provide input, support and recommendations for the continued growth of the program, career preparation of students and opportunities for workforce training.

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

The annual networking meeting was successful in 2018 with over 27 community partners, local businesses, CCPA staff and WIOA providers making connections that will support CCPA students and their IECSP. In the 2017-2018 LCFF Stakeholders Survey responses indicated that they "loved attending the CCPA Governance Council meeting where I was able to network with schools and community businesses in assisting the youth with education and career advancement." Survey results also showed that the community partners agreed that the school meets the education need of the students, and are aware of the opportunities to collaborate with CCPA in fulfilling the IECSP of students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Due to the increase in attendance of the Governance Council Networking Meeting, CCPA would like to explore the option of hosting the event in the future at a larger venue which will incur a cost. This change can be found in the goals, actions and services section Goal B5, Action 1D.

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 Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7- Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Percentage of staff that attends trainings that promote 21st Century Skills, implement California State Standards and civic awareness

Actual

One hundred percent of the teaching staff attended trainings that promoted 21st Century Skills, implementing California State Standards and civic awareness.

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 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) Training opportunities for instructional staff to help with implementation of California State Standards, 21st Century skills and staff obtaining a CTE teaching certificate.	Conducted trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.	\$2,400	The total estimated actual expenditures were \$1,941.49 LCFF CC 3948: \$1,941.49

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p>	<p>a) 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.</p> <p>b) 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.</p>	\$1,300	<p>The total estimated actual expenditures was \$530</p> <p>LCFF CC 3948: \$530</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Based upon need and program growth, continue training and implementation of curriculum materials for Social Science six-year adoption for usage across CCPA.</p> <p>b) Based upon need and program growth, continue implementation and replenishment of curriculum materials for ELA for usage across CCPA.</p> <p>c) Implement and train staff on the adopted Science curriculum materials.</p> <p>d) Implement and train staff on the adopted Math curriculum materials.</p> <p>e) Implement health and art curriculum</p> <p>f) Investigate CTE curriculum to support student's IECSP to pilot.</p>	<p>a) All teaching staff attended one day training on the new state frameworks for social science and the implementation of the new social science curriculum and how the curriculum correlates with the new state standards. New curriculum was purchased for the expansion of the program.</p> <p>b) Teaching staff attended half-day training on the English Language Arts curriculum and the use of the online components. CCPA purchased the Collections Anchor text for the program and replenished consumable components of the Collections series.</p> <p>c) With the release of the Next Generation Science Framework, CCPA is waiting for publishers to release textbooks that correspond with the new framework.</p> <p>d) CCPA staff has been trained in the Pearson Realized Algebra 1 textbook. Teachers are piloting the Agile Minds math curriculum.</p> <p>e) At this time, CCPA is investigating health and art curriculum to pilot.</p> <p>f) Two teachers attended two days of robotics training and will be piloting the CTE Robotics class in their classroom with the assistance of the CTE ACCESS instructor.</p>	<p>\$128,000</p>	<p>The total estimated actual expenditures were \$52,227.17</p> <p>LCFF CC 3948: \$35,528.80</p> <p>Non-Prop 20 lottery CC 3953: \$13,834.12</p> <p>Prop 20 lottery CC 3954: \$2,864.25</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.</p> <p>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.</p>	<p>a) Human Resources have monitored teacher assignments to ensure all teachers are appropriately placed.</p> <p>b) 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.</p>	<p>a) No cost</p> <p>b) No cost</p>	<p>a) No cost</p> <p>b) No cost</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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</p>	<p>No cost</p>	<p>No cost</p>

Analysis

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.

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), Social Science curriculum (Pearson Realize) and Common Core Algebra (Pearson Realize), staff have been trained in the components of these programs. 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 through the spring of 2020.

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 as well as our online GradPoint curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As the result of not meeting projected growth numbers, budgeted expenditures did not meet the actual expenditures.

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.

None

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 Priorities: 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7- Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Number of PBL trainings attended by CCPA staff

CCPA teachers attended PBL training.

Number of students completing Project Based Learning assignments

52 students completed Project Based Learning assignments.

