

Orange County Department of Education **College and Career Preparatory Academy** Local Control Accountability Plan: 2016-2019



**Local Control and Accountability Plan and Annual Update
Orange County Department of Education – College and Career Preparatory Academy**

Introduction and Executive Summary

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

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

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

College and Career Preparatory Academy

Vision

College and Career Preparatory Academy (CCPA) will inspire students to fulfill their academic, career, and personal goals. CCPA students will prepare to earn their high school diploma or equivalency leading to the achievement of the ultimate goals of developing and empowering students’ success through completion of post-secondary certificates and degrees, career, and community connectedness.

Mission

College and Career Preparatory Academy will immediately reduce the drop-out rate, and assist every student to accelerate transition to postsecondary education and training through the development of an Individualized Education Career Service Plan (IECSP). The IECSP will emphasize a career focused curriculum through individualized pathways, culminating in achievement of a high school diploma or equivalency and necessary career readiness skills. We envision a safe, supportive learning environment where communication and achievement is fostered and accomplishments are celebrated.

Values

CCPA is dedicated to the fundamental human values of respect, responsibility, integrity, and professional ethics. Our priority is service to students, schools, districts, families, and community members. We provide a safe, caring, courteous, and professional environment that fosters collaborative work and individual development for our students. We hold ourselves and each other accountable for the highest level of performance, efficiency, resource management, and professionalism.

Introduction:

LEA: College and Career Preparatory Academy Contact: Dave Connor, Principal, DConnor@OCDE.us, 714-796-8795 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update

Orange County Department of Education

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>OCDE</p> <ul style="list-style-type: none"> • In June 2015 the Orange County Board of Education approved the charter petition for the College and Career Preparatory Academy • Staff from OCDE's Instructional Services and Business Services Divisions reviewed OCDE's charter petition to offer support for increased clarity and greater stakeholder involvement between the charter school and OCDE's strategic priorities. • OCDE continued conducting roundtable discussions on a variety of topics related to the LCAP and strategic priorities. OCDE administrators encouraged all staff to attend and participate in these interactive sessions. 	<p>OCDE</p> <ul style="list-style-type: none"> • Since the opening of the charter school in October 2015, we have opened five sites and have enrolled approximately 200 students and created partnerships with Workforce Innovation and Opportunity Act (WIOA) partners. • Each OCDE division meets regularly for goal setting and strategic planning. Based on information within the LCAP, OCDE division priorities continue to be reviewed and aligned to support established LCAP goals. • Staff members realize the LCAP is a vehicle to improve the outcomes for students, and they continually submit ideas for actions and services to impact student achievement.
<p>CCPA</p> <ul style="list-style-type: none"> • LCAP was discussed at monthly CCPA Leadership Meetings throughout the school year since October. • Updates regarding LCAP measures were submitted in the months of November and March by those responsible for each action item. • A CCPA LCAP Writing Committee was formed comprised of representatives from teachers and administrators. Committee members met frequently and reviewed the input provided by stakeholders to assess the overall effectiveness of the LCAP actions and services. Draft language regarding revisions to the actions and services and a draft of the Annual Update was shared at CCPA Leadership Team meetings for feedback and input. • The CCPA LCAP Writing Committee met with representatives from Foster Youth Services, English Learner Services, Special Education Services, and Safe Schools to ensure the LCAP actions and services 	<p>CCPA</p> <ul style="list-style-type: none"> • The input from the monthly CCPA staff meetings informed the future 2016-2017, 2017-2018, and 2018-2019 Actions and Services portion of this year's LCAP. • The results of the electronic surveys from students, stakeholders, teachers, and non-instructional staff were utilized in developing the LCAP goals. • The CCPA LCAP Writing Committee ensured the input and contributions of all stakeholders was represented in the document. • Staff surveys confirm the positive impact our LCAP goals have had on student achievement. Survey results indicate the following areas of improvement: <ul style="list-style-type: none"> ○ Enhanced technology use in the classroom ○ Increased parent participation ○ Improved implementation of state standards

<p>address the needs of these special populations.</p> <ul style="list-style-type: none"> • CCPA Leadership Team drafted goals for the 2016-2017, 2017-2018, and 2018-2019 school years based on input garnered from division-wide surveys, staff meetings, and administrator-led discussions. • Electronic surveys were sent to students, stakeholders, teachers, and non-instructional staff for input regarding classroom use of technology, school climate, improved implementation of professional development, and evidence of the actions and services outlined within the LCAP for 2016-2017 school year. • The LCAP document is made available for review at school administrative offices and online at the OCDE website. 	<p>Targeted and effective professional development that addresses the unique needs of our student population</p>
<p>Stakeholders</p> <ul style="list-style-type: none"> • CCPA has partnered with WIOA agencies to support college and career pathways for students. Agency 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. • Our WIOA partners present career pathways training opportunities in the sixteen career industry sectors and offer employability training, paid work experience, on the job training, and additional support services which leads to students obtaining gainful employment. • CCPA students, in partnership with local community colleges, have the opportunity to concurrently enroll in college courses which exposes them to the college experience and begins their education and training in their chosen career pathway. 	<p>Stakeholders</p> <ul style="list-style-type: none"> • All stakeholders acknowledge the need for educational service (high school diploma program) offerings to the identified age group of 18+. • The WIOA partners affirmed that CCPA's goals are meeting the needs of students. • Partnerships developed are exposing students to college and career pathways and are assisting them in job readiness skills.
<p>Foster Youth Countywide:</p> <p>Foster Youth Services Coordinating Program (FYSCP) continued the LCFF discussions regarding foster youth with the Orange County School District Foster Youth Liaisons during the quarterly Foster Youth District Liaison (FYDL) meetings on September 18 and November 20, 2015, and January 22, March 4, and May 20, 2016. The two areas that the districts continue to address are:</p> <ul style="list-style-type: none"> • Identification of the foster youth in the district 	<p>Foster Youth Countywide:</p> <p>Through better identification of foster youth and the enhanced coordination of services, foster youth are receiving more targeted services individually designed to provide academic support and minimize the number of school placements. This coordination includes an improved tracking of foster youth outcomes.</p>

<ul style="list-style-type: none"> • Coordination of services provided to the foster youth <p>Foster Youth Services (FYS) continues to consult with districts by providing data to verify the foster youth are in the district, and strategize as they develop their Local Control Accountability Plans. In addition, FYS provided support to assist with developing trainings, partnering with staff, and helping with team meetings.</p> <p>CCPA:</p> <p>FYS continues to be involved with school-based, and team decision-making meetings impacting foster youth. Challenges and obstacles faced by foster youth in CCPA are discussed at Action Group and Leadership Team meetings to problem solve through the expansion of LCAP actions and services, as well as available resources and improved protocols.</p>	<p>CCPA:</p> <p>Continued representation by FYS on behalf of foster youth in CCPA has resulted in the improved problem solving of challenges facing foster youth. This partnership between FYS and CCPA is resulting in better coordination of academic and support services and fewer school transfers for foster youth.</p>
<p>CCPA Students</p> <p>All CCPA students in academic programs were given a student survey to be completed during class or at home. The survey asked the students to provide their opinion on school climate, technology, and curriculum and instruction, as related to our CCPA LCAP Identified Needs.</p> <p>CCPA staff, including teachers, counselors, and support staff meet with students to discuss academic planning, future life choices, and goal setting. During the enrollment process the students are given the Scantron Performance Series assessment to measure ELA, Reading and Math skill levels. This data is used to develop the Individualized Learning Plans (ILP). The students are given an online career assessment (Kuder) which identifies their areas of interests, skills and work values in choosing a career pathway. This data is used in developing an individualized Education Career Service Plan (IECSP).</p> <p>Students are made aware of the purpose behind the LCAP document and shown the connection between the LCAP actions and services and the positive changes taking place in their school programs.</p> <p>Student representatives participated in the Annual Update process through surveys and class discussions. This feedback was included as actions and services in developing for the subsequent years of the LCAP.</p>	<p>CCPA Students</p> <p>About fifty surveys were submitted by students with responses to the LCAP survey. (See Appendix C for an overview of survey results.) Students reported the following:</p> <ul style="list-style-type: none"> • <i>I [have] appreciation for what they do for the students wanting to return to school and get an education like myself.</i> • <i>Thank you guys for your program and believing in students</i> • <i>The teachers and staff are very friendly and informative. My teacher has helped me set up career goals. All the materials have been provided to me. Thanks a lot!!</i> • <i>The school has, and will help me find everything I need to accomplish my career goals.</i> • <i>This program works great for me! Great flexibility and love my teacher!</i> • <i>I think that the school has motivated me and taught me enough by informing me when colleges have an open house, job fairs, and workshops. They have also discussed with me what I am interested in so that I know what I should look for while I am at one of those events.</i> • <i>They are helping me [already] be a better person in life and continue with my school.</i> <p>As a result of student input, the focus on technology and post-graduation/career advice will continue to be a priority. Every effort will be made to incorporate increased technology usage during the school day and encouraged at home. Teachers and staff will continue to focus on enrolling students in CTE programs</p>

	<p>and/or concurrent enrollment in colleges to prepare students for next steps after they graduate. Frequently, students also requested school work more aligned to real world scenarios to prepare them for their futures.</p> <p>In addition, students acknowledge that the best way to communicate with the student outside of school is through the use of text messages and phone calls to help them become more actively connected to the school. Consequently, staff will be trained and encouraged to make use of the School Messenger communication system.</p>
<p><i>Bargaining Units</i></p> <p>Throughout the 2015-2016 school year, a March 15, 2016 meeting was scheduled between OCDE Cabinet representatives and Orange County School Educators Association (OCSEA) members. OCDE management discussed items related to the current OCDE LCAP. An offer was extended to meet with Association members at their monthly meeting on April 4, 2016; however, they declined because they felt they had enough information to share with members and expressed their continued support of the survey formats for collection of data regarding LCAP initiatives from our stakeholders.</p> <p>Throughout the 2015-2016 school year, monthly and quarterly meetings were held between OCDE management and representatives of Chapter 468 of the California School Employees Association (CSEA). In the monthly meetings, dialogue was open to address any employee relations or staffing concerns arising from LCAP implementation and support. In quarterly meetings, information was shared about ACCESS and Special Schools enrollment and budget and staff were given the opportunity to ask questions, provide feedback and suggestions, or raise concerns about the direction of the student programs. In addition, CSEA employees have been encouraged to participate in roundtable sessions regarding OCDE’s strategic priorities for a greater understanding of how each employee plays a supportive role in implementing the LCAP. This more general work is in addition to the collaborative work done related to LCAP at the school site level with both bargaining units. Similar approaches are planned for the 2016-2017 school year.</p>	<p><i>Bargaining Units</i></p> <p>The positive feedback from the OCSEA and CSEA Bargaining Unit Members confirmed that the actions and services provided for students within the LCAP are in alignment with the goals of the OCDE Strategic Plan. OCSEA officers expressed their appreciation for LCAP information and overview. The OCSEA President, on behalf of the members, submitted a letter in support of the Actions and Services contained within the LCAP and commended OCDE staff for their efforts to obtain and include staff feedback in the document. Similarly, CSEA officers expressed their appreciation for LCAP updates. During the June CSEA negotiation meeting, survey results were shared and all agreed that they illustrated the positive impact the OCDE LCAP is having on student achievement and success.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following: Goal A.1.a.: Provide three devices per classroom to ensure access to the CCPA core curriculum and 21 st Century skills that will promote college and career readiness at CCPA school sites for student use during their appointments with the teacher.	Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__x__ 6__ 7__x__ 8__x__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : To ensure access to CCPA core curriculum and 21st Century skills that will promote college and career readiness at CCPA.

Goal Applies to: **Schools:** All Schools

Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: All CCPA school sites will be equipped with three devices per teacher caseload for school site usage.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Based upon the growth of the student population, we will evaluate the need to increase the number of devices for students and purchase accordingly to support the teacher caseload.	Charter-wide	<u> </u> x__ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	(4000-4999 series) \$15,000
Maintain the ongoing cost for site connectivity.	Charter-wide	<u> </u> x__ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	(5000-5999 Series) \$325 x 12 months x number of CCPA sites
Evaluate that our technological infrastructure is current and upgraded as required to remain aligned with changes in technology.	Charter-wide	<u> </u> X__ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	(5000-5999 Series) \$5,000 (Estimated costs based on future changes in technology, as well as progress made to date)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All CCPA school sites will be equipped with three devices per teacher caseload for school site usage.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Based upon the growth of the student population, we will evaluate the need to increase the number of devices for students and purchase accordingly to support the student – to device ratio.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 series) \$15,000
Maintain the ongoing cost for site connectivity.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$325 x 12 months x number of CCPA sites
Reevaluate that our technological infrastructure is current and upgraded as required to remain aligned with changes in technology.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$10,000 (Estimated costs based on future changes in technology, as well as progress made to date)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All CCPA school sites will be equipped with three devices per teacher caseload for school site usage.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Based upon the growth of the student population, we will evaluate the need to increase the number of devices for students and purchase accordingly to support the student – to device ratio.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 series) \$15,000

Maintain the ongoing cost for site connectivity.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$325 x 12 months x number of CCPA sites
Reevaluate that our technological infrastructure is current and upgraded as required to remain aligned with changes in technology.	Charter-wide	<input checked="" type="checkbox"/> ALL	(5000-5999 Series) \$10,000 (Estimated costs based on future changes in technology, as well as progress made to date)

GOAL:	Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following: Goal A.1.b.: Ensure every student has access to the internet and a device for use at home to complete the CCPA core curriculum that will promote college and career readiness.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
	Identified Need :	Through formal/informal surveys of students it has been determined that 40% of students do not have access to either a device or connectivity in the household.		
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Pupils		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Students who do not have a personal device or connectivity, and are using online curriculum, are enrolled in the Laptop Loan Program (LLP) meeting the ratio of 1:1.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Based upon the growth of the student population, we will evaluate the need to increase the number of devices and storage carts for students and purchase accordingly to support the student – to device ratio.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 series) \$120,000

Based upon the growth of student population, we will evaluate the need to increase the number of educational broadband hotspots, for students and purchase accordingly to support the student-to-device ratio.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 series) \$37,987
Maintain broadband hotspot connectivity		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 series) \$39,900

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Students who do not have a personal device or connectivity, and are using online curriculum, are enrolled in the Laptop Loan Program (LLP) meeting the ratio of 1:1.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Based upon the growth of the student population, we will evaluate the need to increase the number of devices and storage carts for students and purchase accordingly to support the student – to device ratio.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 series) \$80,000
Based upon the growth of student population, we will evaluate the need to increase the number of educational broadband hotspots, for students and purchase accordingly to support the student-to-device ratio.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 series) \$37,987
Maintain broadband hotspot connectivity (550 Kajeet hot spots)		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 series) \$62,700

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Students who do not have a personal device or connectivity, and are using online curriculum, are enrolled in the Laptop Loan Program (LLP) meeting the ratio of 1:1.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Based upon the growth of the student population, we will evaluate the need to increase the number of devices and storage carts for students and purchase accordingly to support the student – to device ratio.</p>	<p align="center">Charter-wide</p>	<p><u> </u>x<u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p align="right">(4000-4999 series) \$80,000</p>
<p>Based upon the growth of student population, we will evaluate the need to increase the number of educational broadband hotspots, for students and purchase accordingly to support the student-to-device ratio.</p>	<p align="center">Charter-wide</p>	<p><u> </u>x<u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p align="right">(4000-4999 series) \$9,500</p>
<p>Maintain broadband hotspot connectivity (600 Kajeet hot spots)</p>		<p><u> </u>x<u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p align="right">(4000-4999 series) \$68,400</p>

GOAL:	Goal A: Increase the effective use of technology for teaching and learning to promote 21st Century skills by the following: A.2. Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21 st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments. Expand student usage of available educational software programs.	Related State and/or Local Priorities: 1X 2_ 3__ 4X 5X 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : In order to accommodate the enhanced use of technology for teaching and learning to promote 21st Century skills, additional devices, educational software programs, and professional development for instructional staff are needed.

