



College and Career Preparatory Academy

Local Control Accountability Plan (LCAP)

May 18, 2021

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, March 2021

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: College and Career Preparatory Academy

CDS Code: 30-10306-0132910

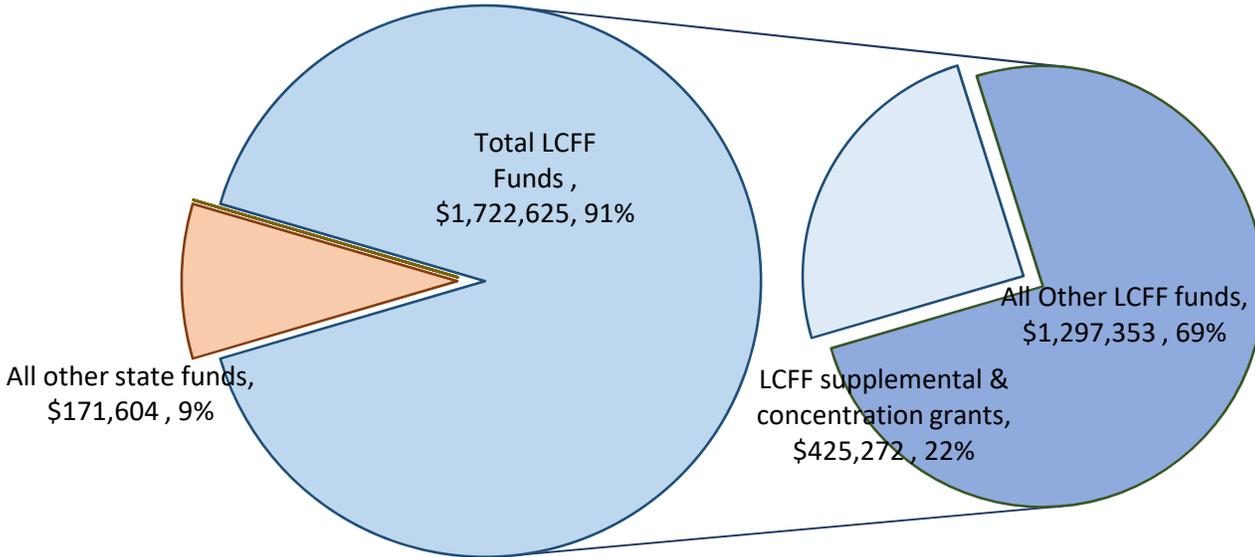
School Year: 2021 – 22

LEA contact information: Dave Connor, 714-796-2081

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

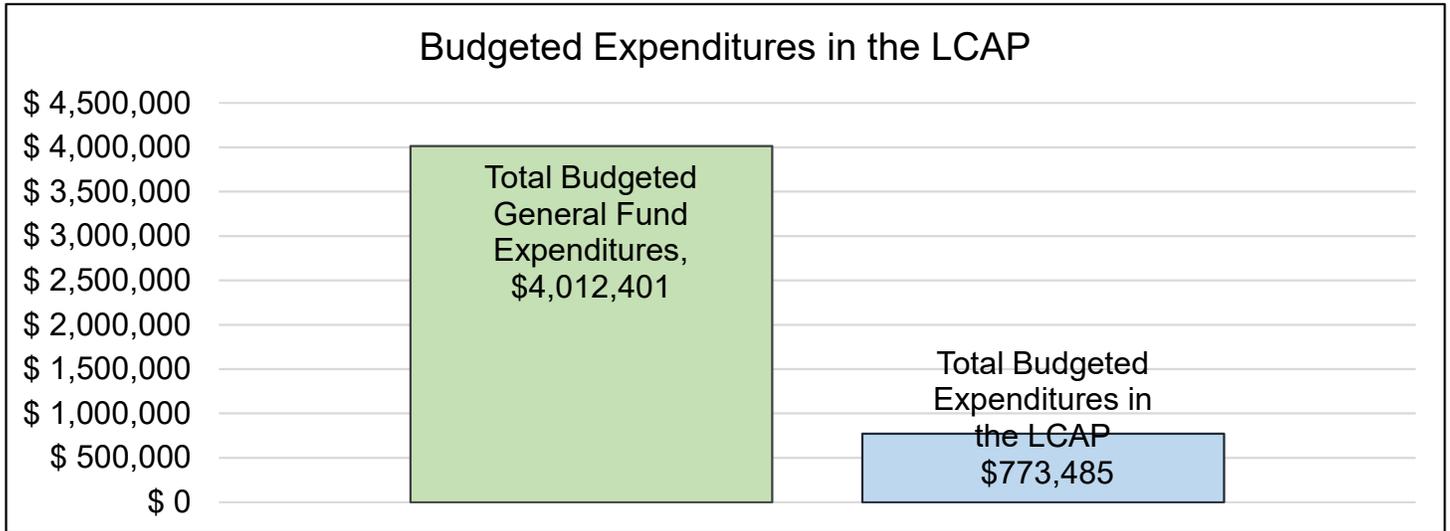


This chart shows the total general purpose revenue College and Career Preparatory Academy expects to receive in the coming year from all sources.

The total revenue projected for College and Career Preparatory Academy is \$1,894,229.00, of which \$1,722,625.00 is Local Control Funding Formula (LCFF), \$171,604.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$1,722,625.00 in LCFF Funds, \$425,272.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much College and Career Preparatory Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

College and Career Preparatory Academy plans to spend \$4,012,401.00 for the 2021 – 22 school year. Of that amount, \$773,485.00 is tied to actions/services in the LCAP and \$3,238,916.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

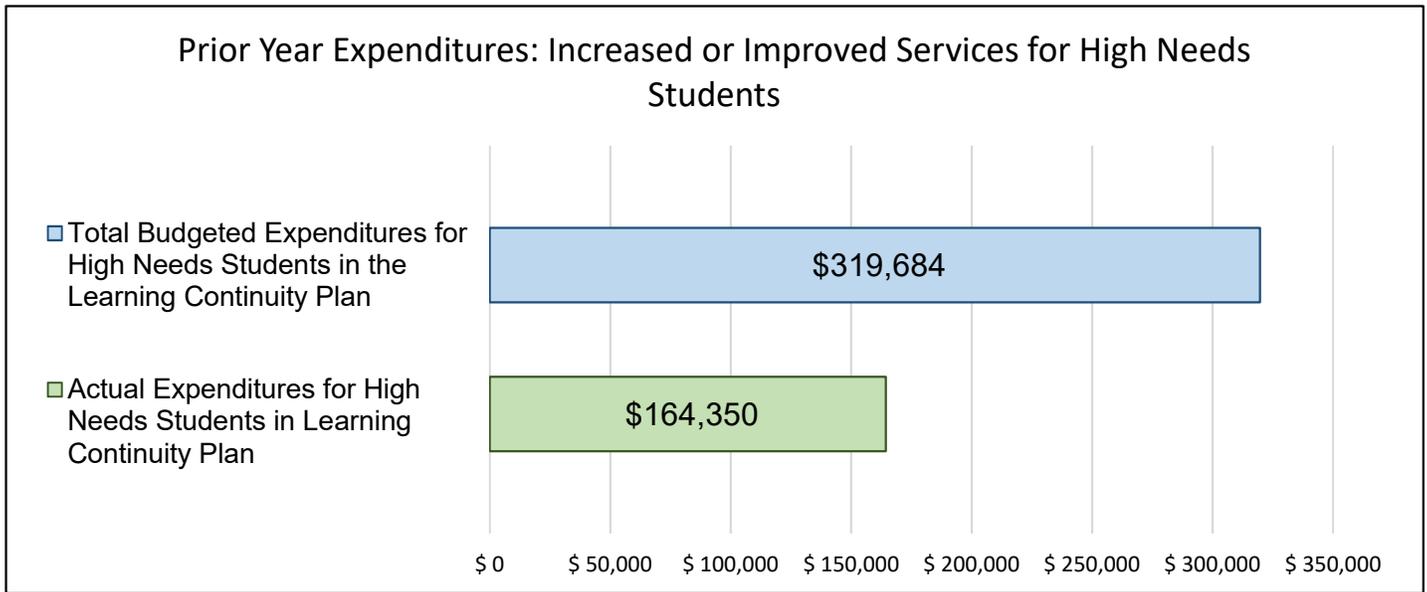
CCPA's vision and mission is to address the need to increase the graduation rate and decrease the dropout rate by providing students the opportunities to earn their high school diploma and become college and career ready. To accomplish these goals, CCPA has eight school sites throughout Orange County. The certificated staff includes a principal, school counselor, and eight teachers, while the classified support staff consists of a project liaison, two student enrollment technicians, a senior school administrative assistance, three paraeducators, and an academic support assistant. The general fund pays for both certificated and classified staff salaries.

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, College and Career Preparatory Academy is projecting it will receive \$425,272.00 based on the enrollment of foster youth, English learner, and low-income students. College and Career Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. College and Career Preparatory Academy plans to spend \$719,845.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what College and Career Preparatory Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what College and Career Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, College and Career Preparatory Academy's Learning Continuity Plan budgeted \$319,684.00 for planned actions to increase or improve services for high needs students. College and Career Preparatory Academy actually spent \$164,350.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$155,334.00 had the following impact on College and Career Preparatory Academy's ability to increase or improve services for high needs students:

The difference in spending was due to the hiring process for the Community Resource Specialist and the process of completing enrollment forms for being converted to an online digital platform have taken longer than expected. Both of these actions are currently moving forward towards completion. The overall needs for high needs students were met through the actions and services that addressed distance learning including technology, curriculum, software, and additional support services to students. CCPA was able to continue to increase services for all students as over 80% of CCPA students are identified as low-income. Most every action has been focused on improving and increasing services that will benefit these identified groups.