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 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Develop, communicate, and schedule staff workshops, meetings, and events that focus on 21st century skills through Project-Based Learning (PBL).</p> <p>b) Provide access to examples on websites of PBL assignments that teachers can incorporate in the core content.</p> <p>c) Investigate and explore the opportunities with our community partners to develop PBL experiences that align with chosen career pathways.</p> <p>d) Teachers will incorporate PBL assignments into the curriculum.</p>	<p>a) Staff developed, communicated and attended workshops, meeting and events that focus on 21st century skills through PBL.</p> <p>b) Staff was provided access to examples on websites of PBL assignments that teachers can incorporate in the core content.</p> <p>c) CCPA investigated, explored and implemented opportunities with our community partners to develop PBL experiences that align with chosen career pathways.</p> <p>d) Teachers incorporated PBL assignments in their curriculum.</p>	<p>\$6,500</p>	<p>The total estimated actual expenditures \$2,647.08</p> <p>College & Career Prep Grant CC 3950: \$2,647.08</p>

Analysis

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.

CCPA teachers attended the Computer Use in Education (CUE) conference, Next Generation Framework roll-out conference to obtain ideas on how to integrate PBL lessons in their curriculum. Teachers were trained in Lego Robotics to incorporate PBL lessons into their science curriculum. The Pearson Realized Social Science curriculum provides PBL activities for students and is a requirement on the new course contracts. The ACCESS Social Science TOSA has developed PBL activities for all social science courses. CCPA students participated in The IFF Entrepreneurial Academy where they created a business plan and competed for a scholarship to start their small business. In working with our community partners and WIOA providers CCPA students have real life experience that aligns with chosen career pathways.

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

The real life experiences that our students are exposed to with the WIOA providers give our students the opportunity to explore career pathways and determine if that is the career industry they want to pursue. We are in the piloting phase of the robotics PBL's and the teachers are very excited about the LEGO Robotics Program and its impact on learning. The Pearson Realized Social Science program offers many ideas for PBL's that focus on central themes and have become part of the course contract allowing choices for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CCPA is piloting the LEGO Robotics CTE course at two school sites. If data proves the program successful, we will look to expand to other CCPA school sites.

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.

None

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 Priorities: 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7- Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Percentage of students whose ELA scores on the SCANTRON Performance Series increase

Actual

Ten percent of students tested multiple times on the SCANTRON Performance Series increased their ELA score.

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 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>b) Pilot Reading program to increase reading levels of students (Max Scholar, iLIT)</p> <p>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.</p>	<p>a) Staff has been trained in Constructing Meaning pedagogy which supports writing strategies. The newly adopted ELA curriculum supports students in developing writing strategies and teachers were trained in the use of the curriculum.</p> <p>b) CCPA staff piloted both Max Scholar and iLIT reading intervention and remediation programs. Max Scholar program was adopted by CCPA.</p> <p>c) Students have been tested twice this academic year; the third window of testing has just opened and will close June 30, 2018.</p>	<p>\$2,500</p>	<p>Cost incurred by the ACCESS program.</p>

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>All staff has been trained on the use of Constructing Meaning and monthly MELD curriculum is distributed to teachers.</p>	<p>No Cost</p>	<p>No Cost</p>

Analysis

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.

Teaching staff have been trained in the newly adopted Holt ELA curriculum and Constructing Meaning pedagogy which supports writing strategies. CCPA staff piloted Max Scholar and iLIT reading intervention and remediation programs to address the needs of students. Max Scholar was adopted and staff received two-hour training on this curriculum. Students were assessed twice on the SCANTRON Performance Series and looking to assess the third time in the new testing window.

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

CCPA has adopted the new Holt curriculum, staff has been trained and resources distributed to teachers. Data shows that 10% of students increased their ELA score on the SCANTRON Performance Series assessment tool. The Max Scholar reading program has been purchased and teachers have been trained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of the pilots of Max Scholar and iLIT were picked up by the ACCESS program. As well as the cost of SCANTRON Performance Series assessment tool.

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.

None

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 Priorities: 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7- Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Number of EL students improving one level in CELDT scores

The state of California has revised the CELDT test and renamed its successor to the English Language Proficiency Assessment for California ELPAC. Test is administered in the spring of the academic year and awaiting results.