Goal Applies to: Schools: All Schools
 Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: The percentage of students using technology to complete assignments will increase by an additional 25% from the previous year, as determined by student and staff surveys conducted in the Spring of 2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ongoing training for staff on the use of GradPoint.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$2,200
Utilize Educational Tech User support from Curriculum and Learning to provide training for staff on the use of GoogleDocs	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Explore the use of current and relevant technology and resources to support professional development that enhances teaching and student learning.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

Designate a model classroom in CCPA that effectively utilizes technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(1000-1999 Series) (3000-3999 Series) \$2500 (sub costs)
Utilize ACCESS Teachers on Special Assignment to support ongoing training of instructional staff and implementation of GradPoint and designated CCPA curriculum that promotes 21st Century skills.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost
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.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(4000-4999 Series) Cost of WorldBook, Defined STEM, and Rosetta Stone = \$2600; Discovery Learning = \$5,000
By March 2017, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(5000-5999 Series) \$225 (Survey Monkey)
Conduct workshops on GradPoint online curriculum for certificated staff to target R-FEP students for enrollment in GradPoint online courses and track student progress. A list of R-FEP students in CCPA will be provided to teachers on a semi-annual basis.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(5000-5999 Series) \$250 Supplemental and Concentration Grants

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Continue exploring the use of current and relevant technology and resources to support professional development that enhances teaching and student learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate the overall effectiveness of GradPoint as measured by student usage, increase in student achievement, and feedback from students and teachers regarding effectiveness of this program. If determined to be effective, continue to provide training for staff to utilize GradPoint and increase student usage by 5%.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) \$2,200
Continue to utilize Educational Tech User support from Curriculum and Learning to provide training for new staff on the use of GoogleDocs	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Showcase a model classroom in CCPA that effectively utilizes technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction. Provide ongoing training of instructional staff and implementation of GradPoint and designated CCPA curriculum that promotes 21st Century skills.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) \$2400
By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue exploring the use of current and relevant technology and resources to support professional development that enhances teaching and student learning.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) \$4,000

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.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) Cost of WorldBook, Defined STEM, and Rosetta Stone = \$2600; Discovery Learning = \$5,000
Continue to conduct workshops on GradPoint online curriculum for certificated staff to target R-FEP students for enrollment in GradPoint online courses and track student progress. A list of R-FEP students in CCPA will be provided to teachers on a semi-annual basis.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$250 Supplemental and Concentration Grants

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Continue exploring the use of current and relevant technology and resources to support professional development that enhances teaching and student learning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate the overall effectiveness of GradPoint as measured by student usage, increase in student achievement, and feedback from students and teachers regarding effectiveness of this program. If determined to be effective, continue to provide training for staff to utilize GradPoint and increase student usage by 5%.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) \$1,100
Continue to utilize Educational Tech User support from Curriculum and Learning to provide training for new staff on the use of GoogleDocs	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(2000-2999 Series) No cost

Continue to showcase the model classroom in CCPA that effectively utilizes technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction. Provide ongoing training of instructional staff and implementation of GradPoint and designated CCPA curriculum that promotes 21st Century skills.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(1000-1999 Series) \$1,200
By March 2019, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost
Continue exploring the use of current and relevant technology and resources to support professional development that enhances teaching and student learning.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(1000-1999 Series) \$4,000
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.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(4000-4999 Series) Cost of WorldBook, Defined STEM, and Rosetta Stone = \$2600; Discovery Learning = \$5,000
Continue to conduct workshops on GradPoint online curriculum for certificated staff to target R-FEP students for enrollment in GradPoint online courses and track student progress. A list of R-FEP students in CCPA will be provided to teachers on a semi-annual basis.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(5000-5999 Series) \$250 Supplemental and Concentration Grants

GOAL:	Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce. B.1.a. Increase partnerships with community agencies to provide job readiness skills and vocational training.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Students are in need of job readiness skills and vocational training that will prepare them to enter the workforce or Career Technical Education (CTE) pathways offered through the community colleges and/or community partners as based upon their Career Assessment results (Kuder) and their identified individualized education service plan.
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Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase student enrollments in post secondary education and/or the workforce by 5% and decrease the dropout rate by 1% from the baseline dropout rate of 15% established in 2015-2016.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Based upon the growth of the student population, we will evaluate the need to increase the number of Kuder Licenses to support the development of the Individualized Education Career Service Plan (IECSP).	Charter-wide	<u>X</u> ALL	(4000-4999 Series) \$3,500
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Utilize Instructional Programs Assistant to maintain existing community partners that will support students in developing skills to enter the workforce or vocational training pathway	Charter-wide	<u>X</u> ALL	(1000-1999 Series) (3000-3999 Series) \$105,000 (salary and benefits)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Utilize Instructional Programs Assistant to increase community partners that will support students in developing skills to enter the workforce or vocational training pathways by two in 2016-2017.	Charter-wide	<u>X</u> ALL	No cost
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Based upon their Individualized Education Career Service Plan (IECSP), students will be assigned GradPoint's Career Technical Education (CTE) elective courses.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Utilize Instructional Programs Assistant to provide linkages between students and community partners to increase enrollment by 5% in community partner programs.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Maintain funding for refreshments for Open Houses and College and Career fairs at CCPA sites	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$1500
Provide transportation to career fairs, college tours, job fairs, and community partner workshops.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$500
Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase student enrollments in post secondary education and/or the workforce by 5% and decrease the dropout rate by 2% from the baseline dropout rate of 15% established in 2015-2016.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Based upon the growth of the student population, we will continue to evaluate the need to increase the number of Kuder Licenses to support the development of the Individualized Education Career Service Plan.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$2,500
Utilize Instructional Programs Assistant to maintain existing community partners that will support students in developing skills to enter the workforce or vocational training pathway	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) \$105,000
Utilize Instructional Programs Assistant to increase the number of partnerships by two annually in 2017-2018	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Based upon their IECSP, students will continue to be assigned GradPoint's Career Technical Education (CTE) elective courses.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue to utilize Instructional Programs Assistant to provide linkages between students and community partners to increase enrollment by 5%	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

Maintain funding for refreshments for Open Houses and College and Career fairs at CCPA sites	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(5000-5999 Series) \$2,700
Provide transportation to career fairs, college tours, job fairs, and community partner workshops	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(5000-5999 Series) \$1000
Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase student enrollments in post secondary education and/or the workforce by 5% and decrease the dropout rate by 3% from the baseline dropout rate of 15% established in 2015-2016.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Based upon the growth of the student population, we will continue to evaluate the need to increase the number of Kuder Licenses to support the development of the Individualized Education Career Service Plan.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(4000-4999 Series) \$2,500
Continue to utilize Instructional Programs Assistant to maintain existing community partners that will support students in developing skills to enter the workforce or vocational training pathway	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(1000-1999 Series) \$105,000

Continue to utilize Instructional Programs Assistant to increase the number of partnerships by two	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Based upon their IECSP, students will continue to be assigned GradPoint's Career Technical Education (CTE) elective courses.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue to utilize Instructional Programs Assistant to provide linkages between students and community partners to increase enrollment by 5%	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Maintain funding for refreshments for Open Houses and College and Career fairs at CCPA sites	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$3,000
Provide transportation to career fairs, college tours, job fairs, and community partner workshops	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$1500
Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999) No cost

GOAL:	Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, Community Colleges, and local school districts, to prepare students for post-secondary education and the workforce. B.1.b Increase parent/family participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Recognizing that parent/family engagement and improved communication results in greater student achievement, enhanced collaboration and partnerships among stakeholders is needed.			
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Pupils		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	Increase participation rate of parents/family who attended school events to support the educational process of their student.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Offer parenting classes, workshops, and trainings to encourage parent participation in the educational process.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$2500
	Designate funding for refreshments and interpretation/translation services to encourage parent/family participation.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$500
	Utilize the School Messenger System for communicating essential information to students and parents/family, and provide additional training for staff members to improve the utilization of School Messenger.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$1,200

Develop a resource web page, to include opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents/family to have a greater role in the school community.	Charter-wide	<input checked="" type="checkbox"/> ALL	No Cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
With student's permission, notify parents of services provided via Parent Letter	Charter-wide	<input checked="" type="checkbox"/> ALL	(4000-4999 Series) \$300
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide food boxes for low income students and their families through our partnership with Second Harvest Food Bank	Charter-wide	<input type="checkbox"/> ALL	No Cost
		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Request survey feedback from parent/family regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	Charter-wide	<input checked="" type="checkbox"/> ALL	No cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase participation rate of parents/family who attended school events to support the educational process of their student.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to offer parenting classes, workshops, and trainings to encourage parent/family participation in the educational process.	Charter-wide	<input checked="" type="checkbox"/> ALL	(5000-5999 Series) \$2500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Maintain funding for refreshments and interpretation/translation services to encourage parent/family participation.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$500
Continue to utilize the School Messenger System for communicating essential information to students and parents/family, and provide additional training for new staff to improve the utilization of School Messenger.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$1,200
Maintain 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 to have a greater role in the school community.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
With student's permission, continue to notify parents of services provided via Parent Letter	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$300
Continue to provide food boxes for low income students and their families through our partnership with Second Harvest Food Bank	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Request survey feedback from parent/family regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase participation rate of parents/family who attended school events to support the educational process of their student.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to offer parenting classes, workshops, and trainings to encourage parent/family participation in the educational process.	Charter-wide	<input checked="" type="checkbox"/> ALL	(5000-5999 Series) \$2500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Maintain funding for refreshments and interpretation/translation services to encourage parent/family participation.	Charter-wide	<input checked="" type="checkbox"/> ALL	(5000-5999 Series) \$500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to utilize the School Messenger System for communicating essential information to students and parents/family, and provide additional training for new staff to improve the utilization of School Messenger.	Charter-wide	<input checked="" type="checkbox"/> ALL	(5000-5999 Series) \$1,200
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Maintain 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 to have a greater role in the school community.	Charter-wide	<input checked="" type="checkbox"/> ALL	No Cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
With student's permission, continue to notify parents of services provided via Parent Letter	Charter-wide	<input checked="" type="checkbox"/> ALL	(4000-4999 Series) \$300
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Continue to provide food boxes for low income students and their families through our partnership with Second Harvest Food Bank	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Request survey feedback from parent/family regarding the effectiveness of the support services provided to students to determine areas in need of additional services.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

GOAL:	Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce. B.1.c. Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	Students need post-secondary education to enter the workforce		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Pupils	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase the number of students in dual enrollment and enrollment upon graduation in community college by 3% from our previous year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pupil Personnel Services (PPS) credentialed school counselor will provide transcript evaluations, dropout interventions and grad checks to support student's success.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) \$115,000
Develop a college and career resource center at each individual school site	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$7,500

Each site will do two college tours and FAFSA workshop annually.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Develop exit interview and post-graduation plan for students who have completed the CCPA program.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Hire two part time career coaches to support the student college and career transition process and post-graduation plan at the school sites.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) \$100,000
Provide low income dual enrolled students financial support for classroom materials needed for college courses.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$10,000
Provide bus passes for low income students to get to school	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$500
Provide bus passes for students to get to school on an as needs basis.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$250

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase the number of students in dual enrollment and enrollment upon graduation in community college by 3% from our previous year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pupil Personnel Services (PPS) credentialed school counselor will provide transcript evaluations, dropout interventions and grad checks to support student's success.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) \$118,000
Continue to maintain college and career resource center at each individual school site	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$7000
Each site will do two college tours and FAFSA workshop	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue to administer exit interview and post-graduation plan for students who have completed the CCPA program.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue to support previous two part time career coaches and hire one additional part time career coach supervised by the IPA to support the student college and career transition process and post-graduation plan at the school sites.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) \$150,000

Provide low income dual enrolled students financial support for classroom materials needed for college courses.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$13,000 Supplemental and Concentration Grants
Provide bus passes for low income students to get to school	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$750 Supplemental and Concentration Grants
Provide bus passes for students to get to school on an as needs basis.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$350

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase the number of students in dual enrollment and enrollment upon graduation in community college by 4% from our previous year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pupil Personnel Services (PPS) credentialed school counselor will provide transcript evaluations, dropout interventions and grad checks to support student's success.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) \$122,000
Continue to maintain college and career resource center at each individual school site	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$7000

Each site will do two college tours and FAFSA workshop annually.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue to administer exit interview and post-graduation plan for students who have completed the CCPA program	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue to support previous three part time career coaches and hire one additional part time career coach supervised by the IPA to support the student college and career transition process and post-graduation plan at the school sites.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) \$200,000
Provide low income dual enrolled students financial support for classroom materials needed for college courses.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$15,000 Supplemental and Concentration Grants
Provide bus passes for low income students to get to school	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$1000 Supplemental and Concentration Grants
Provide bus passes for students to get to school on an as needs basis.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$500

GOAL:	Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce B.1.d. Increase student enrollment by providing local school districts an option for their 18+ students who have not completed the graduation requirements of the district.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase the communication and collaboration between CCPA and local school districts in regards to the services we provide to 18 year old+ students who have not met the graduation requirements of their district.
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Pupils
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Annually increase the number of CCPA enrolled students, 18 years and older, who were enrolled in high school the previous year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide informational pamphlets, brochures and flyers to local school districts.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) \$2,000
Meet with local school counselors to inform them of the options that CCPA offers students 18 year old+ students who have not met the graduation requirements of their district.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Collaborate with local school districts in identifying students who are 18 years and older who have aged out of their program and how the College and Career Preparatory Academy can assist these students.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost
Increase in a timely manner Student Records Technician (SRT) services as enrollment increases.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

Invite local school district counselors to attend school events at CCPA school sites.	Charter-wide	<input checked="" type="checkbox"/> ALL	No Cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Annually increase the number of CCPA enrolled students, 18 years and older, who were enrolled in high school the previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures <small>(5000-5999 Series)</small>
Provide informational pamphlets, brochures and flyers to local school districts.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000
Meet with local school counselors to inform them of the options that CCPA offers students 18 year old+ students who have not met the graduation requirements of their district.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue to collaborate with local school districts in identifying students who are 18 years and older who have aged out of their program and how the College and Career Preparatory Academy can assist these students.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Invite local school district counselors to attend school events at CCPA school sites.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Annually increase the number of CCPA enrolled students, 18 years and older, who were enrolled in high school the previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide informational pamphlets, brochures and flyers to local school districts.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$2,000
Meet with local school counselors to inform them of the options that CCPA offers students 18 year old+ students who have not met the graduation requirements of their district.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue to collaborate with local school districts in identifying students who are 18 years and older who have aged out of their program and how the College and Career Preparatory Academy can assist these students.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Invite local school district counselors to attend school events at CCPA school sites.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

GOAL:	Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post secondary education and the workforce B.2. Develop a marketing plan to inform the community about CCPA options and opportunities it presents	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	In Orange County, there is a need to address the aged-out student population who did not receive a high school diploma.
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Pupils
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase the number of enrollments by 250 students from the baseline established in the 2015-2016 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures (5000-5999 Series)
Review prospective marketing firms and their ability to promote CCPA as an option to complete High School diploma or equivalency to the targeted population of out of school youth and reach established yearly enrollment goals.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Hire marketing firm to promote CCPA as an option to complete High School diploma or equivalency to the targeted population of out of school youth and reach established enrollment goals.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000
Develop advertising budget to reach the targeted population through various media outlets as defined in the approved marketing plan.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$75,000
Develop an enrollment survey based upon the approved marketing plan to compile data to identify successful marketing strategies.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase the number of enrollments by 250 students from the baseline established in the 2016-2017 school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue agreement with Marketing Firm and maintain advertising budget to reach the targeted population through various media outlets as defined in the approved marketing plan.	Charter-wide	<u> </u> X <u> </u> ALL	(5000-5999 Series) \$75,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Continue to administer enrollment survey based upon the approved marketing plan to compile data to identify successful marketing strategies.	Charter-wide	<u> </u> X <u> </u> ALL	No Cost
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Analyze data based upon enrollment survey to modify marketing plan based upon identified strategies from the survey.	Charter-wide	<u> </u> X <u> </u> ALL	No Cost
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase the number of enrollments by 150 students from the baseline established in the 2017-2018 school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue agreement with Marketing Firm and maintain advertising budget to reach the targeted population through various media outlets as defined in the approved marketing plan.	Charter-wide	<u> </u> X <u> </u> ALL	(5000-5999 Series) \$75,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

Continue to administer enrollment survey based upon the approved marketing plan to compile data to identify successful marketing strategies.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
Analyze data based upon enrollment survey to modify marketing plan based upon identified strategies from the survey.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost

GOAL:	Goal B: Increase communication and collaboration with partners and agencies within the community including WIOA partners, parents/family, community colleges, and local school districts, to prepare students for post-secondary education and the workforce B.3 Advisory Board is needed to review and advise on career preparation and workforce training.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Identify strategies on how education and industry work together to create high-quality career pathway programs which are aligned with local and regional needs of business and industry		
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase the number of students enrolled in work- based learning programs between education and business as specified by the Advisory Board.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Outreach to the business community to seek partners to participate on the Advisory Board	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
Create Advisory board and set quarterly meetings.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost

Provide funds for refreshments	Charter-wide	<input checked="" type="checkbox"/> ALL	(5000-5999 Series) \$1,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase the number of students by 2% of the previous year enrolled in work based learning programs between education and business as specified by the Advisory Board.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to outreach to the business community to increase partners to participate on the Advisory Board	Charter-wide	<input checked="" type="checkbox"/> ALL	No Cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Set calendar of quarterly meetings to review strategies on how education and industry work together to create high quality career pathway programs.	Charter-wide	<input checked="" type="checkbox"/> ALL	No Cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to provide funds for refreshments	Charter-wide	<input checked="" type="checkbox"/> ALL	(5000-5999 Series) \$1,300
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase the number of students by 2% of the previous year enrolled in work based learning programs between education and business as specified by the Advisory Board.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to outreach to the business community to increase partners to participate on the Advisory Board	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Set calendar of quarterly meetings to review strategies on how education and industry work together to create high quality career pathway programs.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue to provide funds for refreshments	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$1,500

GOAL:	GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following: C.1.a. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21 st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, character development and career readiness while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Staff training, curriculum development, and additional support services are needed to allow students to become college, career, and life-ready.
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Goal Applies to:	Schools: All Schools
Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	63.5% of EL students will advance at least one level on the CELDT; Increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2016; Students will have appropriately assigned teachers in the core subjects; Using data from the Equitable Distribution Monitoring System (EDMS) the overall HQT status of teachers will be maintained from the previous year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct trainings for instructional staff to help with implementation of California State Standards and 21 st Century skills.	Charter-wide	<u>X</u> ALL	(1000-1999 Series) (3000-3999 Series)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,400 (Substitute Teachers)
Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	Charter-wide	<u>X</u> ALL	No Cost
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Offer instructional support through the use of two 6 hour paraeducators for identified students based on program need and growth.	Charter-wide	<u>X</u> ALL	(2000-2999 Series) (3000-3999 Series)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$90,000 Classified Support Services Salaries and Benefits

Utilize written designated ELD curriculum for Long-Term ELs every two months. Two Program Specialists for EL Services will provide classroom-based teacher support to all CCPA classrooms in the areas of designated and integrated ELD.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
Teachers support one another in lesson planning, observations, and structured collaborative conversations. In 2016-2017, Constructing Meaning (CM) lesson planning tools, strategies, and continuous improvement models are embedded across all content areas and throughout all CCPA classrooms.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
Investigate and pilot assessment and career support system related to obtaining the National and Career Readiness Certificate (NCRC), a portable credential.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(4000-4999 Series) \$5,000
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.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u>	(4000-4999 Series) (5000-5999 Series) \$1,300 Included in cost of training for EADMS
Begin training and implementation of curriculum materials for Social Science for usage across CCPA.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(4000-4999 Series) (5000-5999 Series) \$52,500
Begin training and implementation of curriculum materials for ELA for usage across CCPA.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(4000-4999 Series) (5000-5999 Series) \$44,000

Purchase Science materials for new classrooms	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	(4000-4999 Series) \$40,000
Purchase Math materials for new classrooms	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	(4000-4999 Series) \$40,000
Purchase health and art materials for new classrooms	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	(4000-4999 Series) \$40,000
Begin selecting CTE curriculum to support student's IECSP to pilot.	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	(4000-4999 Series) \$5,000
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.	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No Cost
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.	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	63.5% of EL students will advance at least one level on the CELDT; Increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2017; Students will have appropriately assigned teachers in the core subjects; Using data from the EDMS, the overall HQT status of teachers will be maintained from the previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21 st Century skills.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(1000-1999 Series) (3000-3999 Series) \$2,400 (Substitute Teachers)
Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
Offer additional instructional support through the use of six hour paraeducators for identified students based on program need and growth.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(2000-2999 Series) (3000-3999 Series) \$180,000 Classified Support Services Salaries and Benefits
Continue to utilize written designated ELD curriculum for Long-Term ELs every two months. Two Program Specialists for EL Services will provide classroom-based teacher support to all CCPA classrooms in the areas of designated and integrated ELD.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
Teachers continue to support one another in lesson planning, observations, and structured collaborative conversations. In 2016-2017, CM lesson planning tools, strategies, and continuous improvement model are embedded across all content areas and throughout all CCPA classrooms.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost