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Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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 Measurable Outcomes

Expected	Actual
Maintain baseline for number of devices for in classroom use	Baseline was maintained of three devices per teacher caseload
Maintain baseline for number of devices for student use at home	Baseline was maintained, each teacher has 17 devices to loan students to access online curriculum. Additional Chromebooks were allocated to teachers based on student needs and utilized by students for distance learning. In addition, all new enrollees were allocated a Chromebook if needed.
Maintain baseline for number of 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. Additional hotspots were allocated to teachers based on student needs and utilized by

	students for distance learning. In addition, all new enrollees were allocated a hotspot if needed.
Maintain baseline for number of storage carts per site	Currently CCPA has seven sites throughout Orange County. The newest site located at CCPA-Ca Job Challenge. Each site is assigned a storage cart for use with Chromebooks.

Action 1

Planned Action/Service	Budgeted Expenditures	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 <p>Note: Increased expenditures based on projected enrollment growth to open three new sites.</p> <p>With the opening of each new site, it is now been determined that equipment and internet connectivity might need to be set up incurring additional costs for the establishment of wireless internet services.</p>	\$84,500	<p>\$55,110 Total</p> <p>(\$8330 – LCFF; \$46,779 - Lottery Fund)</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We have maintained the technology access for CCPA students and staff. All sites have maintained 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. All teachers have been allocated additional chromebooks and hot

spots based on student needs to support distance learning. The new site opening at CCPA-CA Job Challenge has also increased the cost of connectivity at that site location.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

According to the 2019-2020 data, 33% of our students were assigned a Chromebook from CCPA to take home to complete assignments and 15% of the students were assigned a connectivity device from CCPA to use outside of school. Due to the pandemic, we have been successful in giving 100% of CCPA students a Chromebook and 41% of students a connectivity device to complete assignments online and at outside of the classroom.

Goal A.2

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

Annual Measurable Outcomes

Expected	Actual
Maintain baseline number of Professional Development trainings attended by all staff that promote 21st Century Skills	All staff attended three staff development days that incorporated trainings and WASC preparation. All staff was also trained on iReady program that focuses on meeting the needs of our students in reading and math. All staff attended monthly SWIFT leadership meetings. All staff received individual training sessions on the use of Canvas.

Expected	Actual
Provide 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.

Action 2

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide Professional development that promotes 21st Century skills through: <ul style="list-style-type: none"> 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. 	\$11,550	\$54,048 total (15,526 LCFF; \$38,522 other state)

Action 3

Planned Action/Service	Budgeted Expenditures	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.	\$7,600	\$5,000 (i-Ready \$2,583) Total: \$7,583

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We have increased the use of online curriculum. Internal findings show an increase use of GradPoint curriculum by over 200% and survey results show an increase in the use of the online Collections series by 9% from the previous year. Overall, students have steadily maintained the use of computers to complete their assignments. To monitor and improve our students' reading and math competencies, CCPA has adopted the i-Ready assessment and intervention program. We have also adopted, Gradpoint, an exclusive online program. Data has shown an increase in the number of Gradpoint courses completed as well as an increase in computer usage. This data indicates that students are utilizing 21st Century skills to prepare for college and career readiness.

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 Measurable Outcomes

Expected	Actual
Maintain baseline number of licenses	Purchased 400 Kuder assessment licenses for career search.
Maintain baseline number of WIOA partners	Maintained number of federally-funded workforce partners.

Expected	Actual
Maintain baseline number of students enrolled in WIOA community/partner programs	All 246 new CCPA students were enrolled in a federally-funded workforce partner program.
Maintain baseline number of students enrolled in GradPoint CTE courses	63 students enrolled in a GradPoint CTE course

Action 4

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
a) Maintain 400 Kuder Licenses to support the development of the Individualized Education Career Service Plan (IECSP).	\$4,500	\$1,799
b) Maintain 40 community partners that will support students in developing skills to enter the workforce or vocational training pathway.		(\$799 – LCFF; \$1000 – Lottery)
c) Maintain eight community partners that will support students in developing skills to enter the workforce or vocational training pathways in 2019-2020 and to increase student community/partner program enrollment by 5%.		

Action 5

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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%.	No Cost	No Cost

Action 6

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
a) Maintain funding for refreshments for Open Houses and College and Career fairs at CCPA sites.	\$4,500	\$565
b) Provide transportation to career fairs, college tours, job fairs, and community partner workshops.		
c) Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned

A description of the successes and challenges in implementing the actions/services to achieve the goal.

To ensure student success, involvement of all stakeholders is critical. We have made great strides in developing partnerships with community organizations that support the needs of our students. However, a significant challenge of reaching our goal with these actions and services was due to the pandemic. This caused a delay of hiring a Community Resource Specialist which in turn would have helped with increasing student participation at our community partner resources.

Despite these collaborative efforts, data shows many students are not utilizing the opportunities and services offered through our federally funded workforce partners. Additionally, many events were put on hold such as career fairs, college tours and open houses so students were not able to participate in these events in the second half of the year. All student appointments with teachers became virtual appointments so that allowed for an increase in online courses and allowed no additional on-site resources were needed as everything was virtual resources.

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 Measurable Outcomes

Expected	Actual
Parent/family participation to increase from baseline (six participants) by 15%	Continued efforts are made to involve parents and families in the education of all CCPA adult students. Recognizing our students are young adults, this involvement has been limited and the baseline was not met this year.

Action 7

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase parent/family participation by: <ul style="list-style-type: none"> 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. 	\$1150	\$876

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent involvement has continued to be a challenge as many students are young adults. Of the 246 students who enrolled from July 1, 2019 to April 1, 2020, 109 students gave CCPA permission to contact their parents and parent letters were mailed with school information and services. Implementing services to reach parents continues, but gathering parental involvement is needed. A successful action taken from previous year's surveys was the utilization of School Messenger, it was identified there is a need to send reminders to students on weekly appointments, workshops, fairs and other events. This need has been met by using the School Messenger System. We have

seen success in continuing to offer Financial Aid Workshops to promote next steps for students enrolling in colleges. Additionally, a tab that shows community partners and resources is readily available on the CCPA website.

Again, a challenge to reach increased parent participation was also due to the pandemic. Many events otherwise open to parent participation were put on hold for the spring of 2020.

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 Measurable Outcomes

Expected	Actual
Number of students dual enrolled. A new baseline of two students per year to be dual enrolled, and will be maintained yearly.	There were seven students dual enrolled.
Number of graduates enrolled in community college. A new baseline of 11 students has been established and will increase from baseline by 10%.	Efforts to track graduates following graduation has been difficult, therefore changes have been made to tracking and following up with students. Data collected from student surveys initially shows that 59% of graduates plan to enroll in college and/or work full time following graduation. A new baseline will be established using data collected from new tracking methods.
College and Career Resource Centers	Maintained baseline of one College and Career Resource Center at each school site.

Action 8

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Prepare students for post-graduation by: <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) Hire two Academic Support Assistants 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) 	\$169,500	\$8,118

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A challenge to complete all actions was due to the pandemic. Many events otherwise open to students on-site were put on hold for the spring of 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

It is the goal of CCPA to prepare students to become college and career ready. Efforts to track graduates following graduation have been difficult, therefore changes have been made to tracking and following up with students. Data collected from student surveys initially shows that 59% of graduates plan to enroll in college and/or work full time following graduation. 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 specialists to increase enrollment at local community colleges by referring directly to these outreach specialists for enrollment and financial aid services. Financial aid outreach specialists were invited to conduct FAFSA workshops at our school sites conducted throughout the year. We have seen success with students participating in the five financial aid workshops held this past year, however, due to the COVID-19 pandemic, additional workshops were cancelled. This challenge was eventually overcome as one Academic Support Assistant (ASA) was hired and was able to virtually meet with students on a one-on-one basis to help with FAFSA applications and meeting students

IECSP goals. Another strategy we utilized to assist students in the development of their IECSP is to encourage them to enroll concurrently at the community colleges.

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.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 Measurable Outcomes

Expected	Actual
Number of individuals who schedule an enrollment appointment for CCPA to increase baseline by 35%.	From July 1, 2019 to April 1, 2020, CCPA set 952 enrollment appointments. There was an increase of 17% in enrollment appointments from 2018-2019. However, this did not meet our baseline increase of 35% from 2017-2018.

Action 9

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue marketing agreement with firm to: <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. 	\$102,000	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The decrease in spending was due to the advertising and marketing budget with WestAmerica Communications being placed on hold pending further evaluation and funding was not re-allocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the Covid-19 pandemic, marketing was put on hold as re-evaluation was needed for allocation of channels needed to best meet the needs of a changing school environment.

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.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

Annual Measurable Outcomes

Expected	Actual
Number of community partners who are supporting CCPA students with a new baseline of 48 community partners will be maintained.	There are 40 community partners that are supporting CCPA students

Action 10

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> 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. 	\$3,500	\$668 Total (\$418 LCFF; \$250 other state)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A challenge to complete all actions was due to the pandemic. Many events otherwise open to community partners on-site were put on hold for the spring of 2020 and meetings were conducted via web-conferencing.

A description of the successes and challenges in implementing the actions/services to achieve the 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. Through self-evaluation, it was noted that the Governance Council Networking meeting was not needed therefore part of the goal that was not met. Meeting this goal was more successful with the use of virtual web-conferencing so more stakeholder participation and feedback has been achieved.

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 as well as continue outreach to business partners and maintain quarterly meetings to support student learning and career pathways.

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 Measurable Outcomes

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

Action 11

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Training opportunities for instructional staff to help with implementation of California State Standards, 21st Century skills and staff obtaining a CTE teaching certificate.	\$2,400	\$1,923

Action 12

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	\$1,300	\$0
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.		