Percentage of EL students whose ELA scores on the SCANTRON Performance Series increase

No students met this criteria

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 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Revise ELD materials every two months based on staff input.</p> <p>b) Provide bi-monthly staff development and collaborative dialogue with staff on the implementation of designated and integrated ELD.</p>	<p>a) CCPA's Regional English Language Liaison attends bi-monthly RELL meetings with colleagues from other regions and develops MELD curriculum based on staff input.</p> <p>b) CCPA conducts monthly staff meetings where the RELL has time to distribute materials and train staff on newly developed MELD curriculum.</p>	<p>\$900</p>	<p>The total estimated actual expenditures were \$1,100</p> <p>LCFF CC 3948: \$1,100</p>

Analysis

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.

CCPA utilizes the MELD curriculum to support designated ELD instruction and Constructing Meaning methodology to integrate ELD strategies throughout the core curriculum areas. The MELD curriculum is updated bi-monthly by a group of teachers who make the curriculum meaningful and current for our students. This curriculum is distributed electronically to all staff and the RELL has opportunities to support staff in monthly staff meetings or one-on-one classroom support.

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

EL students are serviced in both integrated and designated EL strategies and curriculum. These strategies and curriculum provide students the opportunity to develop 21st century skills that will lead them on a pathway to success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

The state of California has revised the CELDT test and renamed its successor to the English Language Proficiency Assessment for California ELPAC. The change to the LCAP will be in the naming of the exam. The change in the LCAP will be in goal C4, Expected Annual Measurable Outcomes in the matrix/indicators section. The number of EL students improving one level in CELDT score to read, "The number of EL students improving one level in ELPAC score".

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 Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 6-Pupil Engagement; 7- Course Access; 8-Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Percentage of students whose Math scores on the SCANTRON Performance Series increase

Thirty-six percent of students tested multiple times on the SCANTRON Performance Series increased their math score.

Decrease student drop-out rate

2017-2018 Academic year CCPA experienced a drop-out rate of 20%, a 100% decrease from the previous year 2016-2017 of 40% drop-out rate.

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 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) Provide GradPoint Online Learning Solution. b) Provide Academic Support Assistant to provide one-on-one Math support for students	a) Teachers and students have access to the GradPoint Online Learning Solution platform. b) Position of Academic Support Assistant was not filled due to the fiscal viability of the program.	\$28,000	The total estimated actual expenditures were \$6,880 LCFF CC 3948: \$6,880

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	a) CCPA school counselor reaches out to students who dropout or have attendance issues and maintains records of reasons for dropping out of the program. b) Daily bus passes were purchased to support students in improving school attendance.	\$3,950	The total estimated actual expenditures were \$1,582 LCFF CC 3948: \$1,582

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Maintain ongoing case management of homeless students and families.</p> <p>b) Provide bus passes for qualifying students to increase and support school attendance.</p> <p>c) Provide qualifying pupils' basic school supplies as needed to complete assignments at home.</p>	<p>a) An ACCESS Program Specialist is the case manager of homeless students and investigates the qualification for AB1806.</p> <p>b) Bus passes are provided to students to support school attendance.</p> <p>c) School supplies were purchased and distributed to students.</p>	<p>\$3,900</p>	<p>The total estimated actual expenditures were \$2,781.43</p> <p>LCFF CC 3948: \$2,781.43</p>

Analysis

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.

All teaching staff has access to the online GradPoint curriculum and CCPA's regional math coach has developed the pacing guide utilizing the Pearson Realized Algebra 1 curriculum along with Number Sense and Kahn Academy to support students in math. CCPA is also piloting an online math program called Agile Minds. The position of the Academic Support Assistant was not filled due to program growth. CCPA provided students with academic planners to assist with time management for assignment completion and better attendance. As adult learners, the majority of CCPA students have many responsibilities that must be balanced while working to obtain their high school diploma. The two situational barriers most frequently reported by students as reasons for withdrawing from our program are lack of time due to employment and/or family obligations and transportation. In efforts to increase attendance and academic progress, CCPA provided 353 bus passes to help with transportation needs and basic school supplies to students.

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

CCPA decreased the drop-out rate of students by 100%. In the academic year of 2016-2017, 40% of CCPA students were dropped due to non-attendance and lack of work completed. In the academic year of 2017-2018, the drop-out rate was 20%; therefore CCPA has met the goal of decreasing the student drop-out rate. Thirty-six percent of students tested multiple times on the SCANTRON Performance Series increased their math score.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the lack of projected program growth, the position of the Academic Support Assistant was not filled.