Implement assessment and career support system related to obtaining the National and Career Readiness Certificate (NCRC), a portable credential.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$70,000
Continue to train staff on the implementation of the assessment and career support system related to obtaining the National and Career Readiness Certificate (NCRC), a portable credential.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) \$5,000
Based upon growth, continue to purchase the software license for Educator's Assessment Data Management System (EADMS), a program to track EL academic data. Continue to Train certificated and classified staff on the use of the (EADMS) to identify ELs and R-FEP students.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u>	(4000-4999 Series) \$1,300 Included in cost of training for EADMS
Based upon need and program growth, continue training and implementation of curriculum materials for Social Science for usage across CCPA.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$50,000
Based upon need and program growth, continue training and implementation of curriculum materials for ELA for usage across CCPA.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$44,000
Implement and train staff on the adopted Science curriculum materials.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$29,000

Implement and train staff on the adopted Math curriculum materials.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$29,000
Implement health and art curriculum	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$29,000
Implement CTE curriculum to support student's IECSP to pilot.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$10,000
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.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue to 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.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	63.5% of EL students will advance at least one level on the CELDT; Increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2018; Students will have appropriately assigned teachers in the core subjects; Using data from the EDMS, the overall HQT status of teachers will be maintained from the previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21 st Century skills.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) \$2,400 (Substitute Teachers)
Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Offer additional instructional support through the use of 6 hour paraeducators for identified students based on program need and growth.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(2000-2999 Series) (3000-3999 Series) \$270,000 Classified Support Services Salaries and Benefits
Continue to utilize written designated ELD curriculum for Long-Term ELs every two months. Two Program Specialists for EL Services will provide classroom-based teacher support to all CCPA classrooms in the areas of designated and integrated ELD.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Teachers continue to support one another in lesson planning, observations, and structured collaborative conversations. In 2016-2017, CM lesson planning tools, strategies, and continuous improvement model are embedded across all content areas and throughout all CCPA classrooms.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

Implement assessment and career support system related to obtaining the National and Career Readiness Certificate (NCRC), a portable credential.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$70,000
Continue to train staff on the implementation of the assessment and career support system related to obtaining the National and Career Readiness Certificate (NCRC), a portable credential.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) \$5,000
Based upon growth, continue to purchase the software license for Educator's Assessment Data Management System (EADMS), a program to track EL academic data. Continue to Train certificated and classified staff on the use of the (EADMS) to identify ELs and R-FEP students.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u>	(4000-4999 Series) \$1,300 Included in cost of training for EADMS
Based upon need and program growth, continue training and implementation of curriculum materials for Social Science for usage across CCPA.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$50,000
Based upon need and program growth, continue training and implementation of curriculum materials for ELA for usage across CCPA.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$44,000
Based upon need and program growth, continue training and implementation of curriculum materials for Science for usage across CCPA.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$29,000

Based upon need and program growth, continue training and implementation of curriculum materials for Math for usage across CCPA.	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	(4000-4999 Series) \$29,000
Based upon need and program growth, continue training and implementation of curriculum materials for health and art for usage across CCPA.	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	(4000-4999 Series) \$29,000
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.	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No Cost
Continue to 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.	Charter-wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No Cost

GOAL:	GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following: C.1.b. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21 st Century Skills critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.	Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
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Identified Need : Staff training, curriculum development, and project-based learning are needed to allow students to become college, career, and life-ready.

Goal Applies to: Schools: All Schools
 Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Increase the number of student assignments incorporating 21st century skills through Project-Based Learning.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop, communicate, and schedule staff workshops, meetings, and events that focus on 21 st century skills through Project-Based Learning (PBL).	Charter	<u> </u> X <u> </u> ALL	(1000-1999 Series) (3000-3999 Series) \$6,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Provide access to examples on websites of PBL assignments that teachers can incorporate in the core content.	Charter	<u> </u> X <u> </u> ALL	No Cost
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Investigate and explore the opportunities with our community partners to develop PBL experiences that align with chosen career pathways.	Charter-wide	<u> </u> X <u> </u> ALL	No Cost
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Teachers will incorporate PBL assignments into the curriculum.	Charter-wide	<u> </u> X <u> </u> ALL	(4000-4999 Series) \$2,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase the number of student assignments incorporating Project-Based Learning in the classroom		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue development, communication, and scheduled staff workshops, meetings, and events that focus on Project-Based Learning (PBL).	Charter	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(1000-1999 Series) (3000-3999 Series) \$7,800
Continue to provide access to examples on websites of PBL assignments that teachers can incorporate in the core content.	Charter	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
Implement PBL opportunities with our community partners that align with chosen career pathways.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
Teachers will incorporate PBL assignments into the curriculum.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(4000-4999 Series) \$2,600

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase the number of student assignments incorporating Project-Based Learning in the classroom.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue development, communication, and scheduled staff workshops, meetings, and events that focus on Project-Based Learning (PBL).	Charter	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 Series) (3000-3999 Series) \$9,800
Continue to provide access to examples on websites of PBL assignments that teachers can incorporate in the core content.	Charter	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue to implement PBL opportunities with our community partners that align with chosen career pathways.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Teachers will incorporate PBL assignments into the curriculum.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$3,500

GOAL:	GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following:		Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
	C.1.c. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21 st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.		
Identified Need :	Staff training, curriculum development, and instructional materials focused on improved student writing and language development are needed to allow students to become college, career, and life-ready.		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All Pupils	

LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	63.5% of EL student will advance at least one level on the CELDT and increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2016. Increase in the number of students who make gains in the areas of ELA, reading and math on the SCANTRON Performance Series test.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using <i>Constructing Meaning</i> lesson-planning principles, materials, strategies, and use of data to better support ELs.	Charter-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(5000-5999 Series) \$300 (printing costs)
Assess students three times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math.	Charter-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	63.5% of EL student will advance at least one level on the CELDT and increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2017. Increase in the number of students who make gains in the areas of ELA, reading and math on the SCANTRON Performance Series test.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using <i>Constructing Meaning</i> lesson-planning principles, materials, strategies, and use of data to better support ELs.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$300 (printing costs)
Continue to assess students three times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	63.5% of EL student will advance at least one level on the CELDT and increase graduation rate by an additional .25% from previous year for students in the program with a minimum of 160 credits by September 2018. Increase in the number of students who make gains in the areas of ELA, reading and math on the SCANTRON Performance Series test.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

Implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using <i>Constructing Meaning</i> lesson-planning principles, materials, strategies, and use of data to better support ELs.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(5000-5999 Series) \$300 (printing costs)
Continue to assess students three times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost

GOAL:	GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following: C.1.d. Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21 st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.		Related State and/or Local Priorities: 1__ 2X 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Staff training, curriculum development, and instructional materials focused on improved student writing and language development for are needed to allow English Learners to become college, career, and life-ready.		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Pupils	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal above of 63.5% of EL students advancing at least one level on the CELDT.		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Revise ELD materials every two months based on staff input.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(4000-4999 series) \$1,000 Supplemental and Concentration Grants

Provide bi-monthly staff development and collaborative dialogue with staff on the implementation of designated and integrated ELD.	Charter-wide	__ALL	(4000-4999 series) \$700 for materials Supplemental and Concentration Grants
		OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal of 65% of EL students advancing at least one level on the CELDT.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to create and publish designated ELD instructional materials targeting Long-Term EL students for use by instructional staff, as well as revise ELD materials based upon staff input.	Charter-wide	__ALL	(4000-4999 series) \$1,000 Supplemental and Concentration Grants
		OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to provide bi-monthly staff development and collaborative dialogue with staff in on the implementation of designated and integrated ELD.	Charter-wide	__ALL	(4000-4999 series) \$700 for materials Supplemental and Concentration Grants
		OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Expand and improve EL instruction to meet the goal above of 63.5% of EL students advancing at least one level on the CELDT.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to create and publish designated ELD instructional materials targeting Long-Term EL students for use by instructional staff, as well as revise ELD materials based upon staff input.	Charter-wide	__ALL	(4000-4999 series) \$1,000 Supplemental and Concentration Grants
		OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Continue to provide bi-monthly staff development and collaborative dialogue with staff on the implementation of designated and integrated ELD.	Charter-wide	<input type="checkbox"/> ALL	(4000-4999 series) \$700 for materials Supplemental and Concentration Grants
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL:	GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following: C.2. Retain highly qualified staff in the following classifications: certificated staff, certificated support staff, and classroom and individual support staff to provide effective and targeted instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____

Identified Need :	Students prepared to be college, career, and life-ready.		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Pupils	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	Charter-wide	<input checked="" type="checkbox"/> ALL	(1000-1999 series) (3000-3999 series) \$1,800,000 Certificated Instructional Salaries and Benefits
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Ensure high-quality academic and college and career pathways support services for all students.	Charter-wide	<input checked="" type="checkbox"/> ALL	(1000-1999 series) (3000-3999 series) \$175,000 Administrative costs
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Provide classroom and individual instructional support to assist students to achieve academic success.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(2000-2999 series) (3000-3999 series) \$200,000 Classified Support Services Salaries and Benefits
Provide Verification Process for Special Settings (VPSS) classes provided by Los Angeles County Office of Education (LACOE) to teachers to become Highly Qualified in the core subjects of ELA, Science, and Math.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$1,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 series) (3000-3999 series) \$2,700,000 Certificated Instructional Salaries and Benefits
Continue to ensure high-quality academic and college and career pathways support services for all students.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(1000-1999 series) (3000-3999 series) \$175,000 Administrative costs, admin and school counselor
Continue to provide classroom and individual instructional support to assist students to achieve academic success.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(2000-2999 series) (3000-3999 series) \$240,000 Classified Support Services Salaries and Benefits

Continue to offer a Verification Process for Special Settings (VPSS) classes provided by Los Angeles County Office of Education (LACOE) to teachers to become Highly Qualified in the core subjects of ELA, Science, and Math.	Charter-wide	<input checked="" type="checkbox"/> ALL	(5000-5999 Series) \$1,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Students will continue to have access to highly qualified teachers who have received professional development targeting effective instructional strategies. Continue to retain highly qualified certificated support staff, paraeducators, and other instructional support staff to ensure quality student services for all pupils.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	Charter-wide	<input checked="" type="checkbox"/> ALL	(1000-1999 series) (3000-3999 series) \$3,600,000 Certificated Instructional Salaries and Benefits
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to ensure high-quality academic and college and career pathways support services for all students.	Charter-wide	<input checked="" type="checkbox"/> ALL	(1000-1999 series) (3000-3999 series) \$335,000 Administrative costs, admin and school counselor
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to provide classroom and individual instructional support to assist students to achieve academic success.	Charter-wide	<input checked="" type="checkbox"/> ALL	(2000-2999 series) (3000-3999 series) \$240,000 Classified Support Services Salaries and Benefits
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to offer a Verification Process for Special Settings (VPSS) classes provided by Los Angeles County Office of Education (LACOE) to teachers to become Highly Qualified in the core subjects of ELA, Science, and Math.	Charter-wide	<input checked="" type="checkbox"/> ALL	(5000-5999 Series) \$1,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL:	GOAL C: Students will increase competencies that prepare them for success in college, career, and life by the following: C.3. Expand instructional and behavioral interventions and support services to address the critical needs of students.	Related State and/or Local Priorities: 1 X 2 X 3__ 4 X 5 X 6 X 7 X 8 X COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Students prepared to be college, career, and life-ready.
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Pupils
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Improve attendance rate from the baseline of 2015-2016 by 2% and lower dropout rate of 1% from baseline of 2015-2016.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Gather data to determine causes of student dropout and attendance issues.	Charter-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No Cost
Provide Pro-ACT training for remaining staff, and new additional staff.	Charter-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	(5000-5999 Series) \$5,000
Provide GradPoint Online Learning Solution.	Charter-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) \$21,050/ \$2,160 (training)

Provide funding for a College and Career Counselor to support students as they prepare for post-secondary pathways.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Maintain ongoing case management of homeless students and families.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Homeless_____	No Cost
Provide bus passes for qualifying students to increase and support school attendance.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$2000
Provide bus passes for qualifying students to increase and support school attendance.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$2500
Provide qualifying pupils basic school supplies as needed to complete assignments at home.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$1000
Train staff to use <i>2-1-1 Orange County</i> , an online database of community resources.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

Provide funds for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$500
Communicate workshops and training opportunities to CCPA staff to address the unique needs of low-income students.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) Funds to be allocated for identified trainings, up to \$2000
Support students in dual enrollment courses in the local community colleges.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Provide information to students/families in regards to resources in the community in the areas of housing, food, health, and legal services.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Develop relationships with community partners that address the critical needs of students.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Improve attendance rate from the baseline of 2015-2016 by 3% and lower dropout rate of 2% from baseline of 2015-2016.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to gather data to determine causes of student dropout and attendance issues.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue Pro-ACT training for remaining staff, and new additional staff, and recertify one trainer.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$5,000
Continue to offer GradPoint Online Learning Solution.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) \$21,050/ \$2,160 (training)
Continue to provide funding for a College and Career Counselor to support students as they prepare for post-secondary pathways.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Maintain ongoing case management of homeless students and families.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u> _____	No Cost

Continue providing bus passes for qualifying students to increase and support school attendance.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$2600
Continue providing bus passes for qualifying students to increase and support school attendance.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$3300
Continue to provide qualifying pupils basic school supplies as needed to complete assignments at home.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$1300
Continue to train staff to use <i>2-1-1 Orange County</i> , an online database of community resources.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$500
Communicate workshops and training opportunities to CCPA staff to address the unique needs of low-income students.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) Funds to be allocated for identified trainings, up to \$2000

Continue to support students in dual enrollment courses in the local community colleges.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue to provide information to students/families in regards to resources in the community in the areas of housing, food, health, and legal services.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue to develop relationships with community partners that address the critical needs of students.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Improve attendance rate from the baseline of 2015-2016 by 4% and lower dropout rate of 3% from baseline of 2015-2016.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to gather data to determine causes of student dropout and attendance issues.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue Pro-ACT training for remaining staff, and new additional staff and recertify one trainer.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$5,000

Continue to offer GradPoint Online Learning Solution.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) (5000-5999 Series) \$21,050/ \$2,160 (training)
Continue to provide funding for a College and Career Counselor to support students as they prepare for post-secondary pathways.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Maintain ongoing case management of homeless students and families.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u> _____	No Cost
Continue providing bus passes for qualifying students to increase and support school attendance.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$3400
Continue providing bus passes for qualifying students to increase and support school attendance.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$4400
Continue to provide qualifying pupils basic school supplies as needed to complete assignments at home.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(4000-4999 Series) \$1700

Continue to train staff to use 2-1-1 Orange County, an online database of community resources.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) \$500
Communicate workshops and training opportunities to CCPA staff to address the unique needs of low-income students.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(5000-5999 Series) Funds to be allocated for identified trainings, up to \$2000
Continue to support students in dual enrollment courses in the local community colleges.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue to provide information to students/families in regards to resources in the community in the areas of housing, food, health, and legal services.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
Continue to develop relationships with community partners that address the critical needs of students.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 410,993
<p>The goal of the College and Career Preparatory Academy (CCPA) is to provide instructional services that the Orange County Department of Education does not generally provide for those over 18 years; will offer educational services that will benefit its target population; and will support students in a way that focuses on one of the legislative intents in the Charter Schools Act, which is to “increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.” To this end, The College and Career Preparatory Academy endeavors to educate a broad range of students from geographically diverse areas throughout Orange County. The target population, residing in any school district in the county, is best served by the College and Career Preparatory Academy due to its capacity and expertise to collaborate with all school districts and county agencies and to centralize educational, workforce, social services, and law enforcement services collectively as we prepare our students to be college and/or career ready.</p> <p>Due to the extensive needs of our diverse population, we have chosen to use our Supplemental and Concentration Grant funding to strengthen and build our existing programs. The graduation rate for Orange County, at 85.3% is 6.8% higher than the state rate of 78.5%, for that reporting period. Even with the state’s highest graduation and lowest dropout rates, Orange County is losing approximately 4,000 students annually. In response, OCDE established the College and Career Preparatory Academy (CCPA), a charter school specifically designed to address the academic and college to career workforce development needs of students at risk of not earning a high school diploma. Given that more than 88% of our students qualify for Free and Reduced Price Lunches, are English Learners, and/or are foster youth, the majority of the actions and services listed above in this document are targeted to serve “All Students” because they address common academic and behavioral issues. Therefore, we plan to utilize additional LCFF funding in the following ways:</p> <ul style="list-style-type: none">• Continue to upgrade and improve technology infrastructure to support 21st Century learning skills.• Maintain the utilization of educational software that will enhance student skills and continue to support ongoing costs.• Expand our parent/family and pupil engagement opportunities to improve school climate, which will include increasing the number of parent classes and events.• Provide funding for a College and Career Readiness Counselor.• Provide funding for an Instructional Programs Assistant to increase and maintain community partnerships.• Hire an additional paraeducators to address the needs of students and staff as the program grows.• Investigate and hire a marketing firm to develop marketing strategies that will promote the College and Career Preparatory Academy.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

17.32	%
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In addition, we recognize the need to improve achievement outcomes for the most at-risk learners, including low income pupils, foster youth, and English learners. The following instructional strategies substantially exceed the required increase or improvement in services for low income students, foster youth subgroups, and English Learners. This plan will improve services for these subgroups by the following actions:

- Provide additional computers and devices for students to utilize.
- Develop a laptop and hot spot check-out system for students.
- Partner with community organizations to assist low-income students with basic needs.
- Improve communication with students, parents, and families via School Messenger, Aeries.net, and other outreach programs.
- Provide access to public transportation to increase attendance and improve learning opportunities.
- Provide supplemental academic support to encourage student academic achievement through increased school tutoring.
- For foster youth, increase access to courses for credit recovery and additional academic support through access to educational software programs.
- Provide training for teachers to understand and develop strategies to support foster youth facing trauma.
- Provide access to GradPoint online curriculum software which allows students to enroll in (A-G) high school courses.
- Provide ongoing monitoring of the progress of redesignated fluent English proficient pupils.
- Provide funding for students who are dual enrolled in CCPA and a local community college for school supplies and transportation.
- Provide financial assistance for college entrance assessments and other expenses related to college applications.