Action 13

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	\$128,000	\$47,859 Total (\$6,481 – LCFF; \$41,378 Grant)

Action 14

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	No cost	No cost

Action 15

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	No cost	No cost

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As the result of not adopting NGSS science piloting a health and art program, as well as identifying a CTE program, the budgeted amount of \$128,000 was not spent, the actual amount was \$44,926. Additional funding was not re-allocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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. We have purchased the Discovery Science curriculum and are in the process of creating these courses on Canvas. The ability to provide students with loaner laptops and connectivity devices allows our students to participate in a blended learning model, utilizing the CANVAS educational platform, as well as our online GradPoint curriculum.

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 that result in implementation of PBL assignments, staff workshops and meetings, and connect with our community partners to develop PBL experiences that align with career pathways.

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

Annual Measurable Outcomes

Expected	Actual
Number of PBL trainings attended by CCPA staff	CCPA teachers attended PBL training.
Number of students completing Project Based Learning assignments	Students were offered the opportunity for Project Based Learning assignments.

Action 16

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	\$5,500	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A challenge to complete all actions was due to the pandemic. Many staff trainings and workshops were put on hold for the spring of 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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 continuing to incorporate robotics PBL's and the teachers are very excited about the LEGO Robotics Program and its impact on learning. The Pearson Realize 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. The Dual enrollment program with the CAJC provides project-based learning opportunities in Construction, Automotive, Cyber Security, Welding, and CNA/CHHA Nursing and Home Health in which there has been increased enrollments with each cohort.

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 focus on writing strategies, utilization of i-Ready, Maxscholar, iLit, and the implementation of designated ELD curriculum, MELD and integrated curriculum, Constructive Meaning.

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 Measurable Outcomes

Expected	Actual
Percentage of students whose i-Ready scores increase, establish new baseline based upon the scores for reading and math.	2019-20 i-Ready data showed 13% of students who were reassessed in reading showed an increase in scores. 2019-20 i-Ready data showed 8% of students who were reassessed in math showed an increase in scores.

Action 17

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	\$3,000	\$290
b) Implement Reading program to increase reading levels of students (Max Scholar, iLIT)		(\$290 Lottery)
c) Assess students three times a year using the i-Ready assessment tool to measure gains in the areas of ELA, reading and math.		

Action 18

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	No Cost	No Cost

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

2019-20 i-Ready data showed 13% of students who were reassessed in reading showed an increase in scores while 8% of students who were reassessed in math showed an increase in scores. Overall, there has been a challenge to reassess students to see the overall improvements for all students. Teachers will continue to administer the i-Ready tests for all students in the areas of reading while not all students need to complete math classes so not all students will be administered math assessments.

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 ELD Standards that results in instruction and assignments that integrate ELD materials and support into student assignments.

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

Annual Measurable Outcomes

Expected	Actual
Increase by 2% Number of EL students improving one level in ELPAC 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 i-Ready scores increase, establish a new baseline for students in the ELA portion of the i-Ready assessment tool.	2019-20 i-Ready data indicates 13% of students who were reassessed in reading showed an increase in scores.

Action 19

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
a) Revise ELD materials every two months based on staff input	\$900	\$1,958
b) Provide bi-monthly staff development and collaborative dialogue with staff on the implementation of designated and integrated ELD.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 pandemic, all state-wide testing was cancelled and thus no data was available to achieve this goal.

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

Annual Measurable Outcomes

Expected	Actual
Percentage of students whose Math scores on the i-Ready increase, establish a new baseline for students in the math portion of the i-Ready assessment tool.	Forty percent of students tested in the math portion on the i-Ready assessment tool, and since this is the first year using i-Ready, we will establish a baseline for improvements in scores of students within the 2019-2020 school year.
Decrease student drop-out rate by 2%	In the academic year of 2018-2019, 20% of CCPA students were dropped due to non-attendance and lack of work completed.

Action 20

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
a) Provide GradPoint Online Learning Solution.		
b) Provide Academic Support Assistant to provide one-on-one Math support for students	\$56,000	\$0
c) Increase in expenditures due to program growth and the need to hire additional academic support assistants.		

Action 21

Planned Action/Service	Budgeted Expenditures	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. Increase in expenditures due to program growth	\$6,950	\$6,623 total (\$3264 – LCFF; \$3359 One Time Mandated)

Action 22

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
a) Maintain ongoing case management of homeless students and families. b) Provide bus passes for qualifying students to increase and support school attendance. c) Provide qualifying pupils' basic school supplies as needed to complete assignments at home. Increase in expenditures due to program growth	\$5,900	\$3,261 total (\$980 – LCFF; \$2,280 – Lottery)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The ASA hiring process has been completed twice and been offered and declined by prospective employees and has since not been filled.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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 about 700 bus passes to help with transportation needs and basic school supplies to students. ASA hiring process has been completed twice and been offered and declined by prospective employees and has since not been filled.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire Community Resource Specialist.	\$141,684	\$36,000	Y
Purchase of Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff.	\$6,000	\$7,148	N
Purchase instructional materials for students.	\$50,000	\$1,800	Y
Professional development for teachers on newly adopted science curriculum.	\$5,000	\$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

A significant substantive difference for budgeted expenditures was in the delay of hiring a Community Resource Specialist. The process to hire has taken longer than expected so the entire year salary will be pro-rated to be hired by April 2021.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Throughout the 2020-21 school year, many factors affected the ability to return to in-person instruction. With COVID-19 restrictions in place, and continued spikes throughout the year, not all classrooms were available to open for in-person instruction. While all sites were prepared with the necessary PPE and plans in place, in-person student appointments were limited but we met the needs of all students who needed in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for teachers in the use of new digital teaching platforms.	\$10,000	\$53,000	N
Professional development for teachers and staff to support English learners	\$20,000	[\$ 0.00]	Y
Purchase of additional devices and technology for students and staff to use during distance learning.	\$100,000	\$96,750	Y
Provide educational resources for students	\$15,000	\$28,800	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The estimated actuals has a substantive difference in an increase in expenditures due to the additional Learning Management System (LMS) pilots for Edgenuity and Edmentum. With the increase use of online LMS platforms, additional Chromebooks for students will need to be purchased.

Professional development for teachers and staff to support English learners will take place in the late Spring of 2021 with the GLAD training workshops.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Although school sites were closed to in-person learning for parts of the school year due to the pandemic, CCPA was relatively well-positioned to transition to distance learning across the program. For CCPA, there was no break in learning continuity for students. Teachers utilized a broad array of distance learning resources across CCPA, adapting tools to the needs of distinctive students and continued to communicate assignments to students, monitor student progress, provide feedback on student work, and assign credit for

work successfully completed. Every student was provided a Chromebook and internet connectivity as needed. We have been successful in giving 100% of CCPA students a Chromebook and 41% of students a connectivity device to complete assignments online and outside of the classroom. With the success of seeing all students receive a Chromebook and hotspot as needed, we will continue this practice to ensure all students have access to a broad course of study. While we have seen a success in getting students the technology and access to courses, there still has been a challenge in getting students engaged in school and completing assignments. Although the student ADA capture rate is currently 45%, students actually attend their appointment 84% of the time, but do not turn complete enough assignments for the week. This learning loss can also be seen with a 28% decrease in credits earned for students in Term 1 of 2020-21 (7.99 credits earned) compared to Term 1 of 2019-20 (11.08 credits earned).

CCPA recognized that one of the most significant impacts of the pandemic due to Covid-19, was the loss of learning, both in academic content and skills. To address this, CCPA offers enhanced assessments and interventions in the critical areas of Reading and Mathematics which supports accelerated learning across all subject areas. The i-Ready program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the area of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, i-Ready is accessible whether students are receiving in-person, distance learning, or blended instruction.

CCPA has been piloting two different Learning Management System platforms to better serve students in distance learning and online courses. These LMS platforms provides students with standards-based curriculum that meets the needs of CCPA students in an asynchronized learning environment. CCPA conducted trainings and pilots in both Edgenuity and Edmentum for teachers to assign students courses. These LMS platforms will allow students to enroll in online courses giving them additional hours of learning time to be completed at home or after their scheduled weekly appointment with their teacher.

Professional development trainings and workshops to support teachers' instructional skills were offered to all teachers, and the benefits of these professional development opportunities was felt the most by our large population of ELs who required additional support from their instructors to mitigate learning loss and maintain their language acquisition skills outside of the classroom. In addition, any time a teacher training is being offered that will be particularly valuable to the learning needs of EL students, the district EL team contacts the principals directly to make them aware of the opportunity. Professional development for teachers and staff to support English learners will take place in the late Spring of 2021 with the GLAD training workshops.

Through surveys and informal assessments, it has been discovered that our students are faced with unique challenges and barriers preventing them from being successful in our program. Through the shift to distance learning due to the pandemic, the benefit of enrolling students virtually has opened a new option to alleviate barriers for students. For students who might have struggled with transportation, childcare, or work scheduling issues, the ability to enroll at any place allows for more students to attend their enrollment appointments. CCPA saw an increase in communication between students and the enrollment team, as well as students attending their scheduled appointments for enrollment more frequently.

Likewise, the new virtual classrooms using web-conferencing, allows foster youth, low-income and EL students greater access to Paraeducators and an Academic Support Assistant who are able to provide targeted, individualized academic assistance. Prior to distance learning, enrollments, teacher appointments and tutoring services were scheduled on-site and in the classroom to meet in person. With the new virtual web-conferencing model, Staff, Teachers, Paraeducators, and the Academic Support Assistant are not

restricted by geography and time spent driving to sites and can devote more time to working remotely with students. In addition, staff were equipped with external cameras to support the Teachers and Paraeducators when working with students individually in a distance learning model. We saw the most impact with these devices when working in the area of mathematics.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Teacher Toolbox resource kit for teachers and students (i-Ready costs)	\$5,000	\$1000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To address student learning loss, CCPA committed to assessing students in reading and math through the use of the i-Ready assessment tool. Students were assessed in September and January with the last coming in May. Currently, data shows that 62% of students increased a level in reading and 50% of students increased a level in math from the September to January assessments. The i-Ready digital platform is not only an assessment tool, but has built in interventions that can reach the specific needs for each student. These interventions will be utilized for students who have not shown an increase in growth for reading or math.