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.

CCPA staff and stakeholders still see the need to provide an Academic Support Assistant to provide one-on-one math support for students. CCPA plans to hire one Academic Support Assistant for the 2018-2019 school year and an additional Academic Support Assistant in the 2019-2020 school year. This change can be found in the LCAP in Goal C5 Action 1B academic year 2018-2019 and 2019-2020 in the Action and Services.

Stakeholder Engagement

LCAP Year: **2018-2019**

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 2017-2018 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, parents and community partners for input on actions and goals of the 2017-2018 LCAP and surveys were also conducted for the 2017-2020 LCAP.

CCPA Staff:

- The input from the monthly CCPA staff meetings informed the future of the 2018-2019, and 2019-2020 Actions and Services portion of this year's LCAP.
- The results of the electronic surveys from students, teachers, staff, parents and community partners 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.
- The identified areas of improvement from the 2017-2018 LCAP surveys were the following:
 - o The need for more hotspots (Kajeet) to provide connectivity to students.

- o To provide academic support assistant.
 - o The need for transportation for students.
 - o Improved implementation of state standards.
- These were the actions taken in the identified areas of improvement:
 - o The need for more hotspots (Kajeet) to provide connectivity to students.

As a result of student access to the internet at home, over 80% of students have connectivity at home. Therefore, the need to purchase additional hotspots decreased. Projected growth measures were not obtained thus the need to purchase additional technology was not needed. Our baseline of 10 hotspots to 1 teacher ratio needs to be modified. The social economical difference of students in residing in certain geographical areas determines the need for a hotspot. Therefore, having the baseline ratio based on teacher roster is not a true reflection of student needs. Based on survey results, 20% of our students do not have connectivity at home. As a result our baseline will reflect that we will have hotspots for 20% of our student population. This change will enable us to serve the students in the program who are in need of connectivity.
 - o To provide academic support assistant.

Due to the lack of projected program growth, the position of the Academic Support Assistant was not filled. CCPA staff and stakeholders still see the need to provide an Academic Support Assistant to provide one-on-one math support for students. CCPA plans to hire one Academic Support Assistant for the 2018-2019 school years and an additional Academic Support Assistant in the 2019-2020 school years.
 - o The need for transportation for students.

In efforts to increase attendance and academic progress, CCPA provided 353 bus passes to help with transportation needs.
 - o Improved implementation of state standards.

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), Social Science curriculum (Pearson Realize) and Common Core Algebra (Pearson Realize), staff have been trained in the components of these programs. In the area of science, we are waiting for state frameworks to be released before adopting a science curriculum.

CCPA Students:

Seventy-one surveys were submitted by students with responses to the LCAP and ninety-one exit surveys. Students reported the following:

- The school is awesome and very helpful.
- Thanks a lot for your commitment in helping people in need.
- I just want to say thank you very much for giving us adults a second chance on getting our high school diploma.
- I think my teacher was the best anyone could have. She pushed me to reach goals I never thought possible. I am so grateful to have been able to be part of this program. I realized I had more potential and smarts because I was encouraged and got proper motivation.
- Thank you! For Everything! I would not be graduating without the help from you. I am so excited to start my future at college.
- "Keep Moving Forward"
- I appreciate this program and how it works.

As a result of student input, the focus on technology and post-graduation/career advise 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. One identified area of improvement is the increased sustained participation with their WIOA providers. CCPA will investigate opportunities to increase participation with WIOA providers.

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:

Survey results were collected from ten 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.
- 78% of WIOA partners surveyed agree that CCPA students are accessing the services they provide.
- I loved attending the CCPA Governance Council meeting where I was able to network with schools and community businesses to assist the youth with education and career advancement.
- The entire staff is wonderful and they are really dedicated to the students.
- Students are not responsive sometimes; perhaps we can discuss ways to collaboratively get creative with clientele retention.

Bargaining Units:

- Regularly scheduled meetings were held throughout 2017-18.
- In December 2107, the Orange County Department of Education embarked on an in-depth strategic planning process for the ACCESS Program that included bargaining unit members and officers. The 2017-2018 bargaining unit president was provided an overview of the LCAP with an opportunity to interface with the Assistant Superintendent of Alternative Education and provide input and feedback to the plan.