Appendices

Appendix A: Summary of LCAP Identified Areas for Increased or Improved Services for Students

Appendix B: Ethnic Demographic Breakdown

Appendix C: LCAP Survey Results

- Students
- Stakeholders
- Teachers
- Staff (Non-Teachers)

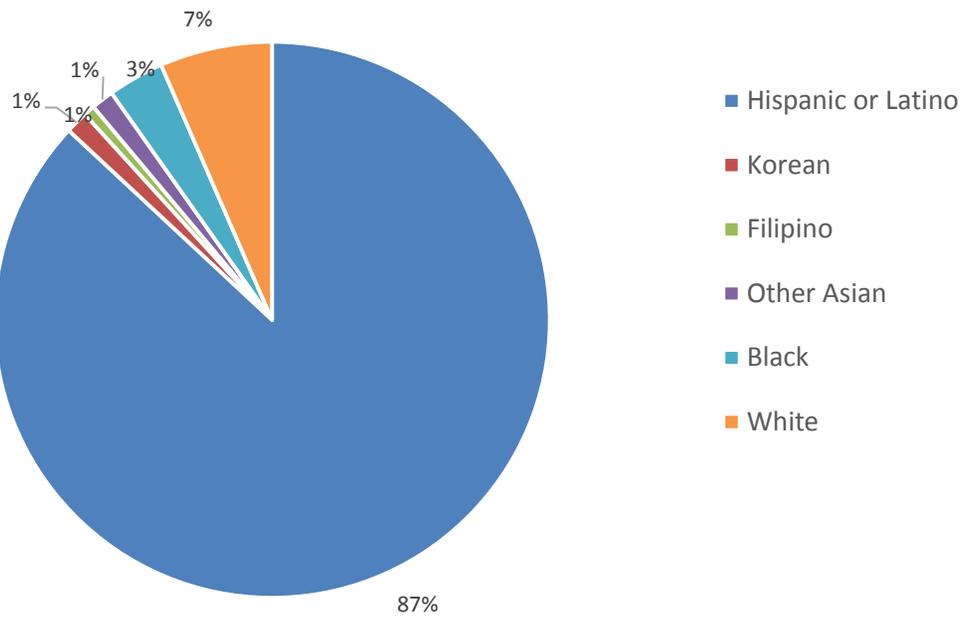
Appendix D: Acronyms and Abbreviations

**Summary of LCAP Identified Areas for Increased or Improved Services for Students
2016-2017**

Conditions of Learning: State Priorities 1, 2, and 7	Pupil Outcomes: State Priorities 4 and 8	Engagement: State Priorities 3, 5, and 6
<p><u>Priority 1: Basic Services</u></p> <ul style="list-style-type: none"> • Upgrade technology hardware at school sites • Pilot and purchase new California State Standards-aligned texts and materials • Increase use of technology by teachers and students <p><u>Priority 2: Implementation of State Standards</u></p> <ul style="list-style-type: none"> • Continue to meet the federally-defined targets for EL students • Purchase new California State Standards aligned materials • Implement Project-Based Learning • Increase student usage of Constructing Meaning tools and strategies <p><u>Priority 7: Course Access</u></p> <ul style="list-style-type: none"> • Continue the implementation of ACCESS-adopted curriculum and California State Standards that incorporate technology • Increase student usage of GradPoint Online Learning Solution with options for A-G courses • 	<p><u>Priority 4: Pupil Achievement</u></p> <ul style="list-style-type: none"> • Provide on-going professional development • Continue to meet federal targets for English Learners • Increase student attendance • Increase graduation rates • Decrease dropout rates • Expand para-educator support • Expand English language development support • Increase the number of dual enrolled students in college <p><u>Priority 8: Other Pupil Outcomes</u></p> <ul style="list-style-type: none"> • Increase staff and student utilization of technology in instruction, learning, and assignments • Increase student usage of GradPoint and other online educational software resources 	<p><u>Priority 3: Parent/family Involvement</u></p> <ul style="list-style-type: none"> • Offer open houses for student’s Parent/families • Provide information on community resources to parents/families • Distribute CCPA-wide calendar of school events • Expand the use of School Messenger System • Offer translation and interpretation services for parents/families • Continue to utilize parent surveys to effect change <p><u>Priority 5: Pupil Engagement</u></p> <ul style="list-style-type: none"> • Increase student attendance • Decrease dropout rate • Increase graduation rate for students with 160 credits by September 1st • Increase access and usage of technology <p><u>Priority 6: School Climate</u></p> <ul style="list-style-type: none"> • Continue the development of the Progressive Intervention Plan and begin implementation • Maintain on-going case management of homeless students and families • Continue the Pro-ACT and Why Try programs

CCPA Ethnic Demographic Breakdown

All Students



Local Control Accountability Plan Student Survey Results

May 2016

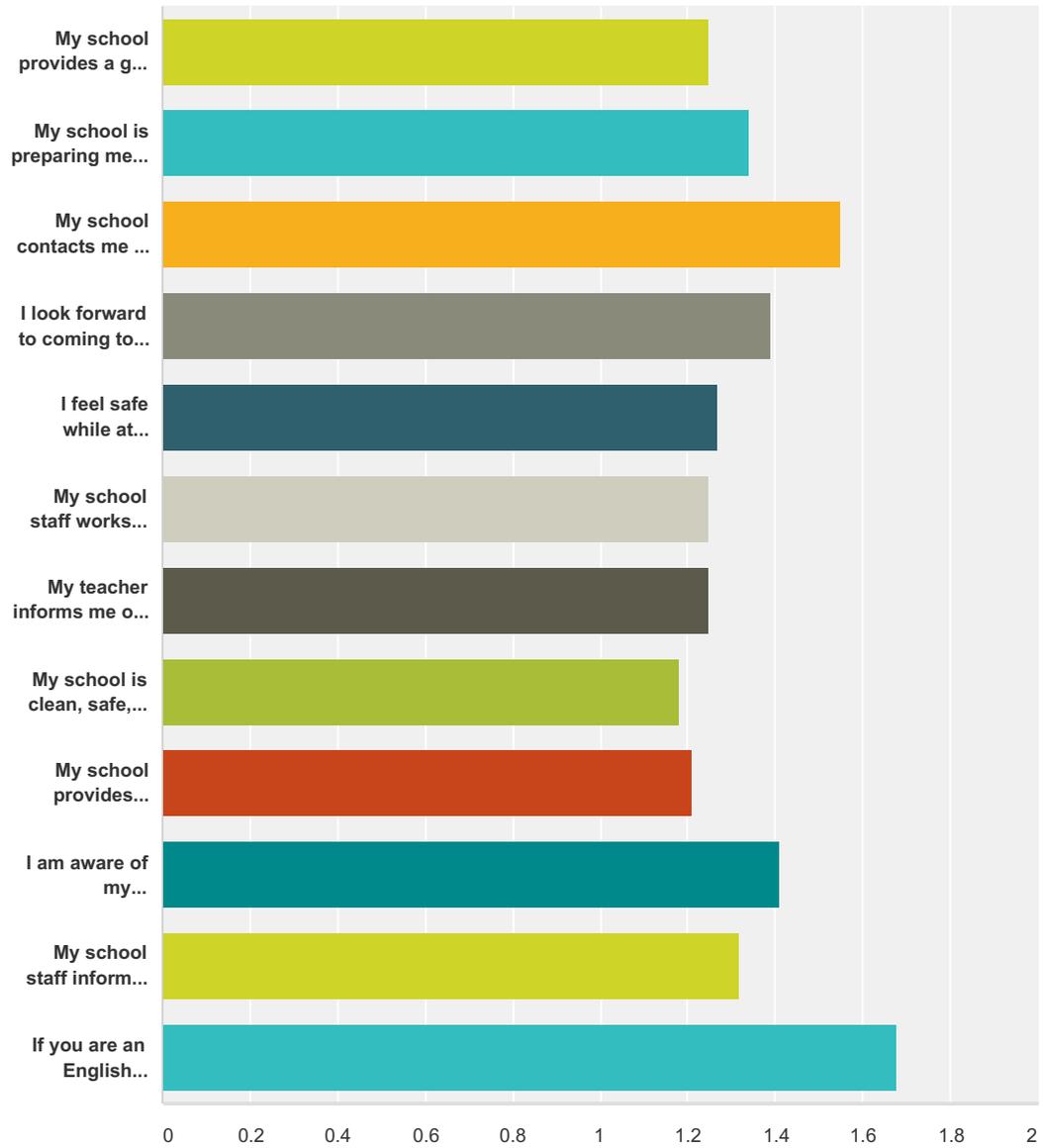
55 Total Surveys Received

CCPA Student Survey Results

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

Q1 Curriculum and Classes for the term:

Answered: 56 Skipped: 0



Local Control Funding Formula - Student Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
My school provides a good education.	78.57% 44	17.86% 10	3.57% 2	0.00% 0	0.00% 0	56	1.25
My school is preparing me for future college and/or career paths.	71.43% 40	23.21% 13	5.36% 3	0.00% 0	0.00% 0	56	1.34
My school contacts me if I am often late to school or absent.	64.29% 36	17.86% 10	16.07% 9	1.79% 1	0.00% 0	56	1.55
I look forward to coming to school.	69.64% 39	23.21% 13	5.36% 3	1.79% 1	0.00% 0	56	1.39
I feel safe while at school.	76.79% 43	19.64% 11	3.57% 2	0.00% 0	0.00% 0	56	1.27
My school staff works with me to help me do my best.	78.57% 44	17.86% 10	3.57% 2	0.00% 0	0.00% 0	56	1.25
My teacher informs me of my progress.	76.79% 43	21.43% 12	1.79% 1	0.00% 0	0.00% 0	56	1.25
My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).	83.93% 47	14.29% 8	1.79% 1	0.00% 0	0.00% 0	56	1.18
My school provides textbooks and learning materials to meet my needs.	78.57% 44	21.43% 12	0.00% 0	0.00% 0	0.00% 0	56	1.21
I am aware of my Individualized Education Career Service Plan (IECSP)	69.64% 39	23.21% 13	3.57% 2	3.57% 2	0.00% 0	56	1.41
My school staff informs me of college, career, job fairs and workshop opportunities.	76.79% 43	14.29% 8	8.93% 5	0.00% 0	0.00% 0	56	1.32
If you are an English Learner, you are being taught to speak, read, and write in English.	56.60% 30	20.75% 11	20.75% 11	1.89% 1	0.00% 0	53	1.68

#	Please share your ideas on how the school can improve in these areas.	Date
1	can help students get a great education.	6/9/2016 4:40 PM
2	The school is great the way it is now.	6/7/2016 7:21 AM
3	The school location could definitely be in a better area but it is a clean and safe environment.	5/19/2016 11:23 AM
4	its very cool school.	5/18/2016 1:09 PM
5	by reading more books	5/16/2016 12:06 PM
6	no comment	5/12/2016 3:22 PM
7	Expanding in school size	5/12/2016 12:21 PM

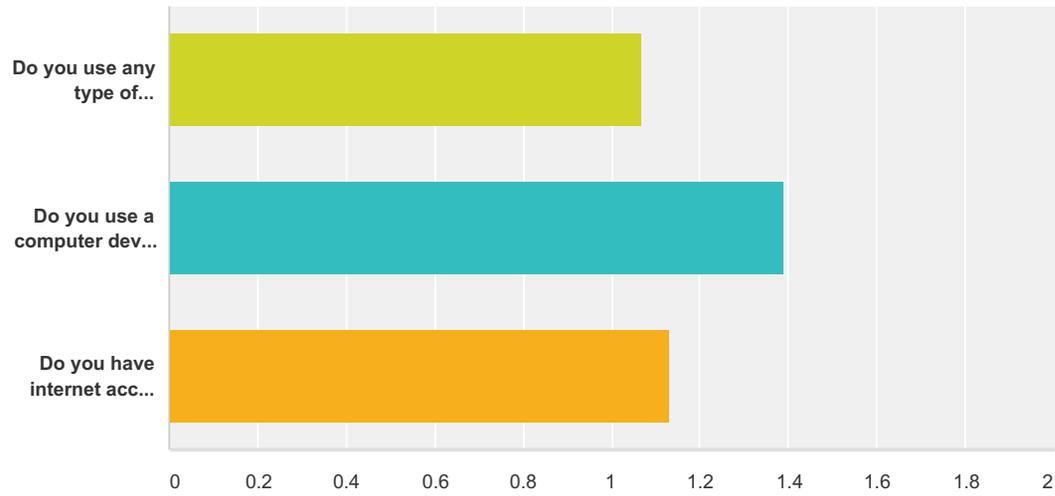
Local Control Funding Formula - Student Survey

8	Wait for students to have been attending the program for at least a few months so we have an idea of how to answer each question. I've only been here 2 weeks.	5/11/2016 1:54 PM
9	Location	5/10/2016 11:03 AM

Local Control Funding Formula - Student Survey

Q2 Technology:

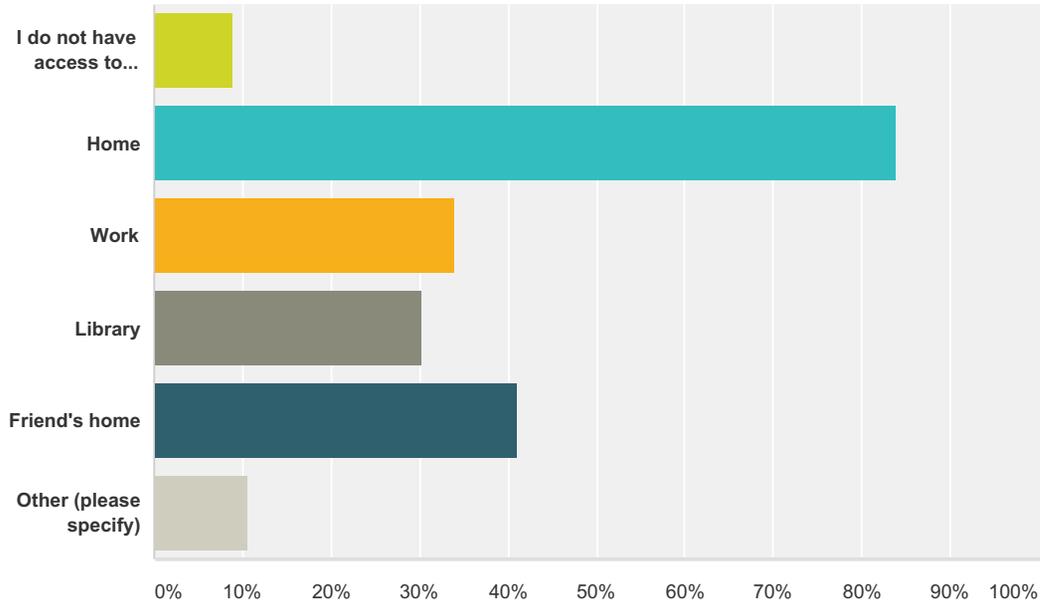
Answered: 56 Skipped: 0



	Yes	No	Total	Weighted Average
Do you use any type of computer device, like a smart phone, tablet, etc., at home?	92.86% 52	7.14% 4	56	1.07
Do you use a computer device any time during the school day to work on your assignments?	60.71% 34	39.29% 22	56	1.39
Do you have internet access when you are not in school?	87.27% 48	12.73% 7	55	1.13

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

Answered: 56 Skipped: 0



Answer Choices	Responses
I do not have access to internet outside of school	8.93% 5
Home	83.93% 47
Work	33.93% 19
Library	30.36% 17
Friend's home	41.07% 23
Other (please specify)	10.71% 6
Total Respondents: 56	

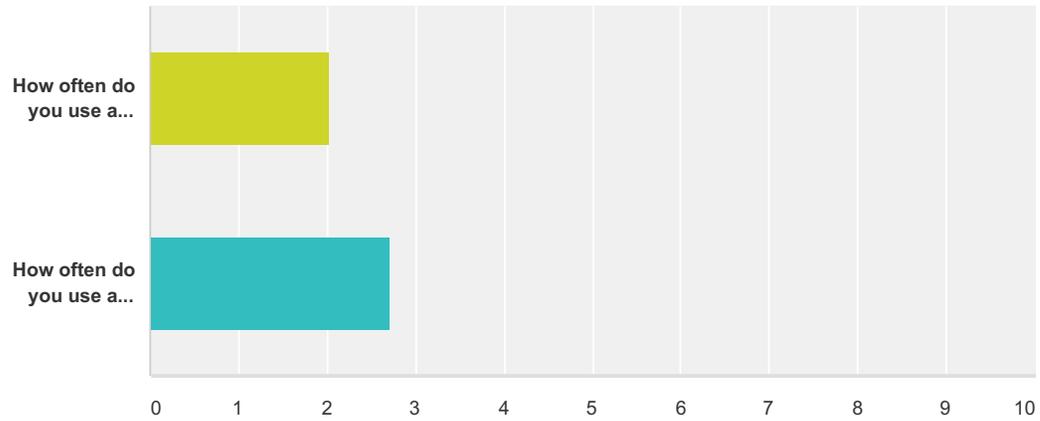
Local Control Funding Formula - Student Survey

#	Other (please specify)	Date
1	resouce center where I live.	6/7/2016 7:21 AM
2	restaurants or stores	5/23/2016 1:50 PM
3	starbucks	5/18/2016 1:09 PM
4	starbucks	5/17/2016 5:17 PM
5	i was provide a hotspot at school with a laptop	5/13/2016 10:46 AM
6	my cellphone	5/11/2016 11:55 AM

Local Control Funding Formula - Student Survey

Q4 Technology use:

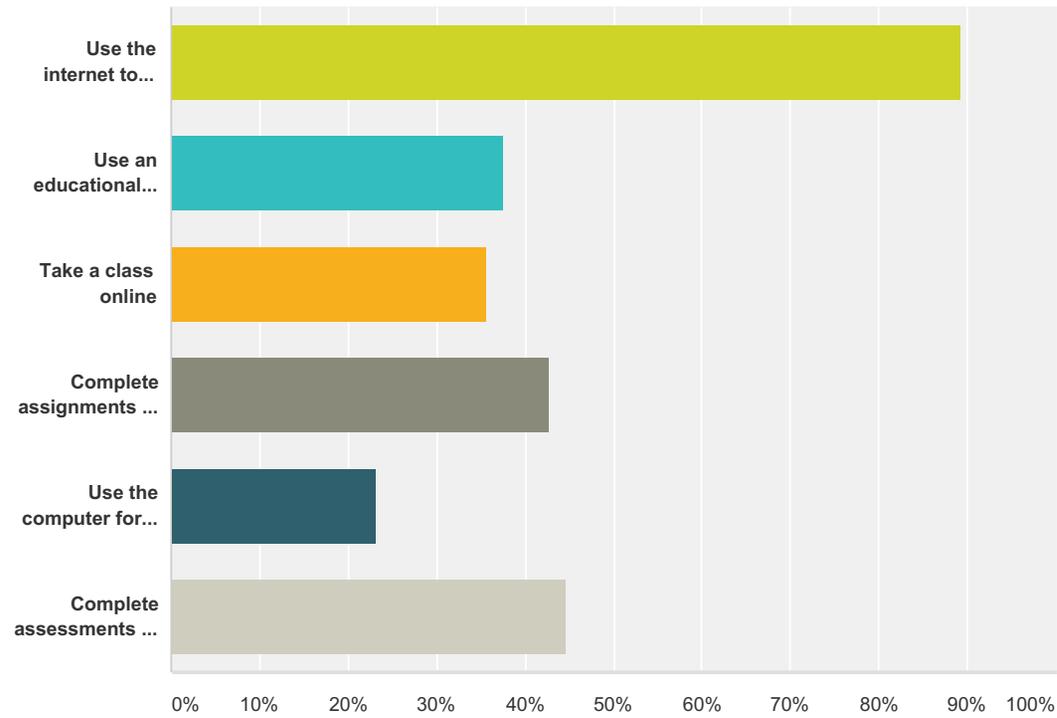
Answered: 56 Skipped: 0



	Daily	4-5 times/week	2-3 times/week	1 time/week	Seldom	Total	Weighted Average
How often do you use a computer or other device at home or outside of school?	53.57% 30	16.07% 9	14.29% 8	7.14% 4	8.93% 5	56	2.02
How often do you use a computer or other device to complete your assignments?	32.73% 18	14.55% 8	23.64% 13	7.27% 4	21.82% 12	55	2.71