Another success CCPA has seen is in the new LMS systems being piloted and adopted for 2021-2022 school year. Both systems have curriculum that supports learning loss gains in the core content areas. Each of these systems will be included in the recovery plan for the i-Ready components.

Finally, to continue to support students' needs, CCPA has implemented a structured tutoring system online allowing students to have daily online options to receive additional help and homework support. Along with tutoring, a nighttime tech specialist was also hired to help support students at night and after hours with computer and LMS software support.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

In evaluating students' academic progress, it is evident that there is a need to address all students' academic and social-emotional needs. Many of our students experience significant barriers that prevent them from committing fully to their education. According to student surveys, 25% of students did not feel connected to school due to their own job/work responsibilities while 20% of students felt stress was preventing them from being connected to school. The challenge we have encountered was in the actual hiring of the Community Resource Specialist due to the long process of onboarding a new position. Once this position is filled in April 2021, the Community Resource Specialist will continue to monitor student needs and effectiveness by gathering data for student positive attendance rates and tracking student's post-graduation data including students planning to enroll in college or work full-time.

Continuing to support students with emotional well-being, elective classes were made available that incorporated journaling and self-help workshops. Every teacher was provided with two options for student journals, the Big Life Journal or Michelle Obama's Becoming Journal, for students to use in their elective course. Another program added into an elective course is a four-part workshop series, Project GRIT (Generating Resilience to Inspire Transformation) Rethinking Youth from "AT-RISK" to "AT-PROMISE" Scholar System led by Dr. Victor Rios. This workshop provides students information on mentally preparing them for next steps in their life including courses on Career Inventory, From Failing to Plan to Planning to Succeed, From Dreamer to Achiever: One Step at a Time, and Mind, Body, and Soul.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

To support the needs of students in breaking down barriers and supporting their social-emotional well-being for students to become fully engaged with school, funding will be allocated for a Community Resource Specialist. This position will identify regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation. Through surveys collected and student feedback, the Community Resource Specialist will connect CCPA students with community partners to ensure that they are taking advantage of resources available to them and will monitor

the increased usage of services utilized by CCPA students. Additionally, the Community Resource Specialist will continue to monitor student needs and effectiveness by gathering data for student positive attendance rates and tracking student's post-graduation data including students planning to enroll in college or work full-time.

As the majority of CCPA students are young adults age 18-25, family engagement is limited. Therefore, we strived to increase student involvement and participation as much as possible. Engaging with students came through in the form of meetings with their teacher, counselor, community resource specialist and upon enrollment with the student records technicians. Students are in contact with teachers via phone calls, text, and emails, so they can informally assess the students' needs and inform them of the additional support that is available to them. Flyers, letters and emails were created when needed and distributed to all students through school messenger, texting and mailed letters home. Since students are young adults, they must give permission to CCPA to contact their parents. For those students whose permission was given to contact their parents, CCPA contacted families and parents as needed to continue to offer resources.

Engaging students throughout the school year continued to be a challenging area. Financial aid workshops were given and made available to students through College Week in February, but there was limited attendance and involvement from students. Although, scheduled one-on-one appointments did take place to help any student who might need help. Tutoring was offered to all students but again has been a challenge to get students consistently take part of the offered services.

CCPA School Advisory Committee and DELAC meetings occurred regularly throughout the school year and have included updates on the availability of supplemental instruction and support being offered to all students. These meetings are open to the public including students, parents, staff and other stakeholders which allow for announcements, questions and feedback.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Since the majority of current CCPA students are young adults between the ages of 18 to 25 and currently meet with teachers in a one-on-one contract learning setting, free or reduced priced meals are not provided. However, in partnership with community organization food programs, meals have been distributed to students and families throughout Orange County for those in need. OCDE coordinated drive-through grocery distributions at school sites and community locations in the county. CCPA saw success with distribution of these meals as informational flyers were sent to all students through school messenger notifications, teacher notifications, and counselor notifications. While surveying students, 11% of students had already attended the food distribution sites and 35% of students asked for more information. Each student who requested additional information was sent a flyer through email and text messages.

Ultimately, over two million meals were served to the residents of Orange County, many of who were CCPA students and families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$27,000	\$0	N
N/A	DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$8,000	\$0	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

A substantial difference in spending allocations is due to purchasing the software for online enrollment packets. Currently, we are still in the process of working with the Attendance and Records Center to purchase and put forms online and no contract or purchases have been made.

Purchasing a DocuSign software is no longer needed as we have made use of other available programs at no cost to CCPA.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

CCPA has used distance learning strategies for many years, from state standard adopted online courses using the Canvas learning management system, to GradPoint courses offered across the CCPA program, to paper-based independent study strategies facilitated

by contract learning teachers in the curriculum areas. Consequently, CCPA was well-positioned to continue and improve upon distance learning across the program. For CCPA, there was no break in learning continuity or enrollment opportunities for students.

In order to implement this distance learning plan, CCPA partnered with OCDE's IT department to lend out Chromebooks and hotspots to CCPA students. This lending was already a CCPA practice, but increased due to the pandemic. Overall, every student enrolled in CCPA received a Chromebook, and if needed, an internet connectivity device. By providing all students in need with the necessary technology to access academic curriculum via an electronic platform, CCPA will now need to provide virtual support with a Learning Management System (LMS) Support Specialist that will offer students extra hours nighttime support as they navigate the LMS platform and troubleshoot any problems. Not only will this continue engage students in classes, but will help reach the goal of offering a continuum of services to meet their academic needs.

While the pandemic created challenges for students to complete their work, as surveyed, 65% did not feel connected to school and 42% felt that other priorities were preventing them from completing schoolwork. CCPA has identified these needs and is in the process of hiring a Community Resource Specialist to improve the commitment of students and supporting the academic and social-emotional needs of all students. This will be reflected in the 2021-24 LCAP with various actions to strengthen and build more partnerships and resources for students that will result in breaking down barriers for students to keep them more engaged in school. Actions will be created to increase the workforce partnerships as well with the intent of creating more jobs for students to meet their needs outside of school.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The implementation of learning loss assessment strategies will continue throughout the 2021–24 school years. CCPA is committed to the following protocol and process:

1. Continuing with three standardized assessment windows during which time students are administered the i-Ready assessment
2. Increased teacher and administrator accessibility to student results via IO Assessments, which will provide both individual and collective outcome data
3. Professional time set aside to review, assess, and plan, using the i-Ready data available from IO Assessment reports
4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students)

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Although school sites were closed to in-person learning for parts of the school year due to the pandemic, CCPA was relatively well-positioned to transition to distance learning across the program. For CCPA, there was no break in learning continuity for students. Teachers utilized a broad array of distance learning resources across CCPA, adapting tools to the needs of distinctive students and continued to communicate assignments to students, monitor student progress, provide feedback on student work, and assign credit for work successfully completed. CCPA has used distance learning strategies for many years, from state standard adopted online courses using the Canvas learning management system, to GradPoint courses offered across the CCPA program, to paper-based independent study strategies facilitated by contract learning teachers in the curriculum areas. Consequently, CCPA was well-positioned to continue and improve upon distance learning across the program.

CCPA provides a school culture which fosters both social-emotional and academic growth in our student population. Our greatest strength is our ability to form strong relationships with our students. Open communication allows us to assess the strengths and needs of each student on an individual basis and to not only offer interventional services, but to also implement an academic plan which is best suited to that student. Our students will continue to be supported in this program and through our partnerships with community partners. Transportation, mental health, supporting children, homelessness, hunger, and economic hardship are just some of the barriers that our adult students face on a daily basis. Along with our community partners we offer an array of resources to break down these barriers. One of the most important outcomes from analysis of the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan is the need for a Community Resource Specialist. To support the needs of students in breaking down barriers and supporting their social-emotional well-being for students to become fully engaged with school, funding will be allocated for a Community Resource Specialist. This position will identify regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation. Learning from the students needs and community partner feedback will continue to influence the actions taken in the development of the 21-22 through 23-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary for the 2021-22 LCAP

General Information

A description of the LEA, its schools, and its students.

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.

CCPA is strengthened through collaboration with a variety of partners. The most important partnerships are those formulated between teachers, students, parents, mentors, and the community. The dynamics among these groups are critical to the planning, implementing, and design of CCPA. Federally-funded workforce agencies and community partners are vital to the academic progress and meaningful learning experiences for CCPA students. These partnerships provide guest speakers, mentors, field trips, career fairs, job shadowing, internships, and community service opportunities.

CCPA’s vision and mission is to address the need to increase the graduation rate and decrease the dropout by providing students the opportunities to earn their high school diploma and become college and career ready.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The College and Career Preparatory Academy began servicing students in October 2015. The program focuses on students' age 16-25 that had previously dropped out of their high school program. Our annual enrollment numbers have doubled since the school's opening. In 2016, we had 212 enrollments and over the last three years have averaged 419. With this increase in enrollment, there has been a need increased staff and opening of additional sites and partnerships. Currently, the CCPA program has expanded to eight locations to serve students in Orange County. This growth has been established mainly by networking with community partners, local school districts, our marketing campaigns, and by CCPA staff and students referring friends and family.

A major success for CCPA was the completion of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) accreditation process in which CCPA earned a six-year accreditation status through June 2026. CCPA also received the approval for a five-year charter renewal through June 2025.