- OCDE management and representatives of Chapter 468 of the California School Employees Association (CSEA) met regularly during the course of the 2017-2018 school year. During these monthly meetings employee concerns, suggestions, and possible solutions related to LCAP implementation were shared and discussed. These monthly meetings also provided the opportunity for ACCESS and Special Schools to provide program updates and information on a variety of topics in order to better support program staff as they work to implement LCAP goals and object activities
- Management and CSEA representatives have maintained their collaborative approach to encouraging employee support and understanding of 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 Superintendent of OCDE for final approval. Meeting dates for Governance Council are as follows:

- Thursday September 28, 2017
- Thursday January 25, 2018
- Thursday April 26, 2018
- Thursday May 24, 2018

Agenda items for these meetings include:

- Role of the Governance Council
- Review of LCAP and Governance Council input / vote on LCAP
- Discussion and Feedback from survey results
- CCPA Updates
- Qualification for the Dashboard Alternative School Status (DASS)]
- LCAP Update
- New members
- Networking with community partners, businesses and CCPA staff

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 staffs 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 2018-19 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.

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 serves on Curriculum committees which recommend curriculum adoptions which are 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 advise 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 Superintendent 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

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

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 Priorities: 1-Basic Services; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

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 Measureable 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Number of hotspots based on 20% of our student population	Number of hotspots based on 20% of our student population
Number of storage carts per site	One storage cart per site (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Note: Increased expenditures based on projected enrollment growth to open five new sites.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Note: Increased expenditures based on projected enrollment growth to open five new sites.

Budgeted Expenditures

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 5-Pupil Engagement; 7-Course Access, 8-Pupil Outcomes

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 Measureable 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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

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.

2018-19 Actions/Services

Note: Increased expenditures based on projected enrollment growth to hire five new teachers.

2019-20 Actions/Services

Note: Increased expenditures based on projected enrollment growth to hire five new teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,600	\$11,550	\$11,550
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
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)	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)	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Budgeted Expenditures

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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.

Goal 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 Priorities: 1-Basic Services; 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access

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 Measureable 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 partners	Six WIOA Partners (2016-2017)	Increase by two	Increase by two	Increase by two

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 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%

2018-19 Actions/Services

[Empty selection box for 2018-19 Actions/Services]

2019-20 Actions/Services

[Empty selection box for 2019-20 Actions/Services]

Budgeted Expenditures

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

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Based upon their Individualized Education Career Service Plan (IECSP), students will be assigned GradPoint's Career Technical Education (CTE) elective courses to increase by 5%.

Budgeted Expenditures

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

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

<p>a) Maintain funding for refreshments for Open Houses and College and Career fairs at CCPA sites.</p> <p>b) Provide transportation to career fairs, college tours, job fairs, and community partner workshops.</p> <p>c) Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.</p>	<p>See Year 1</p>	<p>See Year 1</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$4,500	\$4,500
Source	LCFF	College and Career Grant	LCFF
Budget Reference	<p>a) \$3,000 (5881 – Meeting Refreshments)</p> <p>b) \$1,000 (5210 – Mileage) \$500 (5820 – Field Trips)</p> <p>c) No Cost</p>	<p>a) \$3,000 (5881 – Meeting Refreshments)</p> <p>b) \$1,000 (5210 – Mileage) \$500 (5820 – Field Trips)</p> <p>c) No Cost</p>	<p>a) \$3,000 (5881 – Meeting Refreshments)</p> <p>b) \$1,000 (5210 – Mileage) \$500 (5820 – Field Trips)</p> <p>c) No Cost</p>

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal B.2

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.

Goal 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 Priorities: 1-Basic Services; 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

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 Measureable 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%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