Q5 Mark all the ways you use technology to complete assignments:

Answered: 56 Skipped: 0



Answer Choices	Responses
Use the internet to find information	89.29% 50
Use an educational software	37.50% 21
Take a class online	35.71% 20
Complete assignments on the computer	42.86% 24
Use the computer for writing	23.21% 13
Complete assessments on the computer	44.64% 25

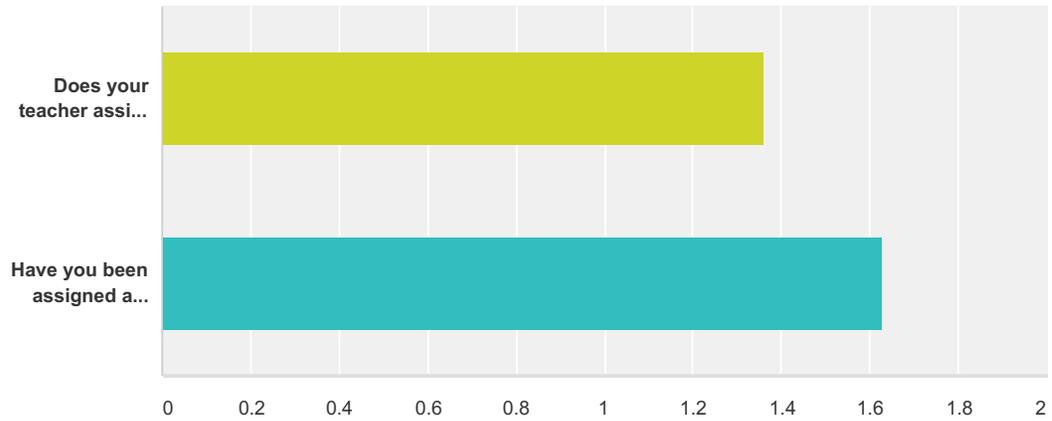
Local Control Funding Formula - Student Survey

Total Respondents: 56

Local Control Funding Formula - Student Survey

Q6 Instruction:

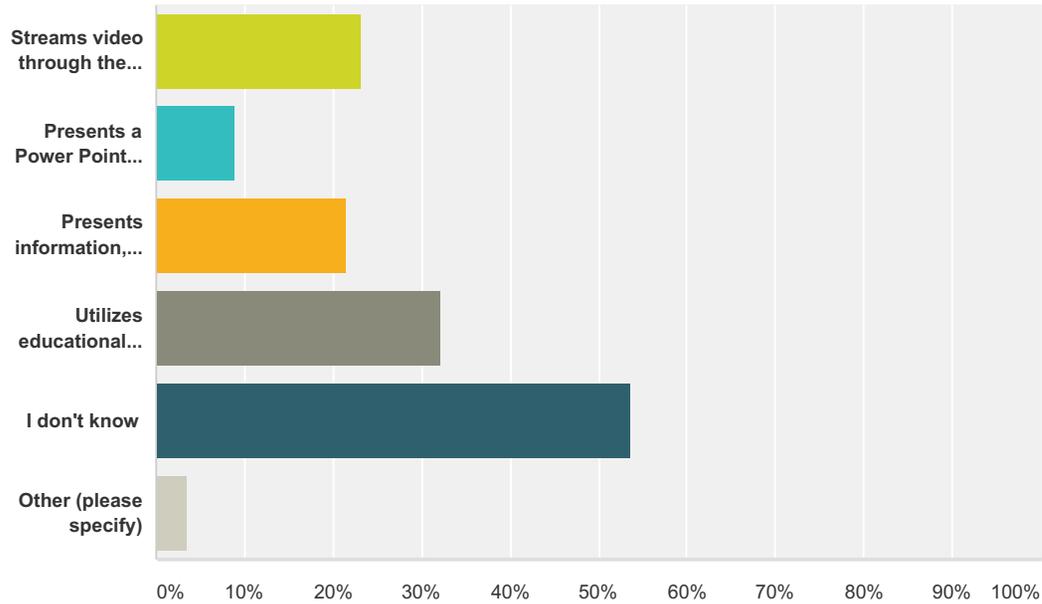
Answered: 56 Skipped: 0



	Yes	No	Total	Weighted Average
Does your teacher assign you GradPoint online curriculum?	64.29% 36	35.71% 20	56	1.36
Have you been assigned a Career Technical Education (CTE) course through GradPoint?	37.50% 21	62.50% 35	56	1.63

Q7 Mark all the ways your teacher uses technology in the classroom:

Answered: 56 Skipped: 0



Answer Choices	Responses
Streams video through the computer	23.21% 13
Presents a Power Point presentation	8.93% 5
Presents information, pictures or primary sources	21.43% 12
Utilizes educational software programs	32.14% 18
I don't know	53.57% 30
Other (please specify)	3.57% 2
Total Respondents: 56	

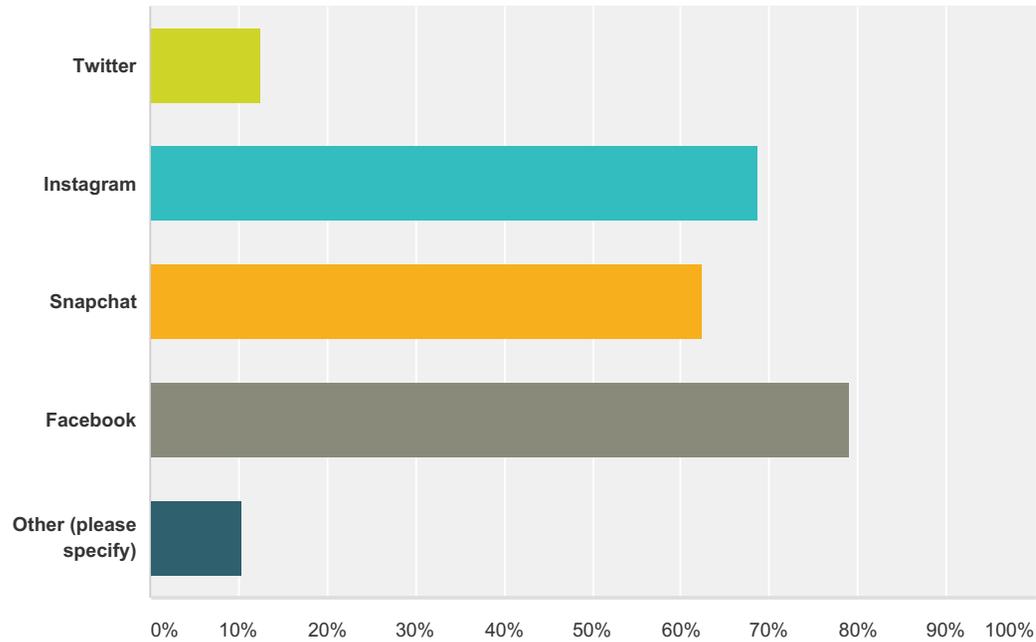
#	Other (please specify)	Date
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Local Control Funding Formula - Student Survey

1	i have not completed my work or been at school	5/16/2016 2:28 PM
2	to review my wrong test answers	5/10/2016 11:03 AM

Q8 I use the following social media sites:

Answered: 48 Skipped: 8



Answer Choices	Responses
Twitter	12.50% 6
Instagram	68.75% 33
Snapchat	62.50% 30
Facebook	79.17% 38
Other (please specify)	10.42% 5
Total Respondents: 48	

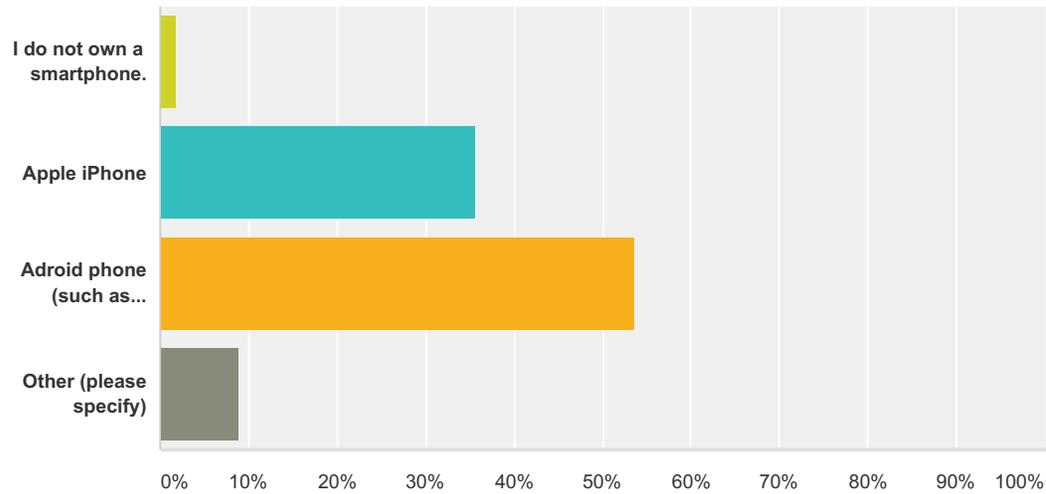
#	Other (please specify)	Date
1	none of the above	5/18/2016 10:33 AM

Local Control Funding Formula - Student Survey

2	none	5/13/2016 10:46 AM
3	why	5/10/2016 3:01 PM
4	vine, youtube, periscope, linkedin	5/10/2016 11:03 AM
5	skype	5/10/2016 9:42 AM

Q9 What type of smartphone do you own?

Answered: 56 Skipped: 0

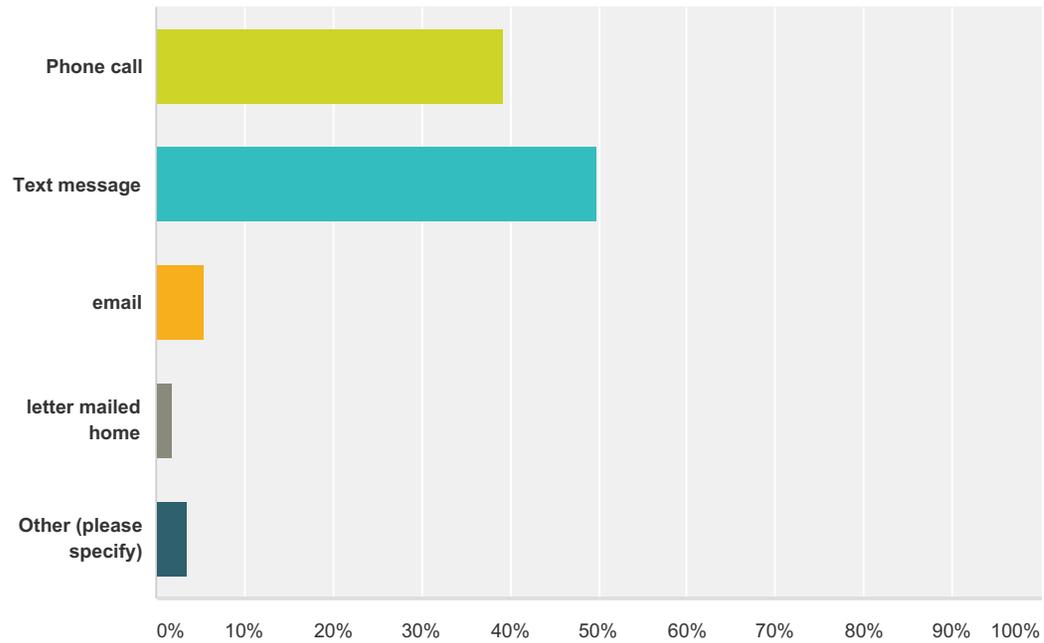


Answer Choices	Responses
I do not own a smartphone.	1.79% 1
Apple iPhone	35.71% 20
Adroid phone (such as Samsung Galaxy)	53.57% 30
Other (please specify)	8.93% 5
Total	56

#	Other (please specify)	Date
1	zte	5/18/2016 12:18 PM
2	none of the above	5/18/2016 10:33 AM
3	metro pcs	5/13/2016 10:46 AM
4	Does it matter?	5/11/2016 1:54 PM
5	dose it matter	5/10/2016 3:01 PM

Q10 Which is the best way to communicate with you?

Answered: 56 Skipped: 0



Answer Choices	Responses	
Phone call	39.29%	22
Text message	50.00%	28
email	5.36%	3
letter mailed home	1.79%	1
Other (please specify)	3.57%	2
Total		56

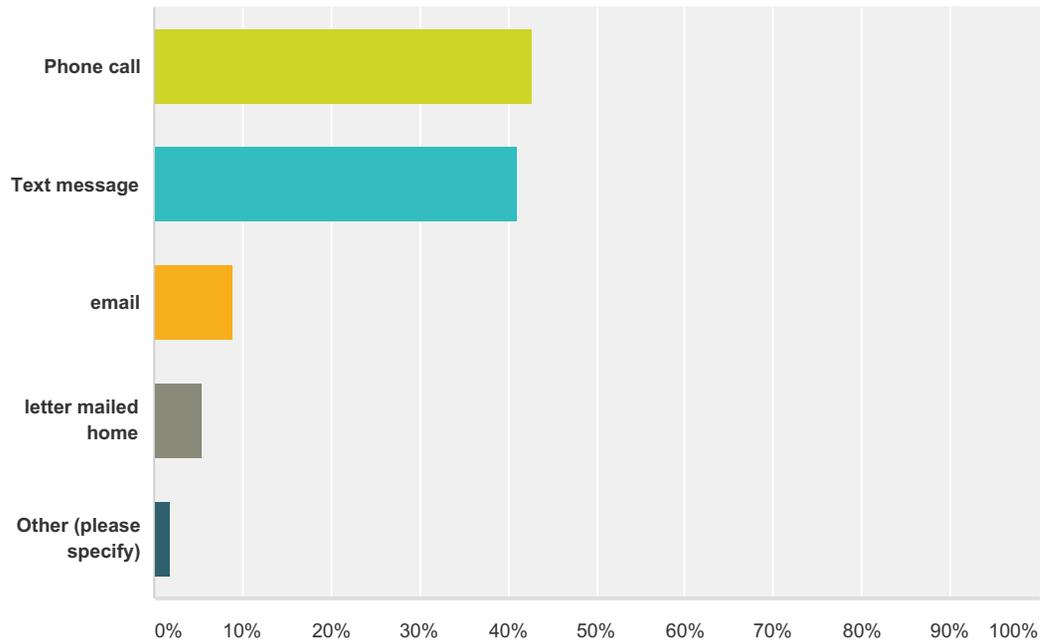
#	Other (please specify)	Date
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Local Control Funding Formula - Student Survey

1	phone call or text	6/9/2016 4:40 PM
2	in person	5/18/2016 10:33 AM

Q11 Which is the 2nd best way to communicate with you?

Answered: 56 Skipped: 0



Answer Choices	Responses
Phone call	42.86% 24
Text message	41.07% 23
email	8.93% 5
letter mailed home	5.36% 3
Other (please specify)	1.79% 1
Total	56

#	Other (please specify)	Date
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Local Control Funding Formula - Student Survey

1	none of the above	5/18/2016 10:33 AM
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Local Control Funding Formula - Student Survey

Q12 What is one thing that the school could do to help you achieve all of your learning, college or career goals?

Answered: 39 Skipped: 17

#	Responses	Date
1	well get information from different colleges about my career	6/9/2016 4:40 PM
2	Help me study more give me more assignment so I can be prepare for college or a career.	6/9/2016 10:56 AM
3	by helping me stay on top of my assignment, to turn them in on time	6/8/2016 9:11 AM
4	boost my spirit and give me hope to finish school and get my high school diploma.	6/7/2016 10:58 AM
5	push me to get my work done	6/7/2016 8:03 AM
6	keep on motivating me to always wanting to achieve more	5/23/2016 1:50 PM
7	Doing a great job already	5/19/2016 4:53 PM
8	they are helping me all ready to be a better person in life and continue with my school.	5/19/2016 4:08 PM
9	I think that the school has motivated me and taught me enough by informing me when colleges have an open house, job fairs, and workshops. They have also discussed with me what I am interested in so that I know what I should look for while I am at one of those events.	5/19/2016 11:23 AM
10	nothing really because everything they do is really helpful	5/19/2016 10:11 AM
11	the school is already doing what they can to help me achieve my goals	5/19/2016 9:34 AM
12	i think there helping already in all areas	5/19/2016 8:43 AM
13	anything	5/18/2016 1:09 PM
14	pushing to keep on going in school	5/18/2016 12:18 PM
15	find schools that could lead to the career i want	5/18/2016 10:33 AM
16	Help with current assignments as needed basis	5/18/2016 7:41 AM
17	Continue being patient with me :)	5/17/2016 5:17 PM
18	my goals is i want to help me learning more.	5/17/2016 4:54 PM
19	Everything is fine.	5/17/2016 3:31 PM
20	anything	5/16/2016 12:06 PM
21	Teach and graduate me to get my diploma	5/13/2016 3:44 PM
22	This program works great for me! Great flexibility and love my teacher!	5/13/2016 3:14 PM

Local Control Funding Formula - Student Survey

23	help set a plan or guide to achieve goals	5/13/2016 2:23 PM
24	Study more frequently	5/12/2016 3:22 PM
25	help me learn better	5/12/2016 1:21 PM
26	nothing really just have to keep turning in packets	5/12/2016 12:21 PM
27	encourage me	5/12/2016 12:16 PM
28	everything Heidi is doing is great she is very helpful	5/12/2016 12:05 PM
29	have patients	5/11/2016 3:46 PM
30	the school has, and will help me find everything i need to accomplish my career goals.	5/11/2016 2:40 PM
31	provide me with information.	5/11/2016 1:15 PM
32	they have achieved helping me already.	5/11/2016 11:55 AM
33	help	5/10/2016 3:01 PM
34	none, they are helping me really good.	5/10/2016 2:04 PM
35	having a good teacher	5/10/2016 1:16 PM
36	Pretty much everthing is good right now.	5/10/2016 11:12 AM
37	quit changing the education laws because i have to take classes over i already passed. good thing i passed the California exit exam	5/10/2016 11:03 AM
38	keep me motivated on trying my best	5/10/2016 10:52 AM
39	am happy where everything going, with the help am getting from my teacher.	5/10/2016 9:42 AM

Local Control Funding Formula - Student Survey

Q13 Do you have any questions or additional comments that you would like to share with the College and Career Preparatory staff and administration?