CCPA's WASC Action Plan and LCAP are focused on addressing identified preliminary student learner needs. Our goal is to improve student achievement with 21st Century skills to meet the goals listed in the State Priorities. CCPA's LCAP and WASC Action Plan goals are directly correlated and encompass resources that are utilized to support the school's vision and mission and meet State Priorities that are measured in the Dashboard.

General funds and LCFF supplemental and categorical funds are allocated to support CCPA's vision, mission, and WASC Action Plan. Funding priorities aligned to the vision, mission, and LCAP are set by administration with input gathered through engagement with teachers, support staff, students, community partners, Governance Council and the Orange County Board of Education. These priorities are represented in CCPA's LCAP and tied to associated measures of effectiveness. The LCAP actions and goals are focused on addressing the growth areas reflected by the data to improve student achievement and to have students equipped with 21st Century skills, targeting the student learning outcomes. Students self-reported that 98% feel they are receiving a good education from CCPA.

A positive indicator of our academic program is that the average number of students graduating has increased over the past three years. As reflected on the 2019 California Dashboard, CCPA's graduation rate increased by 30%. In the 2020-21 LCFF student survey, students self-reported that 58% of graduates planned to transition to college or apply for a new job in their career interest following graduation while 88% of students feel they are being prepared for college or a career.

The School Advisory Committee (previously known as 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. In the 2020-21 LCFF Stakeholders Survey responses indicated that "[they] enjoy collaborating with the professional staff at CCPA. [They are] doing a great job" and "[Student Record Technician] is extremely efficient and goes above and beyond to get...students enrolled right away." Survey results also showed that the 75% of community partners agreed that the school meets the education need of the students, and communication between CCPA and the partner is good.

Additionally, CCPA has seen success through the implementation of goals and actions from the 2019-20 LCAP.

Highlights of success from the 2019-20 LCAP *Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills:*

According to the 2019-2020 LCFF student survey, 35% of our students were assigned a laptop from CCPA to take home to complete assignments and 15% 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 25%.

Highlights of success from the 2019-20 LCAP *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 eight existing community partners that supported students in developing skills to enter the workforce or vocational training pathway and has developed one additional collaborative the California National Guard, Orange County Asian and Pacific Islander Community Alliance (OCAPICA) and Long Beach City College. CCPA will provide educational services for young adults who are participating in the California Job Challenge program. California Job Challenge is a FREE 5-1/2 month residential Career Technical Academy exclusively for all California Challenge graduates.

Based upon their Individualized Education Career Service Plan (IECSP), 178 students were assigned GradPoint's Career Technical Education (CTE) elective courses. There was an increase of 124 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.

It is the goal of CCPA to prepare students to become college and career ready, 7% 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 specialists to increase enrollment at local community colleges by referring directly to these outreach specialists for enrollment and financial aid services. Financial aid outreach specialists were invited to conduct FAFSA workshops at our school sites during the five open houses. Another strategy we utilized to assist students in the development of their IECSP is to encourage them to enroll concurrently at the community colleges.

Highlights of success from the 2019-20 LCAP for *Goal C: Students will increase competencies that prepare them for success in college, career, and life:*

Overall, CCPA has seen an increased graduation rate due to the fact of all students being designated within the correct grade level as deemed by their amount of credits earned.

CCPA has purchased new curriculum for all students to utilize to support their learning. All newly adopted curriculum was piloted by teachers prior to the selection process. The following curriculums were selected and adopted this past year:

- Science – Discovery Education Science
- Math – Holt McDougal Geometry, McGraw Hill Business and Personal Finance
- Elective Curriculum (Drivers Ed curriculum/ HiSet tutorial program)

Teachers attended trainings on the materials listed above and have the ability to receive one-on-one coaching from TOSAs and committee members to assist with implementation. The newly-adopted curricula enhanced the rigor in the classroom, improved the consistency of usage of instructional materials across CCPA, and increased technology use by both students and staff.

CCPA continually reviews curriculum to ensure all program materials are of high academic quality that address our unique student needs. Curriculum committees, comprised of teachers, administrators, and Teachers on Special Assignment (TOSAs), collaborate on the selection of appropriate common core-aligned instructional materials.

CCPA provided students with needed school supplies including Chromebooks, hotspots, backpacks and 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 about 700 bus passes to help with transportation needs and basic school supplies to students.

CCPA continued to partner with SWIFT Education Center to provide training create and implement an infrastructure that supports the California Scale Up Multi-Tiered System of Support (MTSS) in the alternative education setting. MTSS is a continuum of research-based, system-wide practices combined with data-based decision-making intended to meet the academic and behavior needs of all students.

Students have the ability to attend CTE courses through their community partners, community colleges, and the ACCESS program. CCPA students will have the opportunity to take an introductory Exploring Career Technical Education course at various community school sites. Students will also have the opportunity to earn 4 industry certificates through the CTE Program: 1. ServSafe, 2. Express Employment Professionals Career (iCEV) Preparedness Certification, 3. Southwest Airlines Professional Communications Certification (iCEV), and 4. Center for Financial Responsibility Personal Financial Literacy Certification (iCEV).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The College and Career Preparatory Academy provides a safe environment, with highly qualified staff, that supports the needs of all our adult students. A strength of the program is our staff's ability to provide flexible scheduling in a one-on-one atmosphere which fosters both social-emotional and academic growth in our student population. CCPA also provides a rigorous core curriculum that meets the individual needs of all students. Students are provided with the essential tools that have increased the use of technology for teaching and learning to promote 21st Century Skills. To support all students, CCPA connects each student with federally-funded workforce partners who provide services to address their individual needs. We believe that these partnerships are a strength of the program, but the data shows that these services are underutilized. In examining initial i-Ready assessment data for math and reading, it is evident that many students are below grade level and need intervention. Enrollment and attendance data indicate that the adult population we serve struggle with attendance. Through surveys and informal assessments, it has been discovered that our students are faced with unique challenges and barriers preventing them from being successful in our program. Appointment scheduling data shows that there is a need for greater efficiency within the enrollment process.

For an at-promise young adult to re-enroll in high school, it takes a tremendous amount of courage. In examining enrollment data during seasonal peak times, prospective students would have to wait between 4-8 weeks to enroll. Data shows that 40-50% of prospective students

do not attend their initial appointments and we believe this is due to delays in the enrollment process. Once students are enrolled in the program, students attend their weekly appointment 80% of the time, but ADA/Capture rate has average around 55% over the past four year showing that the average for students showing up to their scheduled appointment has been increasing. Student weekly attendance indicates students regularly attend school by showing up to their appointment, but do not do submit enough work to earn ADA for the entire week. The need to improve student capture rate of completing assignments has been identified to eliminate barriers for students. By helping students with these barriers, as indicated on the 2020-21 LCAP Student survey, students will be able to focus more on schoolwork and their educational process.

The 2019-20 school year was the initial year for CCPA students taking the CAASPP exam as previously, all students were designated as 12th graders. Results show that majority of students need remediation in ELA and math. ELA standards are at the “not met” level. Math standards also have a high percentage of students at the “not met” level. These assessment results are a snapshot in time with the bulk of the students’ academic study being received at the district level. This data serves primarily to indicate the gaps and deficits that students enter our program with and areas to target with additional resources and supports. Although the pandemic placed all testing on hold, CAASPP results will be another assessment tool in the coming school years.

We have identified that many of our students enroll with us with gaps in their learning, and that the use of remedial programs, such as i-Ready, needs to be consistently administered. i-Ready initial and 90-day assessments will incorporate intervention strategies in the areas of math and reading. Re-assessment data shows growth in the areas of math and reading.

Identified Student Learner Needs:

Based on identified student data, Dashboard results, and assessment testing, major student learner needs have been identified as follows:

- Improve the efficiency of the enrollment process
- Improve student attendance / capture rate
- Support all students' academic and social-emotional needs

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Engagement

Provide all students with motivating programs, course work, and opportunities where they feel respected and supported, included socially, culturally, and emotionally, and cared for both in and out of the classroom. Collaborate more efficiently with stakeholders to build a strong framework for student achievement and safe and supportive school climates that supports transitions into a career or post-secondary training.

Our Vision and Mission is to increase our graduation rate while decreasing the dropout rate in Orange County. The targeted population of at-promise young adults have been out of school for extended periods of time, have lost connections to their home district and are unaware that our program exists. In examining enrollment data, 77% of our students previously had gaps in their school enrollment, therefore, increasing awareness of our program is essential through the use of marketing initiatives which in turn can increase enrollments.

For an at-promise young adult to re-enroll in high school, it takes a tremendous amount of courage. In examining enrollment data during seasonal peak times, prospective students would have to wait between 4-8 weeks to enroll. Data shows that 40-50% of prospective students do not attend their initial appointments and we believe this is due to delays in the enrollment process. This barrier to accessibility is a major concern and a growth area for the program.

To support the needs of students in breaking down barriers and supporting their social-emotional well-being, funding will be allocated for a Community Resource Specialist. This position will identify regional networks of resources throughout Orange County for students to access to meet their basic needs, support students in connecting with community resources and monitor their participation. Through surveys collected and student feedback, the Community Resource Specialist will connect CCPA students with community partners to ensure that they are taking advantage of resources available to them and will monitor the increased usage of services utilized by CCPA students. Additionally, the Community Resource Specialist will continue to monitor student needs and effectiveness by gathering data for student positive attendance rates and tracking student's post-graduation data including students planning to enroll in college or work full-time.

Goal 2: Pupil Outcomes

Provide all students with a continuum of services that address academic, behavioral, social-emotional, health, and well-being needs.