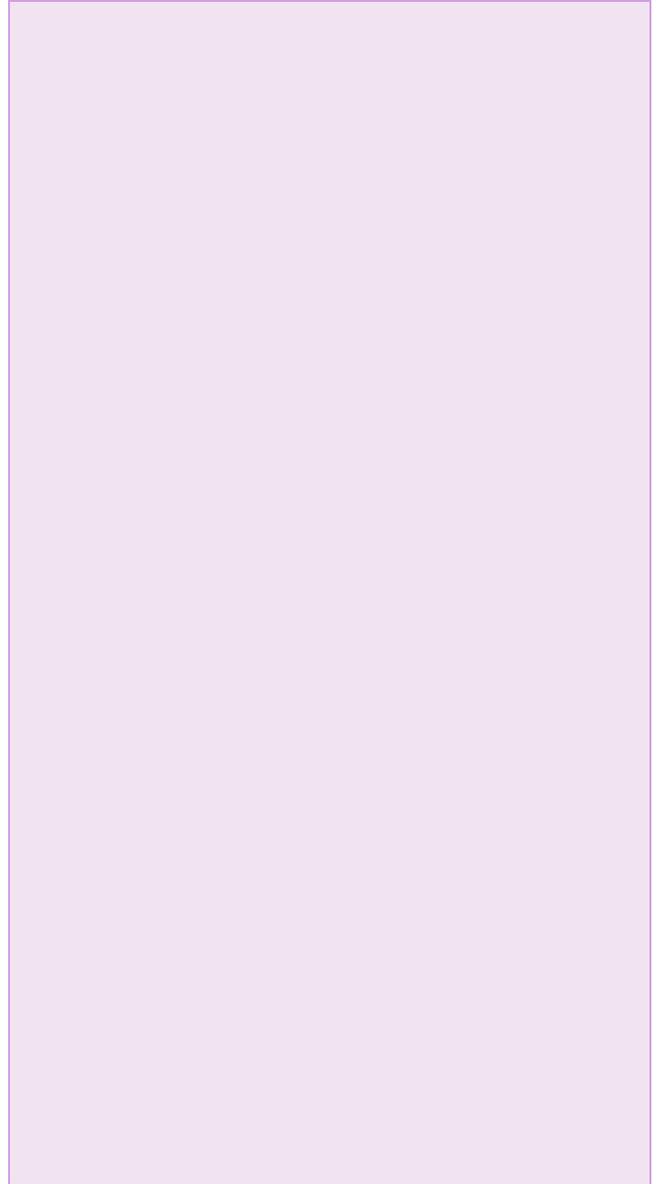
Increase parent/family participation by:

- 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.
- 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.

2018-19 Actions/Services



2019-20 Actions/Services



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$850	\$850	\$850
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

*(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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.

Goal 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 Priorities: 1-Basic Services; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

Identified Need:

Students need post-secondary education to enter the workforce.

Expected Annual Measureable 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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Resource Centers	One per site (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

- 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.

2018-19 Actions/Services

- 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.
 - e) Provide the opportunity for students to take the College Level Examination Program (CLEP)

2019-20 Actions/Services

Increase in expenditures due to program growth and the need to hire additional transition support staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$87,000	\$87,000	\$167,000
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> 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%) 	<ul style="list-style-type: none"> 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%) e) \$2, 500 	<ul style="list-style-type: none"> 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%) e) \$2,500

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal B.4

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.

Goal 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 Priorities: 1-Basic Services; 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 8-Pupil Outcomes

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 Measureable 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%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>Continue marketing agreement with firm to:</p> <ul style="list-style-type: none"> 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. 	<p>See Year 1</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$102,000	\$102,000	
Source	<ul style="list-style-type: none"> a) \$100,000 (One time fund) b) No cost c) \$2,000 (CCPA LCFF 5711 – Printing Transfers) 	<ul style="list-style-type: none"> a) \$100,000 (One time fund) b) No cost c) \$2,000 (CCPA LCFF 5711 – Printing Transfers) 	

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> a) \$100,000 (OCDE supplemental budget) b) No cost c) \$2,000 (5711 – Printing Transfers) 	<ul style="list-style-type: none"> a) \$100,000 (OCDE supplemental budget) b) No cost c) \$2,000 (5711 – Printing Transfers) 	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal B.5

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.

Goal 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 Priorities: 1-Basic Services; 2-Implementation of State Standards; 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

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 Measureable Outcomes

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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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

- 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
- d) Obtain a venue that will meet the need for the annual Governance Council Networking Meeting.

- 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
- d) Obtain a venue that will meet the need for the annual Governance Council Networking Meeting.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600	\$3,500	\$3,500
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	a) No cost b) No cost c) \$600 (5881 – Meeting Refreshments)	a) No cost b) No cost c) \$600 (5881 – Meeting Refreshments) d) \$2,900 (5000 Series)	a) No cost b) No cost c) \$600 (5881 – Meeting Refreshments) d) \$2,900 (5000 Series)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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 Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

Identified Need:

Staff training, curriculum development, and additional support services are needed to allow students to become college, career, and life-ready.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of staff that attends trainings that promote 21st Century Skills, implement California State Standards and civic awareness	100% teacher participation (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

a) Training opportunities for instructional staff to help with implementation of California State Standards, 21st Century skills and staff obtaining a CTE teaching certificate.