Answered: 25 Skipped: 31

#	Responses	Date
1	thanks for everthing	5/23/2016 1:50 PM
2	Mrs. masters is the best teacher ever!! :D	5/19/2016 4:55 PM
3	no	5/19/2016 4:08 PM
4	I do not have any questions just appreciation for what they do for the students wanting to return to school and get an education like myself.	5/19/2016 11:23 AM
5	no i dont	5/19/2016 10:11 AM
6	no	5/19/2016 9:34 AM
7	none	5/19/2016 8:43 AM
8	no	5/18/2016 10:33 AM
9	no	5/18/2016 7:41 AM
10	Thank you guys for your program and believing in students who take the time to make things up. thanks :)	5/17/2016 5:17 PM
11	No	5/17/2016 3:31 PM
12	Ms.I is the best, she helps me anyway that she can & makes it easy for me to complete what i came here for & also in my future plans.	5/13/2016 3:14 PM
13	The teachers and staff are very friendly and informative.My teacher has helped me set up career goals. All the materials have been provided to me. Thanks a lot!!	5/13/2016 10:46 AM
14	no comment	5/12/2016 3:22 PM
15	no	5/12/2016 1:21 PM
16	not at all	5/12/2016 12:21 PM
17	no	5/12/2016 8:46 AM
18	you are all doing a great job!	5/11/2016 3:46 PM
19	nope!	5/11/2016 2:40 PM
20	no.	5/11/2016 1:15 PM
21	no	5/11/2016 11:55 AM

Local Control Funding Formula - Student Survey

22	nope	5/10/2016 3:01 PM
23	not at this moment.	5/10/2016 2:04 PM
24	Not at this mommet.	5/10/2016 11:12 AM
25	my teacher Mrs. Masters is the best and is working with me to achieve success	5/10/2016 11:03 AM

Local Control Accountability Plan Stakeholder Survey Results

May 2016

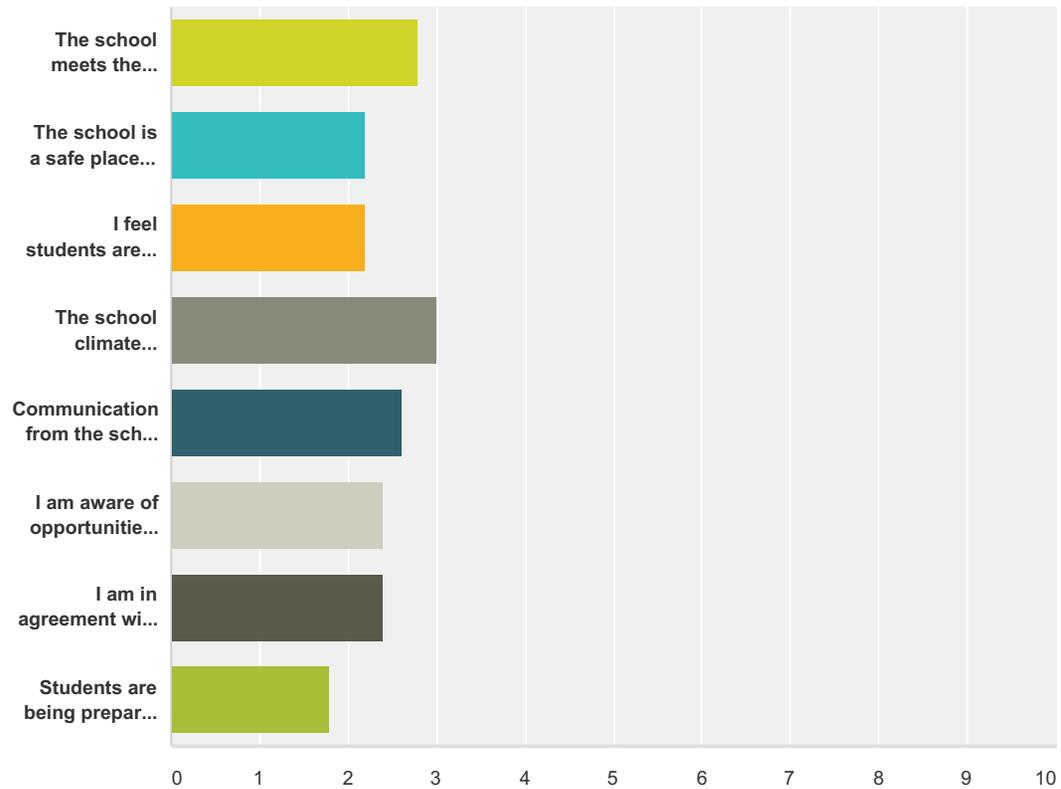
5 Total Surveys Received

CCPA Stakeholder Survey Results

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

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

Answered: 5 Skipped: 0



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
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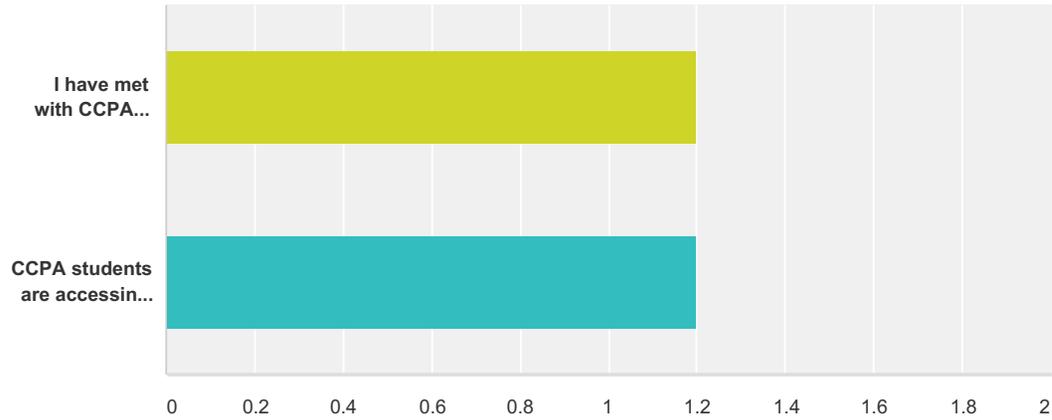
Local Control Funding Formula - Stakeholder Survey

The school meets the educational needs of students.	20.00% 1	40.00% 2	0.00% 0	20.00% 1	20.00% 1	5	2.80
The school is a safe place for students.	40.00% 2	40.00% 2	0.00% 0	0.00% 0	20.00% 1	5	2.20
I feel students are making academic progress.	40.00% 2	40.00% 2	0.00% 0	0.00% 0	20.00% 1	5	2.20
The school climate supports student learning.	20.00% 1	20.00% 1	20.00% 1	20.00% 1	20.00% 1	5	3.00
Communication from the school is timely and consistent.	40.00% 2	20.00% 1	0.00% 0	20.00% 1	20.00% 1	5	2.60
I am aware of opportunities to collaborate with CCPA if interested.	60.00% 3	0.00% 0	0.00% 0	20.00% 1	20.00% 1	5	2.40
I am in agreement with the priorities of the CCPA program.	40.00% 2	20.00% 1	20.00% 1	0.00% 0	20.00% 1	5	2.40
Students are being prepared for college, career, and/or life.	40.00% 2	40.00% 2	20.00% 1	0.00% 0	0.00% 0	5	1.80

#	Please share your ideas on how the school can improve in these areas.	Date
1	The students are exposed to different options for a future career and not just college, which is outstanding and what is needed today.	5/17/2016 4:28 PM

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

Answered: 5 Skipped: 0



	Yes	No	Total	Weighted Average
I have met with CCPA students enrolled in my program.	80.00% 4	20.00% 1	5	1.20
CCPA students are accessing services I provide.	80.00% 4	20.00% 1	5	1.20

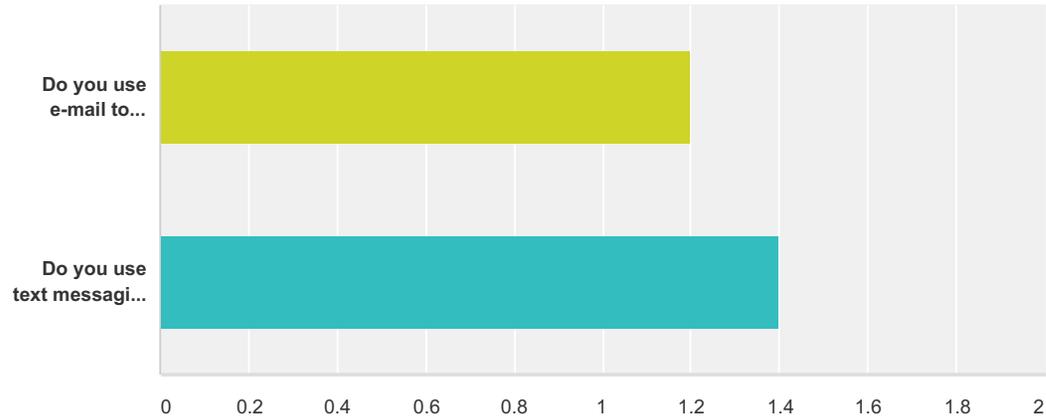
Q3 List events CCPA students have attended that were provided by your program:

Answered: 3 Skipped: 2

#	Responses	Date
1	We have made presentations to the students about our Construction Apprenticeship programs.	5/17/2016 4:29 PM
2	workshops, work experience, tutoring session, case management, educational counseling	5/17/2016 1:52 PM
3	Assessment and vocational occupation surveys	5/17/2016 11:08 AM

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

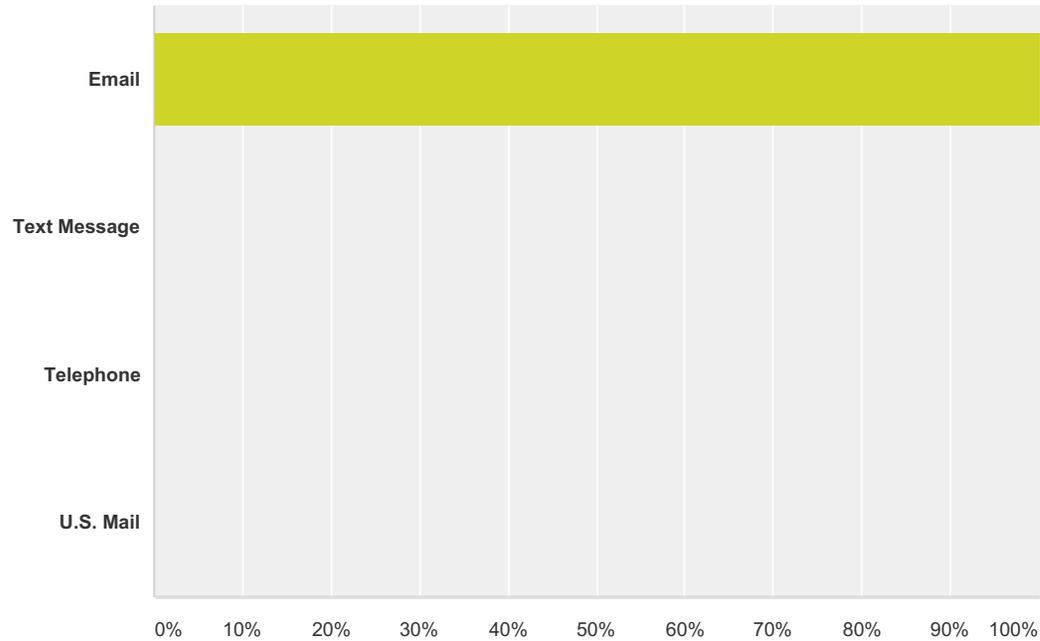
Answered: 5 Skipped: 0



	Yes	No	Total	Weighted Average
Do you use e-mail to communicate with students?	80.00% 4	20.00% 1	5	1.20
Do you use text messaging to communicate with students?	60.00% 3	40.00% 2	5	1.40

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

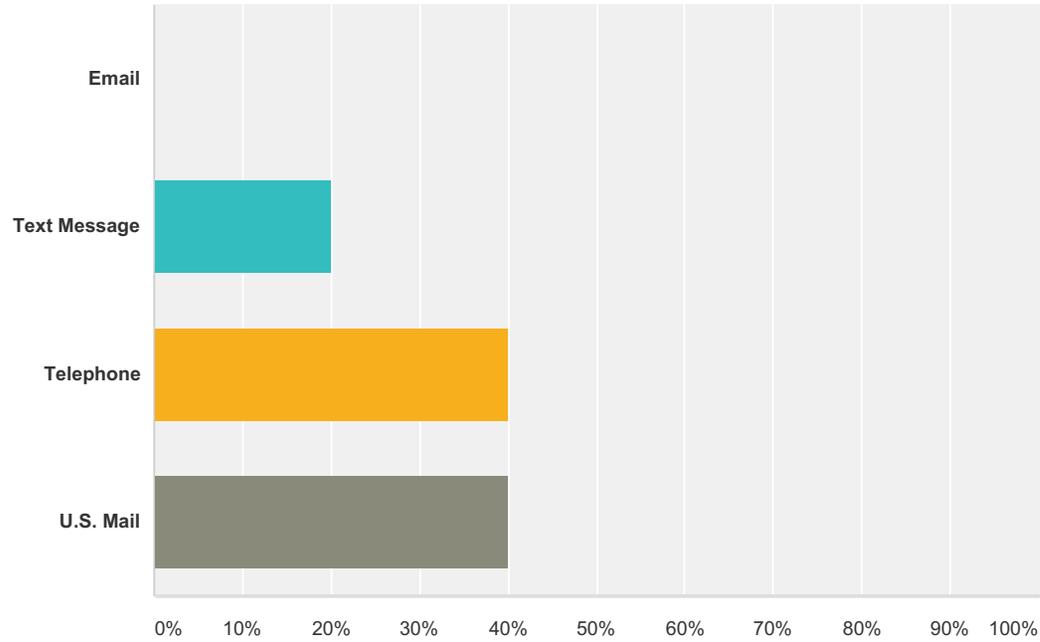
Answered: 5 Skipped: 0



Answer Choices	Responses	
Email	100.00%	5
Text Message	0.00%	0
Telephone	0.00%	0
U.S. Mail	0.00%	0
Total		5

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

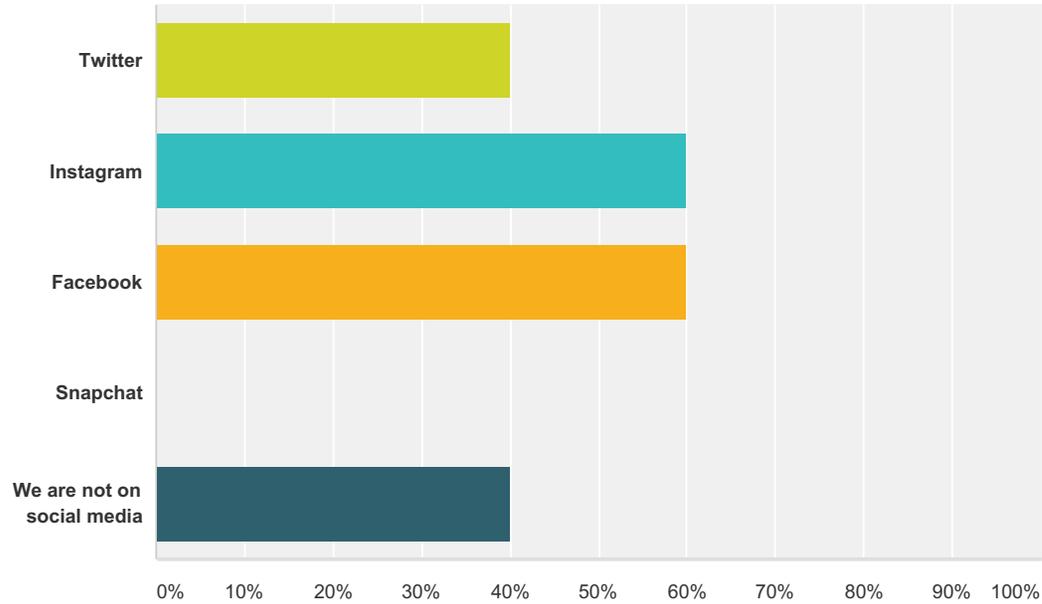
Answered: 5 Skipped: 0



Answer Choices	Responses
Email	0.00% 0
Text Message	20.00% 1
Telephone	40.00% 2
U.S. Mail	40.00% 2
Total	5

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

Answered: 5 Skipped: 0



Answer Choices	Responses
Twitter	40.00% 2
Instagram	60.00% 3
Facebook	60.00% 3
Snapchat	0.00% 0
We are not on social media	40.00% 2
Total Respondents: 5	

#	Other (please specify)	Date
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Local Control Funding Formula - Stakeholder Survey

There are no responses.