To address student learning loss, CCPA committed to assessing students in reading and math through the use of the i-Ready assessment tool. Students were assessed in September and January with the last assessment administered in May. Currently, data shows that 62% of students increased a level in reading and 50% of students increased a level in math from the September to January assessments. The i-Ready digital platform is not only an assessment tool, but has built in interventions that can reach the specific needs for each student. These interventions will be utilized for students who have not shown an increase in growth for reading or math. The implementation of learning loss assessment strategies will continue throughout the 2021–24 school years. CCPA will continue with three standardized assessment windows during which time students are administered the i-Ready assessment

Data from surveys shows that resources and services provided by community partners is underutilized by students. To connect students to partners and to increase utilization of services, an MTSS Tiered Intervention Matrix is being developed that identifies regionalized community resources. The need to develop and implement procedures to ensure consistent student attendance and academic achievement is necessary. Additionally, barriers can be reduced by providing support in connecting students with community partners. CCPA is committed to implementing MTSS, a framework designed to address the academic and social-emotional learning needs of all students. In California, MTSS is an integrated, comprehensive framework that focuses on academic standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. This framework is data-driven and identifies students who require interventions.

In examining attendance and academic achievement data, we have identified significant issues that affect our adult population. Transportation, mental health, childcare, homelessness, hunger, and economic hardship are just some of the barriers identified by our adult students. We recognize that these barriers have a significant impact on student attendance and academic achievement. Although the student ADA capture rate is currently 45%, students actually attend their appointment 84% of the time, but do not turn complete enough assignments for the week. Thus, improvement is needed in students completing assignments. This can be seen with efforts in helping students utilize resources with the federally-funded workforce partners to help eliminate barriers that prevent them from completing their school work.

Goal 3: Conditions of Learning

Provide all students with access to a federally funded workforce partner, fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.

Due to the pandemic, we have been successful in giving 100% of CCPA students a Chromebook and 41% of students a connectivity device to complete assignments online and at outside of the classroom. With the success of seeing all students receive a Chromebook and hotspot as needed, we will continue this practice to ensure all students have access to a broad course of study.

To offer additional support for credit deficient students to complete graduation requirements, CCPA will purchase an LMS platform that provides students with standards-based curriculum that meets the needs of CCPA students in an asynchronized learning environment. This LMS platform will allow students to enroll in online courses giving them additional hours of learning time to be completed at home or after their scheduled weekly appointment with their teacher.

CCPA is committed to implementing MTSS, a framework designed to address the academic and social-emotional learning needs of all students. This framework is data-driven and identifies students who require interventions. Data shows 77% of students are two or more grade levels below in reading and math. Because of this we have identified the need to increase use of the i-Ready assessment and intervention program, Universal Designed Lessons (UDL), user-friendly academic interfaces, curriculum review and adoption processes. An Academic Support Assistant will be hired to support the i-Ready assessments and interventions in reading and math.

We would like to see an increase in student participation in courses and classes to increase their college and career readiness. To increase student participation within school and their federally-funded workforce partner, a course is being created that will include attending and participating in workshops provided by the partners and incorporating them into lessons with the teacher.

Comprehensive Support and Improvement

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

Schools Identified

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

College and Career Preparatory Academy

Support for Identified Schools

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

To ensure involvement of our stakeholders on the development of CSI plans, CCPA elicits input from our School Advisory Committee, community partners, local business executives, CCPA staff, students and parents. In an effort to gather meaningful input from all stakeholders, various methods of acquiring input was conducted. Meetings via web-conferencing, phone calls, surveys online and over the phone in various languages, and committees were conducted to solicit input for the Learning Continuity and Attendance Plan and WASC report over the past year. Using data and information gathered through these reports and findings, we were able to develop a School Plan for Student Achievement that supports and coincides with our WASC Action Plan and our Learning Continuity and Attendance Plan.

Throughout the year, input was received in the following forms to allow CCPA to further understand the needs of students and staff.

- CCPA School Advisory Committee meeting held for public hearing and open to public comments, available through web-conferencing and phone call in.
- DELAC and ELAC meetings were held for student and parent questions and feedback.
- Online surveys conducted to gather feedback from students, teachers, staff, community partners and parents.
- Emailed and texted survey to parents in English and Spanish.
- Phone surveys conducted in English and Spanish for Parents.
- Daily meetings with staff that discussed the Learning Continuity and Attendance Plan.
- Surveys/phone calls/meetings with stakeholders from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.

CCPA provides a safe environment, with highly qualified staff, that supports the needs of all our adult students. A strength of the program is our staff's ability to provide flexible scheduling in a one-on-one atmosphere that fosters both social-emotional and academic growth in our student population. CCPA also provides a rigorous core curriculum that meets the individual needs of all students. Students are provided with the essential tools that have increased the use of technology for teaching and learning to promote 21st Century Skills. To support all students, CCPA connects each student with federally-funded workforce partners who provide services to address their individual needs. We believe that these partnerships are a strength of the program, but the data shows that these services are underutilized. In examining initial i-Ready assessment data for math and reading, it is evident that many students are below grade level and need intervention. Enrollment and attendance data indicates that the adult population we serve struggle with attendance. Through these surveys and informal assessments, it has been discovered that our students encounter unique challenges and barriers preventing them from being successful in our program. Appointment scheduling data shows that there is a need for greater efficiency within the enrollment process. Based on research and feedback, major student learner needs have been identified to:

- Support all students' academic and social-emotional needs
- Improve the efficiency of the enrollment process
- Improve student attendance / capture rate

In evaluating students' academic progress, it is evident that there is a need to address all students' academic and social-emotional needs. Many of our students experience significant barriers that prevent them from committing fully to their education. Therefore, CCPA is currently creating and implementing a Multi-Tiered System of Support (MTSS) that uses data to help match academic and social-emotional needs to services that support student success. Tiered intervention matrix planning is in the development stage and created with the mindset to reduce barriers so that all students can be successful. We feel that our commitment to MTSS will provide a broad-based school improvement process to support the program in eliminating barriers in meeting the needs of all students.

Monitoring and Evaluating Effectiveness

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

A major concern expressed by our community partners is the social-emotional well-being of our students during this time. As such, CCPA will provide resources, strategies, and interventions to support engagement in learning and provide social-emotional consultation through Multi-Tiered System of Supports (MTSS). In California, MTSS is an integrated, comprehensive framework that focuses on academic standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. To support the needs of students, funding will be allocated to hire a short-term Community Resource Specialist, whose impact on the program will be measured. Follow-up surveys and responses will be collected throughout the 2020-2021 school year to gather student feedback regarding connectedness to school, coping with stress, and questions to determine basic student needs. The Community Resource Specialist will connect CCPA students with community partners to ensure that they are taking advantage of community opportunities and will monitor the increased usage of services utilized by CCPA students. Additionally, the Community Resource Specialist will continue to monitor student needs and effectiveness by gathering data for student positive attendance rates and tracking student's post-graduation data including students planning to enroll in college or work full-time.

CCPA is committed to implementing MTSS, a framework designed to address the academic and social-emotional learning needs of all students. This framework is data-driven and identifies students who require interventions. Data shows 77% of students are two or more grade levels below in reading and math. Because of this we have identified the need to increase use of the i-Ready assessment and intervention program, Universal Designed Lessons (UDL), user-friendly academic interfaces, curriculum review and adoption processes.

The implementation of learning loss assessment strategies are a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, CCPA is committed to the following protocol and process:

1. A newly established plan, setting three standardized assessment windows during which time students are administered the i-Ready assessment
2. Increased teacher and administrator accessibility to student results via IO Assessments, which will provide both individual and collective outcome data
3. Professional time set aside to review, assess, and plan, using the i-Ready data available from IO Assessment reports
4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of our alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social-emotional, behavioral and mental health aspects of learning loss will also be monitored and measured through surveys and informal assessments. A teacher's relationship with the student and the frequent (daily) communication makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal social-emotional issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Intervention Team meeting (SIT). Once these interventions are identified and set up, the SIT process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutoring group).

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

To ensure involvement of our stakeholders, CCPA's School Advisory Committee elicits input from our community partners, local business executives, CCPA staff, students and parents. The School Advisory Committee represents an organizational and technical design to ensure CCPA remains a viable enterprise, with active and effective representation of interested parties supporting a successful educational program. The School Advisory Committee represents the diverse interests of the students and staff that make up the local school community. In an effort to gather meaningful input from all stakeholders, various methods of acquiring input was conducted. Meetings via web-conferencing, phone calls, surveys online and over the phone in various languages, and committees were conducted to solicit input for the LCAP. Feedback from the community and staff during the OCBE board meetings where CCPA's LCAP is presented will also help to inform the direction of the program. Individuals wishing to provide input during the meeting may join the meeting virtually or submit written comments via email.

- CCPA School Advisory Committee meeting held for public hearing and open to public comments, available through web-conferencing and phone call in.
- DELAC meeting held for parent questions and feedback.
- Online surveys conducted to gather feedback from students, teachers, staff, community partners and parents.
- Emailed and texted survey to parents in English and Spanish.
- Phone surveys conducted in English and Spanish for Parents.
- Daily meetings with staff that discussed the Learning Continuity and Attendance Plan.
- Surveys/phone calls/meetings with stakeholders from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.

A summary of the feedback provided by specific stakeholder groups.