2018-19 Actions/Services

a) Training opportunities for instructional staff to help with implementation of California State Standards, 21st Century skills and staff obtaining a CTE teaching certificate.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,400	\$2,400	
Source	LCFF	College and Career Grant	
Budget Reference	a) \$1,500 (5230 – registrations) \$842 (1000-1999 series), \$58 (3000 – 3999 series)	a) \$1,500 (5230 – registrations) \$842 (1000-1999 series), \$58 (3000 – 3999 series)	

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,300	\$1,300	\$1,300
Source	LCFF	LCFF	LCFF
Budget Reference	a) No Cost b) \$1,300 (5865 – Miscellaneous Services)	a) No Cost b) \$1,300 (5865 – Miscellaneous Services)	a) No Cost b) \$1,300 (5865 – Miscellaneous Services)

Action 13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

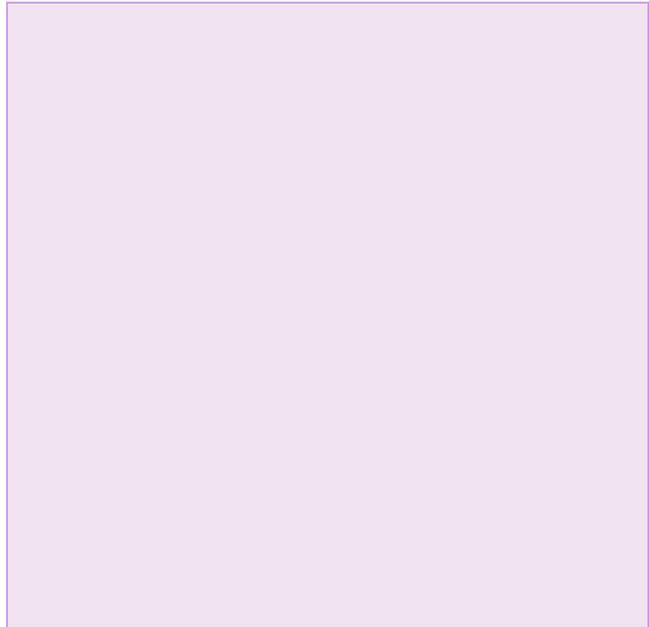
2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$128,000	\$128,000	
Source	LCFF	LCFF, Mandated, Lottery	
Budget Reference	a) \$30,000 (4110 – Books) b) \$35,000 (4110 – Books) c) \$22,000 (4110 – Books) d) \$22,000 (4110 – Books) e) \$14,000 (4110 – Books) f) \$5,000 (4110 – Books)	a) \$30,000 (4110 – Books) b) \$35,000 (4110 – Books) c) \$22,000 (4110 – Books) d) \$22,000 (4110 – Books) e) \$14,000 (4110 – Books) f) \$5,000 (4110 – Books)	

Action 14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) No cost b) No cost	a) No cost b) No cost	a) No cost b) No cost
Source	a) No cost b) No cost	a) No cost b) No cost	a) No cost b) No cost
Budget Reference	a) No cost b) No cost	a) No cost b) No cost	a) No cost b) No cost

Action 15

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

Budgeted Expenditures

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

*(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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 Priorities: 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7-Course Access

Identified Need:

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

Expected Annual Measureable 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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 16

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 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.
- 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.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

*(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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 Priorities: 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students whose ELA scores on the SCANTRON Performance	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	Increase number of students by 2% whose score increases in ELA portion of the SCANTRON	Increase number of students by 2% whose score increases in ELA portion of the SCANTRON

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Series increase		Performance Series	Performance Series	Performance Series

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 17

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools
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OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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)
- 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.