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

Answered: 5 Skipped: 0

#	Responses	Date
1	College Fairs, Financial Aid Workshops	5/19/2016 8:18 AM
2	I am not at all familiar with ccpa	5/18/2016 12:07 AM
3	We do have a strong relationship and I can not think of anything else.	5/17/2016 4:30 PM
4	transportation or more accessible locations for students to meet on a weekly basis	5/17/2016 1:53 PM
5	A quarterly report of student increase of credits towards requirement or graduation.	5/17/2016 11:11 AM

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

Answered: 4 Skipped: 1

#	Responses	Date
1	Keep up the good work!	5/19/2016 8:18 AM
2	Not sure how you got my email but I am interested in learning more.	5/18/2016 12:07 AM
3	this organization and the assistance that they provide our students is amazing not only education wise but also how they help them with there self esteem	5/17/2016 1:53 PM
4	Progression is key. Thank you	5/17/2016 11:11 AM

Local Control Accountability Plan Teacher Survey Results

May 2016

4 Total Surveys Received

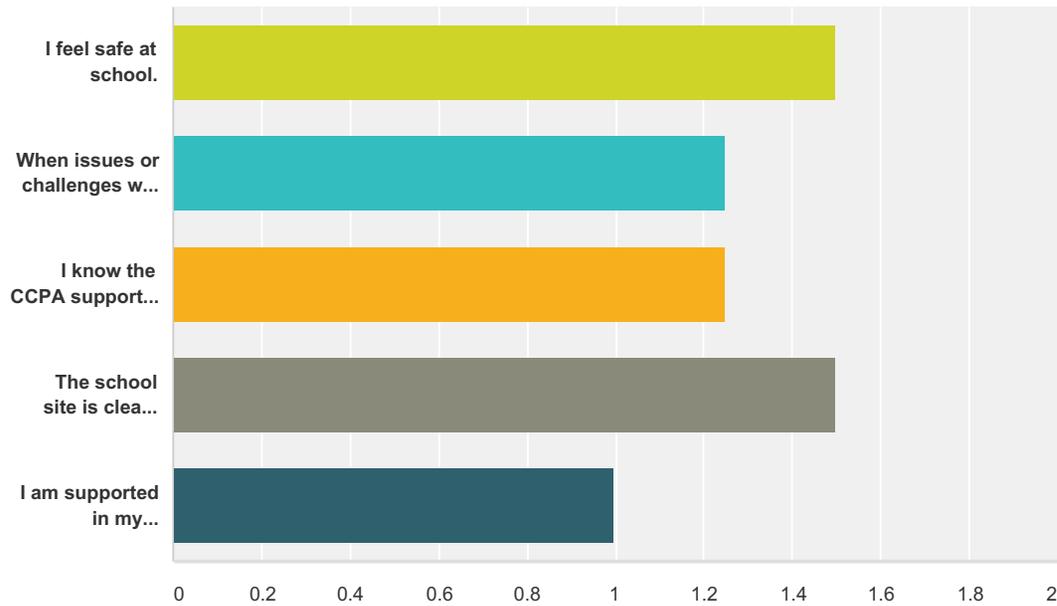
Teacher Survey Results

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

Teacher Survey

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

Answered: 4 Skipped: 0



	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Average
I feel safe at school.	50.00% 2	50.00% 2	0.00% 0	0.00% 0	4	1.50
When issues or challenges with students arise, CCPA support staff are available to help me.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4	1.25
I know the CCPA support staff who I can turn to for assistance when issues or challenges arise with students.	75.00% 3	25.00% 1	0.00% 0	0.00% 0	4	1.25

Teacher Survey

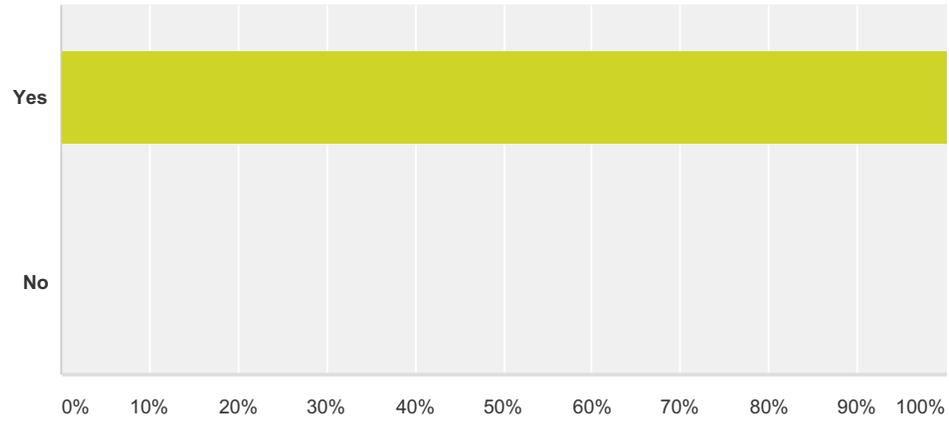
The school site is clean and in good condition.	50.00% 2	50.00% 2	0.00% 0	0.00% 0	4	1.50
I am supported in my professional development and growing as a teacher.	100.00% 4	0.00% 0	0.00% 0	0.00% 0	4	1.00

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

Teacher Survey

Q2 Do you use technology during your instruction?

Answered: 4 Skipped: 0

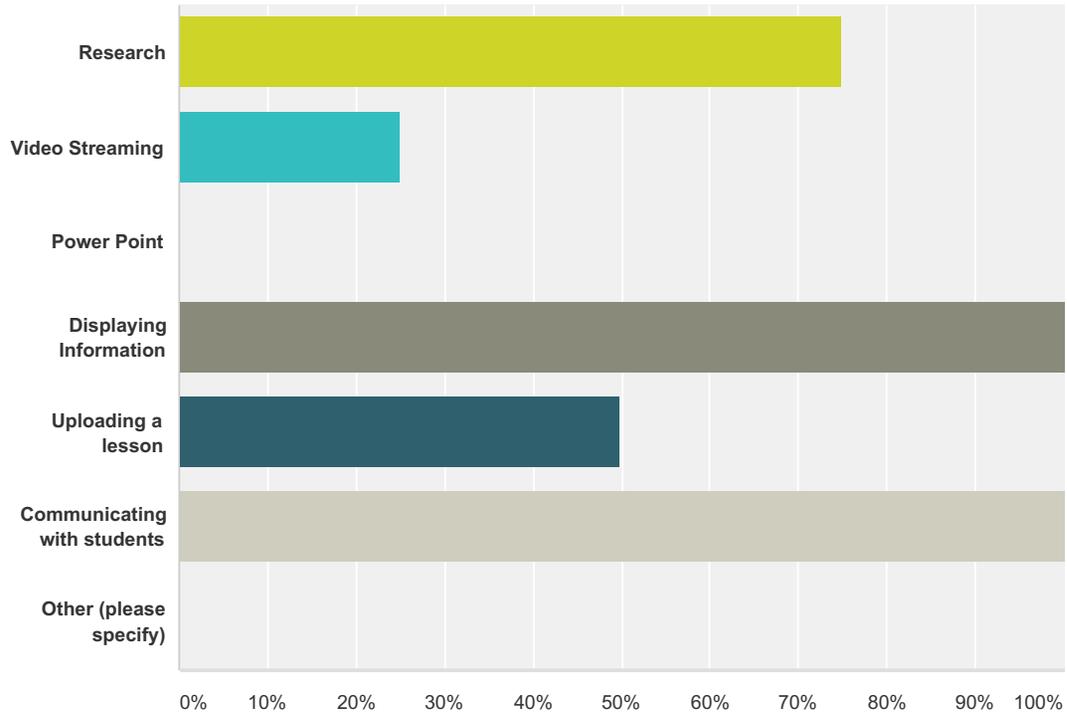


Answer Choices	Responses	
Yes	100.00%	4
No	0.00%	0
Total		4

Teacher Survey

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

Answered: 4 Skipped: 0



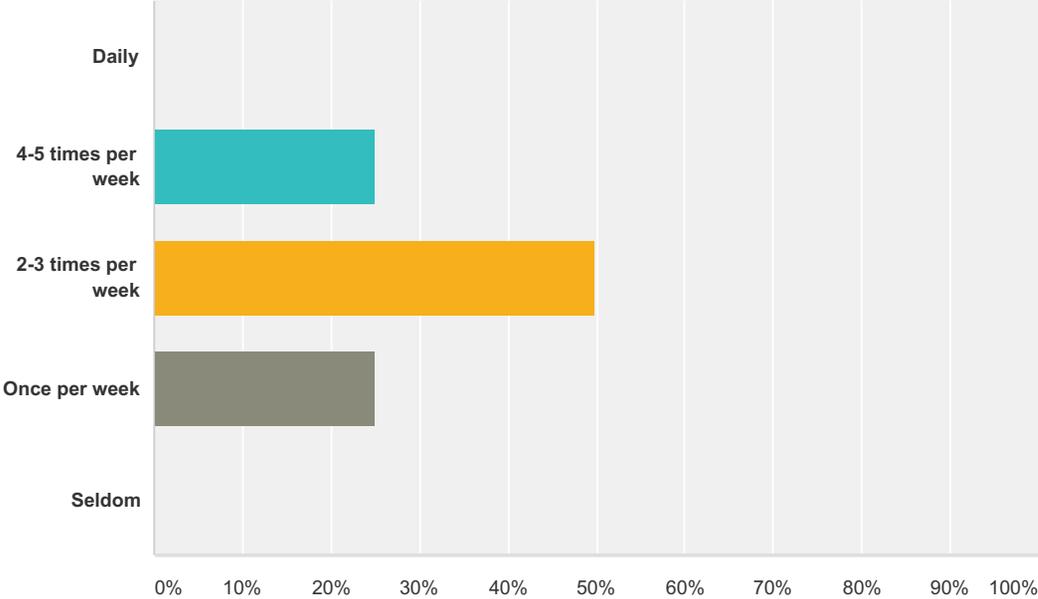
Answer Choices	Responses
Research	75.00% 3
Video Streaming	25.00% 1
Power Point	0.00% 0
Displaying Information	100.00% 4
Uploading a lesson	50.00% 2
Communicating with students	100.00% 4

Teacher Survey

Other (please specify)	0.00%	0
Total Respondents: 4		
#	Other (please specify)	Date
	There are no responses.	

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

Answered: 4 Skipped: 0

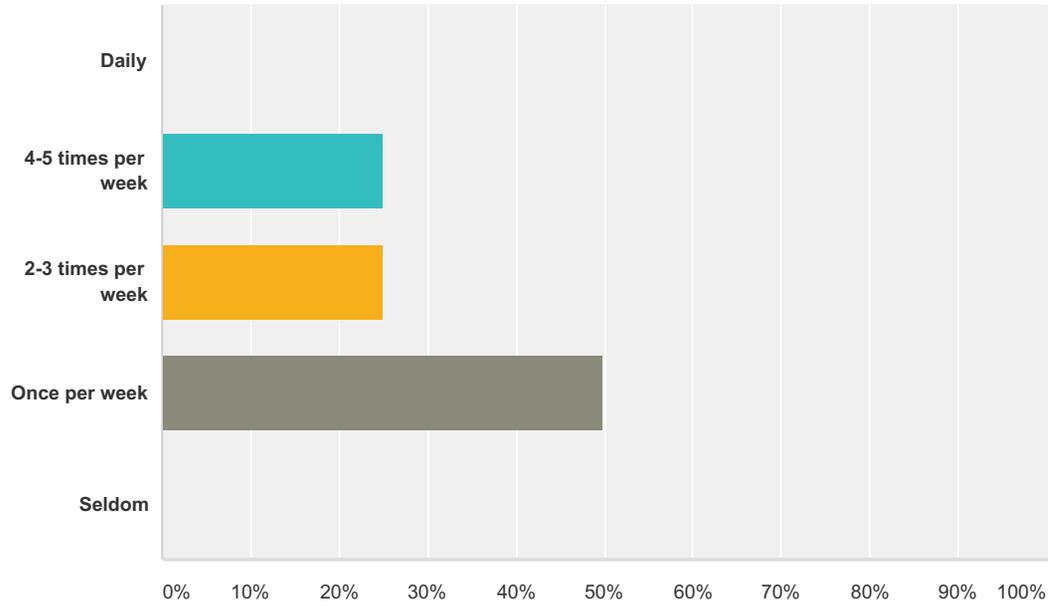


Answer Choices	Responses
Daily	0.00% 0
4-5 times per week	25.00% 1
2-3 times per week	50.00% 2
Once per week	25.00% 1
Seldom	0.00% 0
Total	4

Teacher Survey

Q5 How often is technology incorporated into lessons?

Answered: 4 Skipped: 0

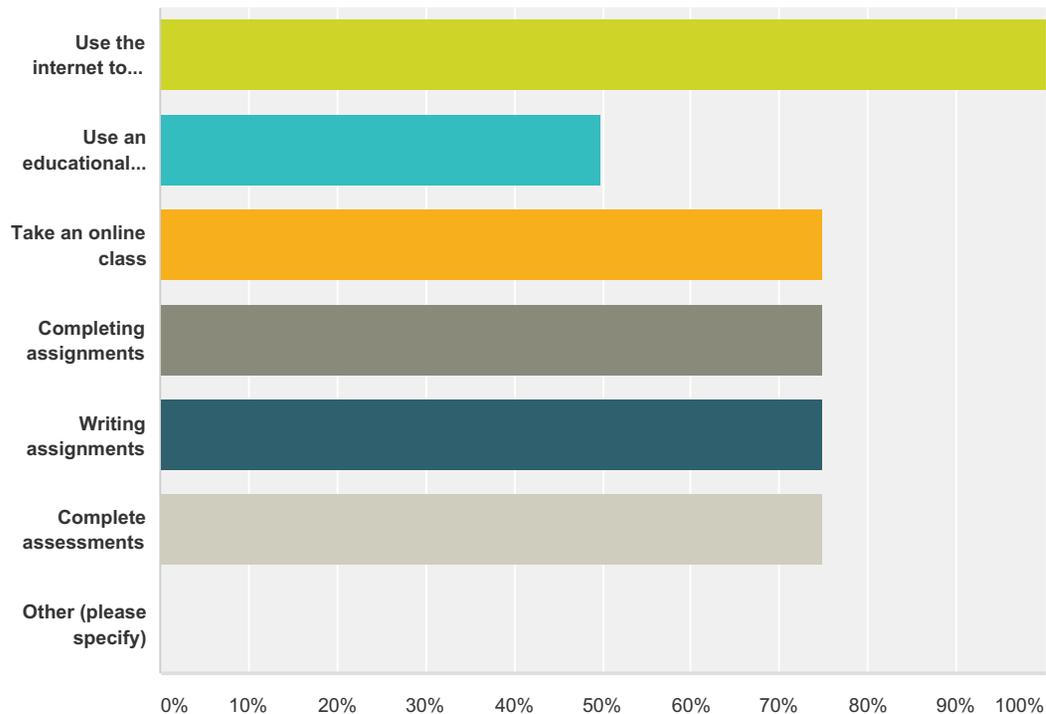


Answer Choices	Responses
Daily	0.00% 0
4-5 times per week	25.00% 1
2-3 times per week	25.00% 1
Once per week	50.00% 2
Seldom	0.00% 0
Total	4

Teacher Survey

Q6 How do students use technology in the classroom? (Please check all that apply)

Answered: 4 Skipped: 0



Answer Choices	Responses
Use the internet to find information	100.00% 4
Use an educational software	50.00% 2
Take an online class	75.00% 3
Completing assignments	75.00% 3
Writing assignments	75.00% 3
Complete assessments	75.00% 3

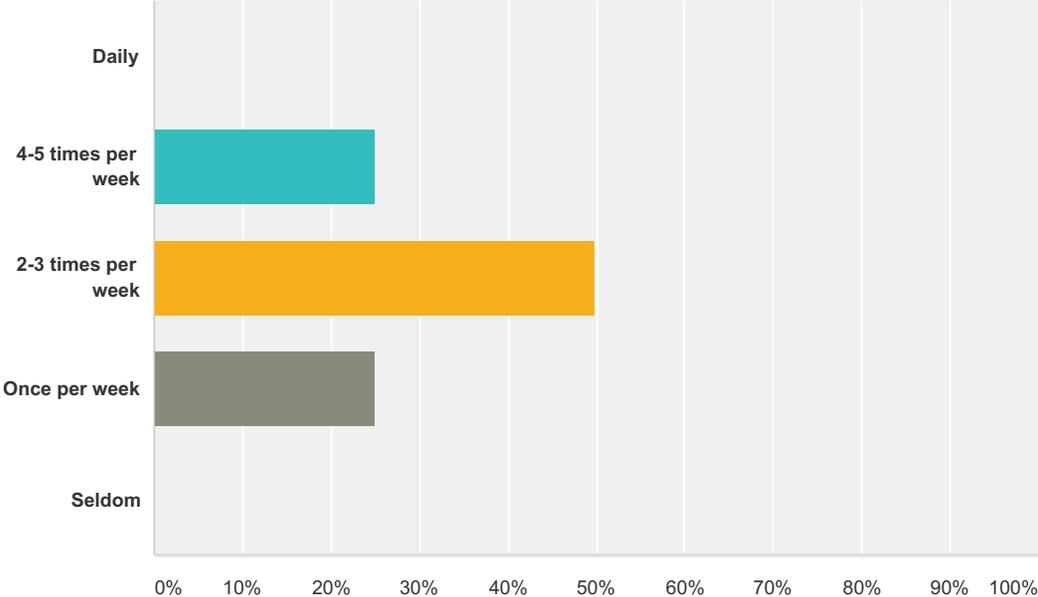
Teacher Survey

Other (please specify)	0.00%	0
Total Respondents: 4		

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

Q7 How often do your assignments provided to students require the use of technological devices?

Answered: 4 Skipped: 0

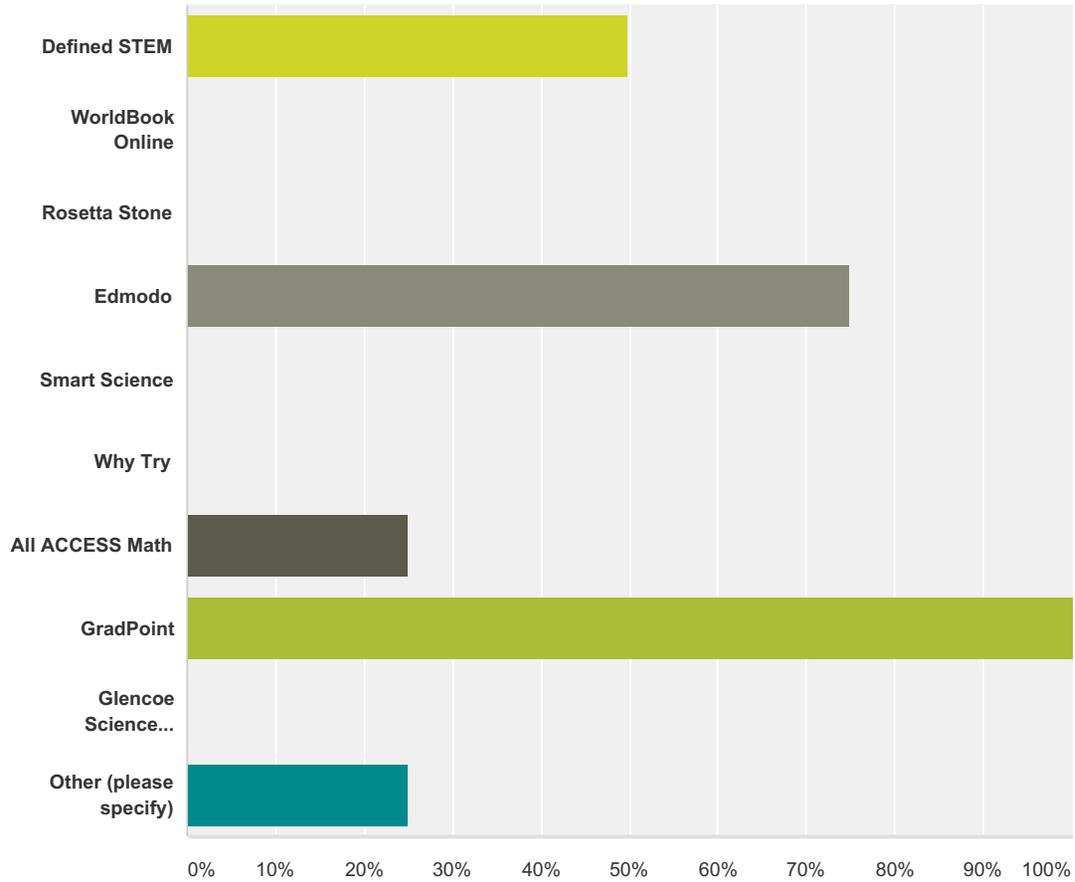


Answer Choices	Responses
Daily	0.00% 0
4-5 times per week	25.00% 1
2-3 times per week	50.00% 2
Once per week	25.00% 1
Seldom	0.00% 0
Total	4

Teacher Survey

Q8 Check all the educational software and resources you use.