A major concern expressed by our community partners is the social-emotional well-being of our students during this time. As such, CCPA will provide resources, strategies, and interventions to support engagement in learning and provide social-emotional consultation through Multi-Tiered System of Supports (MTSS). To support the needs of students, funding will be allocated to hire a Community Resource Specialist. Follow-up surveys and responses will be collected throughout the 2020-2021 school year to gather student feedback regarding connectedness to school, coping with stress, and questions to determine basic student needs. Clinicians are creating a bi-monthly newsletter/email to address social-emotional well-being that will include strategies for both staff and students. OCDE created a website link offering resources which include Mindfulness Strategies developed by the Positive Behavior Intervention Supports team. Considering stakeholders views that no one for a fact can guarantee anyone's safety during this pandemic, CCPA will continue to offer a virtual option for student-teacher weekly appointments and enrollments. These plans and resources are evidenced in our distance learning program and adjusted with staff responsibilities and roles.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Feedback taken from stakeholder input has been utilized in our plan through reengagement strategies and Implemented Pupil Learning Loss Strategies. For example, from community partner's feedback, we are conducting weekly meetings with support staff, teachers, and community partners to ensure student's engagement. In these meetings, student weekly attendance and work completion are discussed, as well as identifying whom the teachers and community partner case managers feel could benefit from extra support in reengaging them with school. In addition, support staff will continue reaching out to students and supporting them in their enrollment procedures with local workforce agency partners. Increased instructional and behavior interventions will be expanded to all staff to better meet the needs of students and ensure barriers for students are eliminated thus allowing them to engage in school more effectively. These actions can be identified in the increase in student engagement as well as the hiring of a Community Resource Specialist.

Survey results also showed that the 75% of community partners agreed that the school meets the education need of the students, and communication between CCPA and the partner is good. While 85% of community partners say that students are utilizing their resources provided, only 30% students report only using these services two times or more. CCPA is identifying the needs of students and resources offered by community partners to help create a direct line of support that will break down barriers for students to attend and complete assignments for school. These actions can be seen linking and creating a class for students to take, in creating more partnerships, and by hiring a Community Resource Specialist who will direct students to appropriate community partners based on the student needs.

Goals and Actions

Goal #1

Goal #	Description
Goal 1	GOAL 1: ENGAGEMENT Provide all students with motivating programs, course work, and opportunities where they feel respected and supported, included socially, culturally, and emotionally, and cared for both in and out of the classroom. Collaborate more efficiently with stakeholders to build a strong framework for student achievement and safe and supportive school climates that supports transitions into a career or post-secondary training.

An explanation of why the LEA has developed this goal.

We recognize the ongoing need to create systematic changes through intentional design and redesign of services and supports to quickly identify and match interventions to meet the needs of our unique population of adult students. Staff training, curriculum development, and additional support services will provide adult students the opportunity to become college, career, and life-ready.

Our Vision and Mission is to increase our graduation rate while decreasing the dropout rate in Orange County. The targeted population of at-risk young adults have been out of school for extended periods of time, have lost connections to their home district and are unaware that

our program exists. In examining enrollment data, 77% of our students previously had gaps in their school enrollment, therefore, increasing awareness of our program is essential.

Upon enrollment from 2015-2018, all students were enrolled in the 12th grade based upon transcript evaluation and age. Students entered the program with various amounts of credits earned that met graduation requirements but were depicted as 12th graders. In the 2018-2019 school year, all students were re-designated to a grade level according to the credits with which they entered. As a result, the graduation rate for 2018-2019 school year was more accurately aligned to 72.2% and therefore we would like to continue to increase the graduation rate to meet our mission of decreasing the dropout rate in Orange County.

For an at-promise young adult to re-enroll in high school, it takes a tremendous amount of courage. In examining enrollment data during seasonal peak times, prospective students would have to wait between 4-8 weeks to enroll. Data shows that 40-50% of prospective students do not attend their initial appointments and we believe this is due to delays in the enrollment process. Periods of high interest and launches in marketing initiatives result in surges in prospective student enrollments. This, coupled with turnover in support staff, creates delays for students to enroll in our school. This barrier to accessibility is a major concern and a growth area for the program.

To ensure student success, involvement of all stakeholders is critical. We have made great strides in developing partnerships with community organizations that support the needs of our students. Despite these collaborative efforts, data shows about 76% of students are not fully utilizing the opportunities and services offered through our federally funded workforce partners. The development of this goal will help to improve connections between students and partners with strategies to increase student participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase number of enrollments	Baseline from 2020-21 125				Goal: 300 enrollments
Increase Graduation rate	Baseline from 2019-20 69%				Goal: 74%
Increase percentage of students who utilize community partners resources two times or more while enrolled at CCPA	Baseline from 2020-2021 30%				Goal: 45%

Increase number of community partnerships	Baseline from 2020-2021 38 partners				Goal: 45 partners
Increase number of scheduled collaborative meetings with partners	Baseline from 2020-2021 Currently meeting consistently with two partners				Goal: Meetings established with 8 partners
Increase student participation at school events and resources used	Will establish baseline in 2021-22				Goal: Increase student participation by 15%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Marketing	To provide opportunities for at-risk young adults and increase public awareness of CCPA through use of marketing initiatives.	\$225,000	Y
Action 2	Streamline Enrollment	Streamline enrollment process to include temporary support staff during periods of peak enrollment to accommodate the increase of appointments scheduled for prospective students. Increase flexibility in attendance procedures to better meet the needs of adult students.	\$50,000	Y
Action 3	Community Partners	Improve student participation with community partners and increase support staff to address student needs.	\$69,350	Y
Action 4	Collaboration	Collaborate with community partners to develop procedures to expedite and improve the efficiency of the enrollment process.	\$12,890	Y
Action 5	Expand Partnerships	Expand partnership opportunities with community agencies to provide job readiness skills and vocational trainings.	\$12,890	Y
Action 6	Increase Communication and Collaboration	Increase communication and collaboration with agencies within the community, including federally-funded workforce partners, parents/families, and community agencies.	\$26,890	Y

Action 7	Extended Learning	Provide all students with extended learning opportunities (college tours, career fairs, and community partner workshops), including transportation options for students as needed.	\$30,000	Y
Action 8	Expand Interventions	Expand instructional and behavioral interventions and support services to address the critical needs of all students in order to effectively define a clear path to educational attainment and transition into the community, secondary education, and the workforce.	\$36,225	Y

Goal #2

Goal #	Description
Goal #2	<p>GOAL 2: PUPIL OUTCOMES</p> <p>Provide all students with a continuum of services that address academic, behavioral, social-emotional, health, and well-being needs.</p>

An explanation of why the LEA has developed this goal.

We recognize the ongoing need to create systematic changes through intentional design and redesign of services and supports to quickly identify and match interventions to meet the needs of our unique population of adult students. Staff training, curriculum development, and additional support services will provide adult students the opportunity to become college, career, and life-ready.

In examining attendance and academic achievement data, we have identified significant issues that affect our adult population. Transportation, mental health, childcare, homelessness, hunger, and economic hardship are just some of the barriers identified by our adult students. We recognize that these barriers have a significant impact on student attendance and academic achievement. The need to develop and implement procedures to ensure consistent student attendance and academic achievement is necessary. Additionally, barriers can be reduced by providing support in connecting students with community partners.

Data shows that resources and services provided by community partners is underutilized by students. To connect students to partners and to increase utilization of services, an MTSS Tiered Intervention Matrix is being developed that identifies regionalized community resources.

CCPA and the Division of Special Education will continue to improve student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness, and post-secondary pathways. Providing individual students with instructional supports, including tutoring and intervention and/or remediation, will allow them to experience increased academic achievement by building on their existing knowledge base. Students who are able to engage in healthy social-emotional interactions will be active in their academic development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who utilize Community Resource Specialist resources	Will establish baseline in 2021-22				Goal: Increase from baseline
Increase percentage of students who attend their weekly appointment	Baseline from 2020-21 84%				Goal: 90%
Increase ADA Capture Rate	Baseline from 2020-2021 45%				Goal: 52%
Increase Graduation rate each year	Baseline from 2019-20 69%				Goal: 74%
Increase percentage of students planning to enroll in college and/or apply for new jobs in their career interest after graduation	Baseline 2020-21 56%				Goal: 61%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Track Graduates	Track students after graduation through events, surveys and follow-up conducted by CCPA staff; gather data on the efficacy of the program for maintaining a career or completing college.	\$13,640	N

Action 2	Fund Community Resource Specialist	Fund a Community Resource Specialist to identify and develop community relationships that offer resources for adult students that eliminate barriers that impede their ability to access educational options and trainings to compete in the 21st Century workforce, including student resource supplies as needed.	\$37,000	Y
Action 3	Implement MTSS at Enrollment	Implement a Multi-Tiered System of Support (MTSS) that begins at enrollment and addresses the academic and social-emotional needs of all adult students; provide all students additional technology, school supplies and resources needed for them to succeed as they progress through our program and that continues after graduation.	\$124,600	Y

Goal # 3

Goal #	Description
Goal 3	<p>GOAL 3: CONDITIONS OF LEARNING</p> <p>Provide all students with access to a federally funded workforce partner, fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair so students have access to a broad course of study in safe environments that includes the implementation of California State Standards.</p>

An explanation of why the LEA has developed this goal.

CCPA's vision and mission is to increase the graduation rate and decrease the dropout rate in Orange County by providing students the opportunities to earn their high school diploma and become college and career ready. To this end, The College and Career Preparatory Academy endeavors to educate a broad range of students from geographically diverse areas throughout Orange County and to provide resources to our teachers so that they can provide all students with an education in a safe learning environment.

Although the student ADA capture rate is currently 45%, students actually attend their appointment 84% of the time, but do not turn complete enough assignments for the week. Thus, improvement is needed in students completing assignments. This can be seen with efforts in helping students utilize resources with the federally-funded workforce partners to help eliminate barriers that prevent them from completing their school work. We have identified significant issues that affect our adult population. Transportation, mental health, childcare, homelessness, hunger, and economic hardship are just some of the barriers identified by our adult students. We recognize that these barriers have a significant impact on student attendance and academic achievement. The need to develop and implement procedures to ensure consistent student attendance and academic achievement is necessary. Additionally, barriers can be reduced by providing support in connecting students with community partners.