- 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) 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

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$10,000	
Source	LCFF	College and Career Block Grant	

Year	2017-18	2018-19	2019-20
Budget Reference	a) No cost b) \$2,500 (4310 - instructional supplies) c) No cost	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Budgeted Expenditures

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

*(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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 Priorities: 2-Implementation of State Standards; 3-Parental Involvement; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of EL students improving one level in ELPAC 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 on the ELPAC	increase by 2% the number of EL students who move up one level on the ELPAC
Percentage of EL students whose ELA scores on the SCANTRON Performance Series increase	Baseline TBD in 2016-2017 school year	Increase number of EL students by 2% whose score increases in ELA portion of the SCANTRON Performance Series	Increase number of EL students by 2% whose score increases in ELA portion of the SCANTRON Performance Series	Increase number of EL students by 2% whose score increases in ELA portion of the SCANTRON Performance Series

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 19

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- a) Revise ELD materials every two months based on staff input.
- b) Provide bi-monthly staff development and collaborative dialogue with staff on the implementation of designated and integrated ELD.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

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

*(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

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 Priorities: 2-Implementation of State Standards; 3-Parental Involvement; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

Identified Need:

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

Expected Annual Measureable 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)	Drop-out rate (2016-2017)	Decrease by 2%	Decrease by 2%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 20

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

- a) Provide GradPoint Online Learning Solution.
- b) Provide Academic Support Assistant to provide one-on-one Math support for students

2018-19 Actions/Services

Increase in expenditures due to program growth and the need to hire additional academic support assistants.

2019-20 Actions/Services

Increase in expenditures due to program growth and the need to hire additional academic support assistants.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	28,000	\$31,000	\$56,000
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	a) \$6,000 (4310 – Instructional Supplies) b) \$18,487 (2000-2999 series) \$3,563 (3000-3999 series)	a) \$6,000 (4310 – Instructional Supplies) b) \$22,000 (2110 – Instructional Assistant) \$3,000 (3000-3999 Series)	a) \$6,000 (4310 – Instructional Supplies) b) \$44,000 (2110 – Instructional Assistant) \$6,000 (3000-3999 Series)

Action 21

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

- 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.

2018-19 Actions/Services

Increase in expenditures due to projected program growth

2019-20 Actions/Services

Increase in expenditures due to projected program growth

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,950	\$4,950	\$6,950
Source	LCFF	LCFF	LCFF
Budget Reference	a) \$650 (5910 – postage) b) \$3,300 (4301 – General Supplies)	a) \$650 (5910 – postage) b) \$4,300 (4301 – General Supplies)	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income**Schoolwide****All Schools****Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged**Modified****Modified**

2017-18 Actions/Services

- 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 pupil's basic school supplies as needed to complete assignments at home.

2018-19 Actions/Services

Increase in expenditures due to program growth

2019-20 Actions/Services

Increase in expenditures due to program growth

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,900	\$4,900	\$5,900
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> a) No cost b) \$2,600 (4301 – General Supplies) c) \$1,300 (4301 – General Supplies) 	<ul style="list-style-type: none"> a) No cost b) \$3,600 (4301 – General Supplies) c) \$1,300 (4301 – General Supplies) 	<ul style="list-style-type: none"> 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: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 707,571.00

38.15 %

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:

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

- 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.
- 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.

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.

- Increase partnerships with community agencies to provide job readiness skills and vocational training.
- 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.
- Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.
- Develop a marketing plan to inform the community, including local school districts, about CCPA options and opportunities it presents.
- Governance Council is needed to review and advise on career preparation and workforce training.

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 797,974

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.

The End

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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.

Demonstration of Increased or Improved Services for Unduplicated Students

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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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).

Percentage to Increase or Improve Services

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?

APPENDIX C: SURVEY RESULTS

Local Control Accountability Plan Student Survey Results

May 2018

74 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%.*

Local Control Accountability Plan Stakeholder Survey Results

May 2018

10 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%.*

Local Control Accountability Plan Teacher Survey Results

May 2018

7 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%.*

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

May 2018

4 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%.*

Local Control Accountability Plan Parent Survey Results

May 2018

16 Total Surveys Received

Parent 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%.*

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.
John Gutierrez	Program Director	OCAPICA
David Brager	Vice President	Citizen's Business Bank
Dina Francis	CCPA Teacher	CCPA
Janet Gamache	CCPA IPA	CCPA
Anthony Sandoval	CCPA Student	CCPA

APPENDIX E: ACRONYMS 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
CLEP	College Level Examination Program
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	Re-designated-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