CCPA is committed to implementing MTSS, a framework designed to address the academic and social-emotional learning needs of all students. In California, MTSS is an integrated, comprehensive framework that focuses on academic standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and

social success. This framework is data-driven and identifies students who require interventions. Data shows 77% of students are two or more grade levels below in reading and math. Because of this we have identified the need to increase use of the i-Ready assessment and intervention program, Universal Designed Lessons (UDL), user-friendly academic interfaces, curriculum review and adoption processes. An Academic Support Assistant will be hired to support the i-Ready assessments and interventions in reading and math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of students who are increasing their reading level in pre- and post-tests	Baseline from 2020-21 62%				Goal: 67%
Increase percentage of students who are increasing their math level in pre- and post-tests	Baseline from 2020-21 50%				Goal: 55%
Increase the number of credits earned by students, per term	Baseline from 2020-21 (<i>Term 1</i>) 8 Credits earned				Goal: 11 Credits earned

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Course Contracts	Create a course contract in career exploration and essential life skills that incorporates federally-funded workforce program offerings, including instructional materials and transportation as needed.	\$25,000	Y
Action 2	Curriculum Adoption	Continue to incorporate curriculum adoption plans, focused on core academic areas, CTE, and electives that incorporate a high level of cultural relevancy in curricular options.	\$54,000	Y

Action 3	ELD Curriculum	Designated ELD curriculum will be provided to students who are English Learners (ELs) that target the language needs of Long-Term ELs; continue to provide training to staff on this curriculum.	\$1,000	Y
Action 4	Certificated Professional Development	Provide professional learning opportunities for certificated staff to enhance instructional practices and implementation of standards-based content with fidelity and integrity to all adult students.	\$10,000	Y
Action 5	Classified Professional Development	Provide professional learning opportunities for classified staff to expand behavioral interventions and support services to address the critical needs of adult students.	\$5,000	Y
Action 6	Safe School Environments	We will continue to provide safe school environments that are conducive to learning for all students, including training for staff, monthly safety reports and timely facility repairs.	\$40,000	N

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here] **This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP**

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here] **This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP**

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here] **This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP**

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here] **This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP**

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for the 2021-22 LCAP

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.78%	\$425,282

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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 aged 16-25 and offers educational services that benefit its target population. CCPA 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 needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. As over 80% of CCPA students are identified as low-income, servicing the needs of this group was completed within an LEA-wide effort at all school sites. Most every action has been focused on improving and increasing services that will benefit these identified groups.

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

For students who are English learners (EL), foster youth, and low-income, distance learning can pose an extra set of challenges when considering language or socio-economic barriers. In addition to providing all students in need with the necessary technology to access academic curriculum via an electronic platform, CCPA is meeting the needs of English learners by providing virtual support with bilingual Paraeducators and an academic support assistant. They are in contact with teachers via phone calls, text, and emails in order to identify EL students who need additional support and offer Zoom tutoring. Bilingual staff reach out to parents and students if teachers are having difficulty communicating with family.

Professional development trainings in the area of GLAD, will be utilized to support all students and specifically targeted to support our EL students. The program strategies target and promote language skills, academic achievement, and cross-cultural skills. In addition, our EL students, comprised of 40% of our population, were given resources and access to technology that has provided a gateway to our online

curriculum resources that support our EL students. Every two months write a designated ELD curriculum targeting the language needs of Long-Term ELs and provide training to staff on this curriculum. Achievement data of EL students on AMOs and the number of students reclassified.

Through surveys and informal assessments, it has been discovered that our students are faced with unique challenges and barriers preventing them from being successful in our program. Through the shift to distance learning due to the pandemic, the benefit of enrolling students virtually has opened a new option to alleviate barriers for students. For students who might have struggled with transportation, childcare, or work scheduling issues, the ability to enroll at any place allows for more students to attend their enrollment appointments. Likewise, the new virtual classrooms using web-conferencing, allows foster youth, low-income and EL students greater access to Paraeducators and an Academic Support Assistant who are able to provide targeted, individualized academic assistance. Prior to distance learning, enrollments, teacher appointments and tutoring services were scheduled on-site and in the classroom to meet in person. With the new virtual web-conferencing model, Staff, Teachers, Paraeducators, and the Academic Support Assistant are not restricted by geography and time spent driving to sites and can devote more time to working remotely with students. In addition, staff were equipped with external cameras to support the Teachers and Paraeducators when working with students individually in a distance learning model. We saw the most impact with these devices when working in the area of mathematics.

A strength of the CCPA program is our ability to build rapport with students through a supportive coaching relationship which is designed to meet their academic and social-emotional needs. For those students who actively participate, the one-on-one teacher-student relationship addresses barriers, improves student performance and increases attendance and capture rates. We have identified that many of our students enroll with us with gaps in their learning, and that the use of remedial and intervention programs, such as i-Ready, are needed. EL students will benefit from the close monitoring of student progress with the standardized windows to complete i-Ready assessments.

Student usage data indicates an opportunity for growth in the utilization of adopted software programs and online assessment tools. We believe that further development and implementation of consolidating adopted curriculum on the Canvas platform will better support the academic needs of students and make utilization easier for both teachers and students. The implementation of Canvas learning management system has also resulted in a marked improvement for OCDE's distance learning environment, specifically for low-income students and ELs. The courses will incorporate GLAD and UDL strategies to support our integrated EL approach.

For English learners, daily interactions is where language development occurs, and a distance learning environment can mean a loss of language skills if those skills are not protected and nourished. The district EL Services team is creating a virtual Newcomers Club for ELs where safe, positive online interactions can occur between students and teachers. Before distance learning, transportation barriers would have made this type of club challenging to implement, but in an online school community, ELs and teachers from across the program can easily come together to facilitate learning in a fun, social environment.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 773,485	\$ -	\$ -	\$ -	773,485	\$ 551,740	\$ 221,745

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Marketing	All	\$ 225,000				\$ 225,000
1	2	Streamline Enrollment	All	\$ 50,000				\$ 50,000
1	3	Community Partners	All	\$ 69,350				\$ 69,350
1	4	Collaboration	All	\$ 12,890				\$ 12,890
1	5	Expand Partnerships	All	\$ 12,890				\$ 12,890
1	6	Increase Communication and Collaboration	All	\$ 26,890				\$ 26,890
1	7	Extended Learning	All	\$ 30,000				\$ 30,000
1	8	Expand Interventions	All	\$ 36,225				\$ 36,225
2	1	Track Graduates	All	\$ 13,640				\$ 13,640
2	2	Fund Community Resource Specialist	All	\$ 37,000				\$ 37,000
2	3	Implement MTSS at Enrollment	All	\$ 124,600				\$ 124,600
3	1	Course Contracts	All	\$ 25,000				\$ 25,000
3	2	Curriculum Adoption	All	\$ 54,000				\$ 54,000
3	3	ELD Curriculum	All	\$ 1,000				\$ 1,000
3	4	Certificated Professional Development	All	\$ 10,000				\$ 10,000
3	5	Classified Professional Development	All	\$ 5,000				\$ 5,000
3	6	Safe School Environments	All	\$ 40,000				\$ 40,000
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -
								\$ -

Contributing Expenditure Table

Totals by Type	Total LCFF Fund	Total Funds
Total:	\$ 719,845	\$ 719,845
LEA-wide Total:	\$ 719,845	\$ 719,845
Limited Total:	\$ -	\$ -
Schoolwide	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Marketing	LEA-wide	All	All	\$ 225,000	\$ 225,000
1	3	Community Partners	LEA-wide	All	All	\$ 69,350	\$ 69,350
1	4	Collaboration	LEA-wide	All	All	\$ 12,890	\$ 12,890
1	5	Expand Partnerships	LEA-wide	All	All	\$ 12,890	\$ 12,890
1	6	Increase Communication and Collaboration	LEA-wide	All	All	\$ 26,890	\$ 26,890
1	7	Extended Learning	LEA-wide	All	All	\$ 30,000	\$ 30,000
1	8	Expand Interventions	LEA-wide	All	All	\$ 36,225	\$ 36,225
2	1	Track Graduates	LEA-wide		All	\$ 13,640	\$ 13,640
2	2	Fund Community Resource Specialist	LEA-wide	All	All	\$ 37,000	\$ 37,000
2	3	Implement MTSS at Enrollment	LEA-wide	All	All	\$ 124,600	\$ 124,600
3	1	Course Contracts	LEA-wide	All	All	\$ 25,000	\$ 25,000
3	2	Curriculum Adoption	LEA-wide	All	All	\$ 54,000	\$ 54,000
3	3	ELD Curriculum	LEA-wide	English Learners	All	\$ 1,000	\$ 1,000
3	4	Certificated Professional Development	LEA-wide	All	All	\$ 10,000	\$ 10,000
3	5	Classified Professional Development	LEA-wide	All	All	\$ 5,000	\$ 5,000
3	6	Safe School Environments	LEA-wide		All	\$ 40,000	\$ 40,000
							\$ -

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 773,485	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Marketing	Yes	\$ 225,000	
1	2	Streamline Enrollment	Yes	\$ 50,000	
1	3	Community Partners	Yes	\$ 69,350	
1	4	Collaboration	Yes	\$ 12,890	
1	5	Expand Partnerships	Yes	\$ 12,890	
1	6	Increase Communication and Collaboration	Yes	\$ 26,890	
1	7	Extended Learning	Yes	\$ 30,000	
1	8	Expand Interventions	Yes	\$ 36,225	
2	1	Track Graduates	No	\$ 13,640	
2	2	Fund Community Resource Specialist	Yes	\$ 37,000	
2	3	Implement MTSS at Enrollment	Yes	\$ 124,600	
3	1	Course Contracts	Yes	\$ 25,000	
3	2	Curriculum Adoption	Yes	\$ 54,000	
3	3	ELD Curriculum	Yes	\$ 1,000	
3	4	Certificated Professional Development	Yes	\$ 10,000	
3	5	Classified Professional Development	Yes	\$ 5,000	
3	6	Safe School Environments	No	\$ 40,000	