Answered: 4 Skipped: 0



Answer Choices	Responses
Defined STEM	50.00% 2
WorldBook Online	0.00% 0
Rosetta Stone	0.00% 0

Teacher Survey

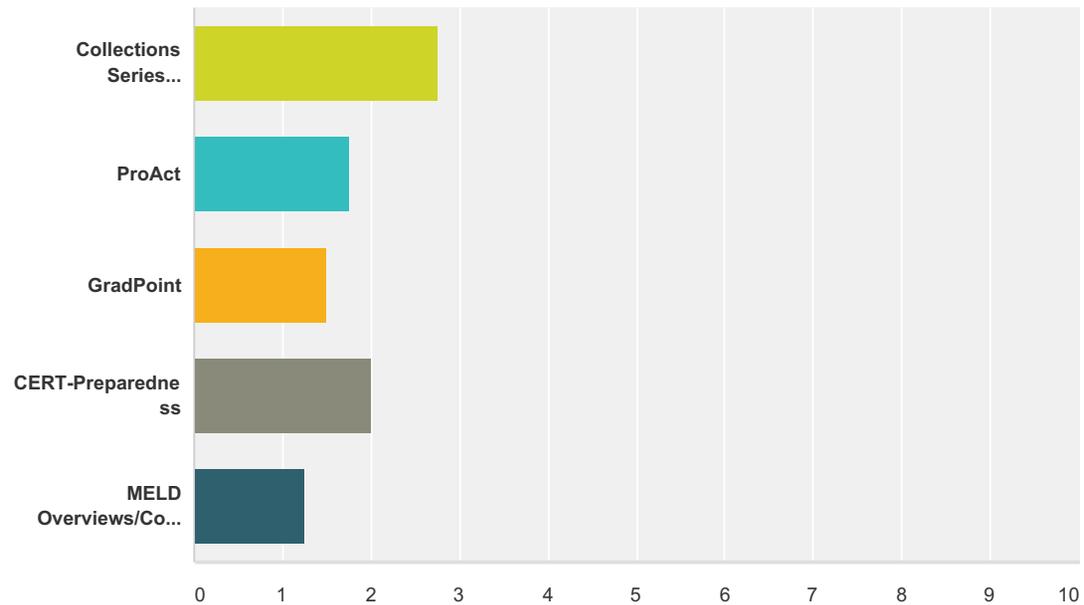
Edmodo	75.00%	3
Smart Science	0.00%	0
Why Try	0.00%	0
All ACCESS Math	25.00%	1
GradPoint	100.00%	4
Glencoe Science Resources	0.00%	0
Other (please specify)	25.00%	1
Total Respondents: 4		

#	Other (please specify)	Date
1	Global Citizen	5/27/2016 6:56 AM

Teacher Survey

Q9 Please indicate your responses by marking the most appropriate box to the right of each of the following statements that most reflect your opinion of the effectiveness of Staff Developments available to College and Career Preparatory Academy teachers.

Answered: 4 Skipped: 0



	Highly effective and useful	Effective and useful	Somewhat effective and useful	Slightly effective and useful	Not effective or useful	Total	Weighted Average
Collections Series Publisher Training and Connection to Common Core Standards	0.00% 0	25.00% 1	75.00% 3	0.00% 0	0.00% 0	4	2.75
ProAct	25.00% 1	75.00% 3	0.00% 0	0.00% 0	0.00% 0	4	1.75

Teacher Survey

GradPoint	50.00% 2	50.00% 2	0.00% 0	0.00% 0	0.00% 0	4	1.50
CERT-Preparedness	25.00% 1	50.00% 2	25.00% 1	0.00% 0	0.00% 0	4	2.00
MELD Overviews/Collaborations with EL Services Team/RELLs	75.00% 3	25.00% 1	0.00% 0	0.00% 0	0.00% 0	4	1.25

#	List other staff developments attended and its effectiveness:	Date
	There are no responses.	

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

May 2016

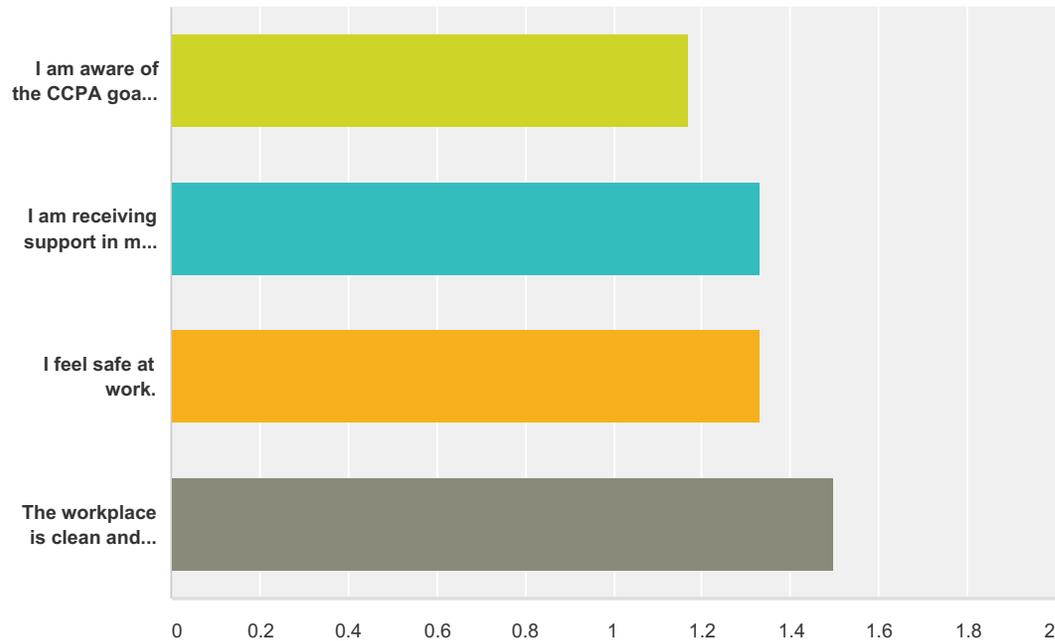
6 Total Surveys Received

Teacher Survey Results

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

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

Answered: 6 Skipped: 0



	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Average
I am aware of the CCPA goals, mission, and priorities.	83.33% 5	16.67% 1	0.00% 0	0.00% 0	6	1.17
I am receiving support in my professional development.	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	1.33

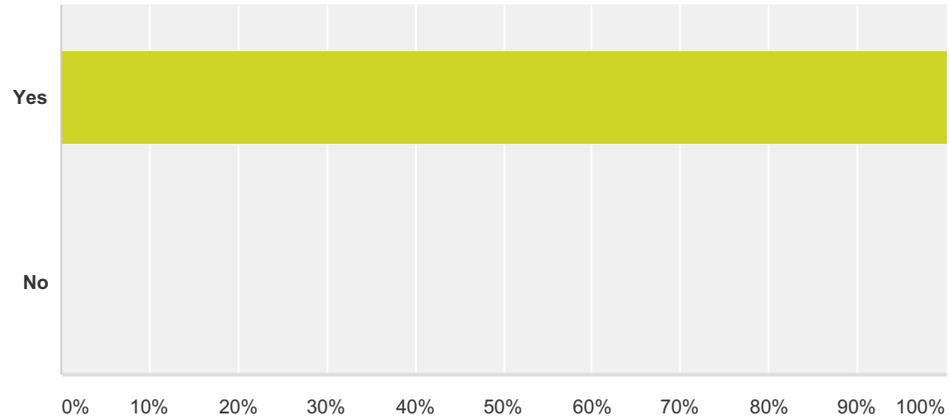
Staff/ Non-Teacher Survey 2016-2017

I feel safe at work.	66.67% 4	33.33% 2	0.00% 0	0.00% 0	6	1.33
The workplace is clean and in good condition.	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6	1.50

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

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

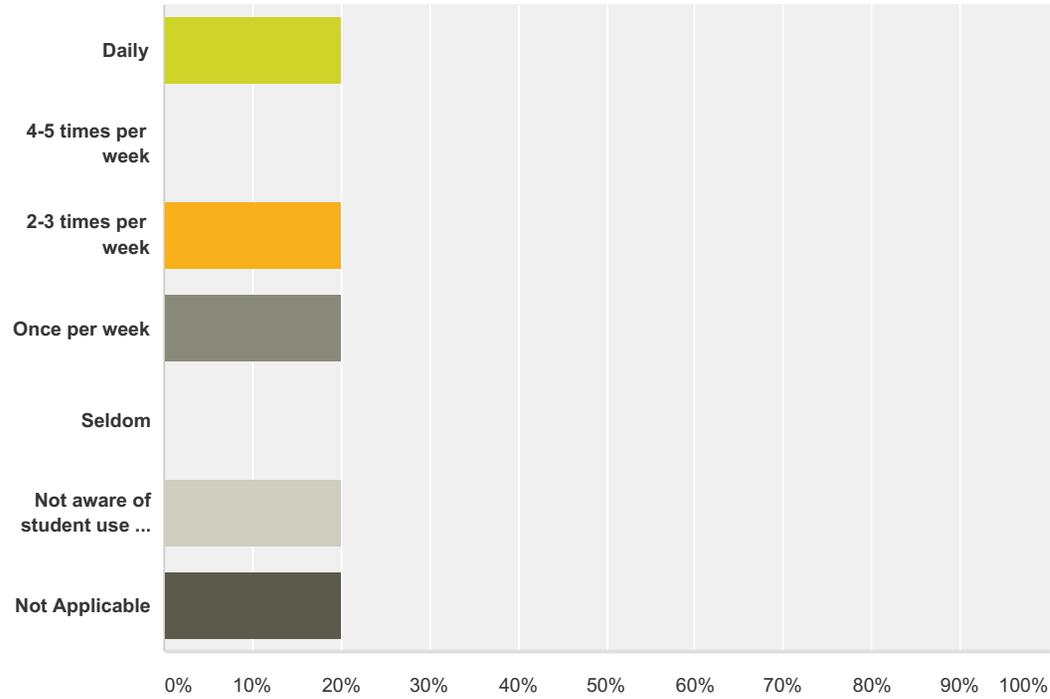
Answered: 5 Skipped: 1



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

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

Answered: 5 Skipped: 1



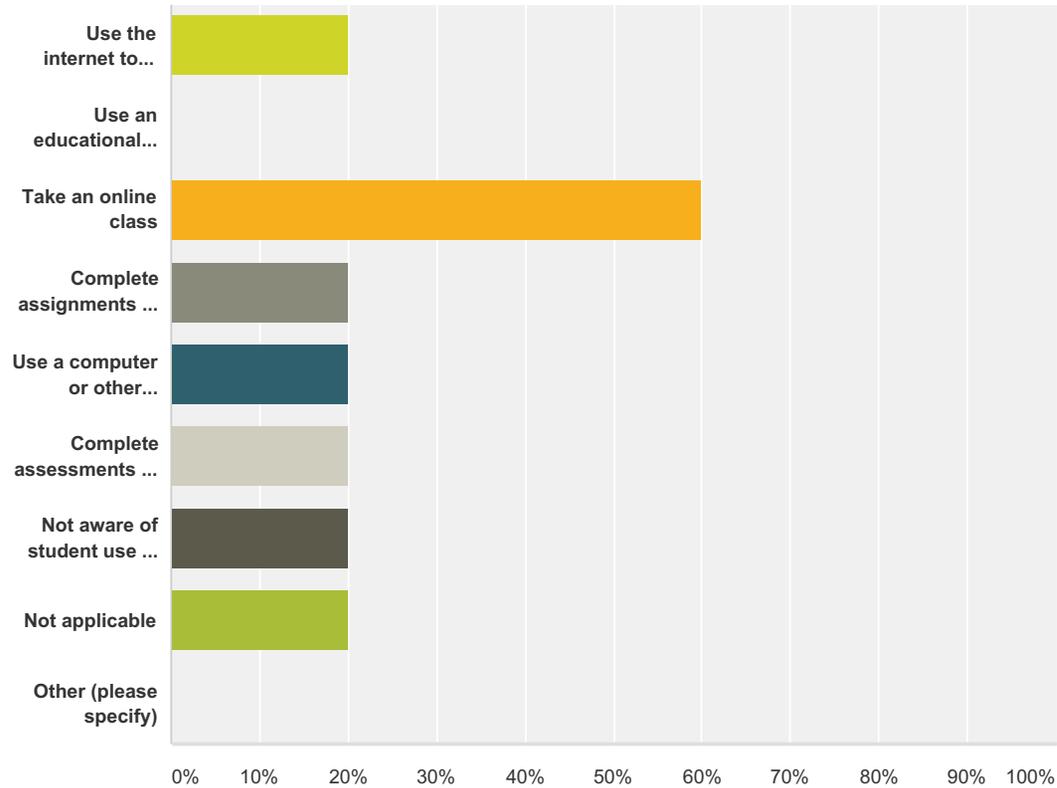
Answer Choices	Responses
Daily	20.00% 1
4-5 times per week	0.00% 0
2-3 times per week	20.00% 1
Once per week	20.00% 1
Seldom	0.00% 0

Staff / Non-Teacher Survey 2016-2017

Not aware of student use of technology in class or outside of class.	20.00%	1
Not Applicable	20.00%	1
Total		5

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

Answered: 5 Skipped: 1



Answer Choices	Responses
Use the internet to find information	20.00% 1
Use an educational software	0.00% 0
Take an online class	60.00% 3
Complete assignments on a computer or other technological device	20.00% 1

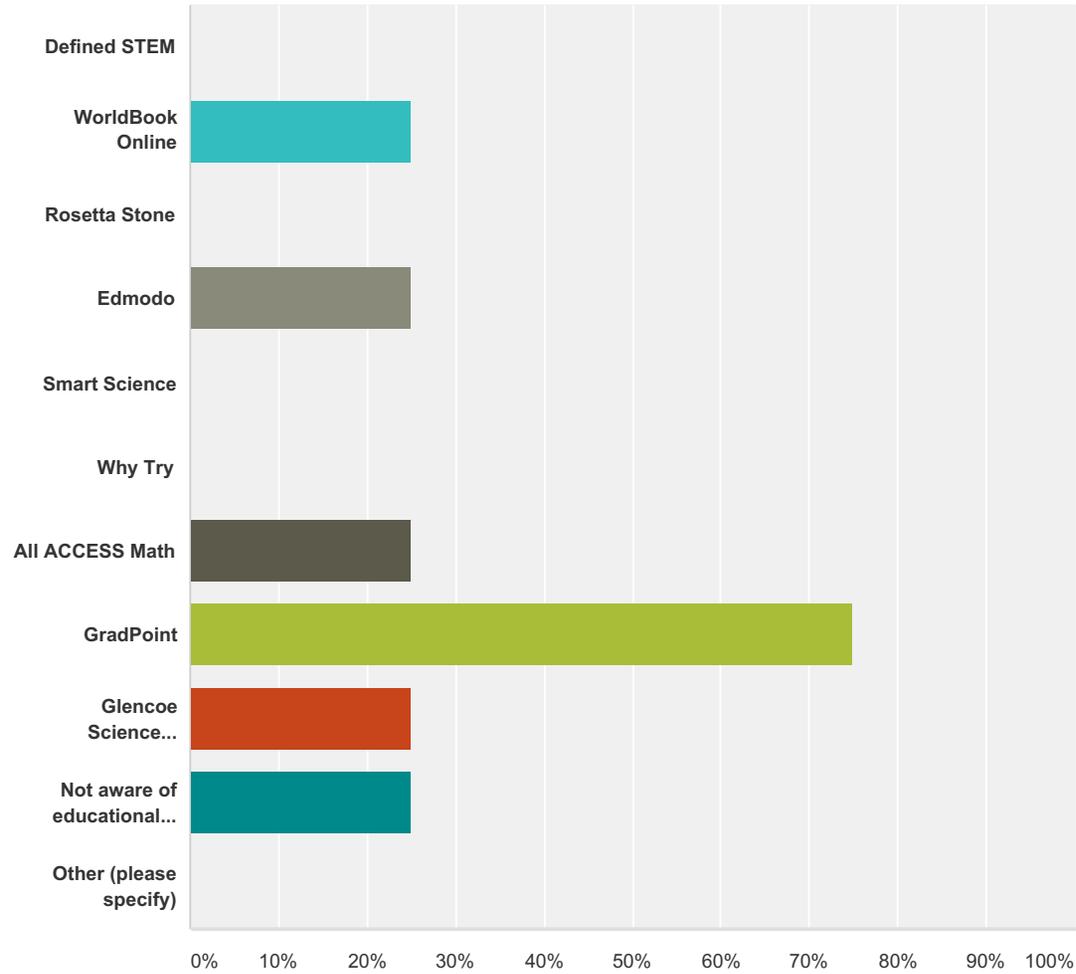
Staff / Non-Teacher Survey 2016-2017

Use a computer or other technological device for writing assignments	20.00%	1
Complete assessments on a computer or other technological device	20.00%	1
Not aware of student use of technology in class	20.00%	1
Not applicable	20.00%	1
Other (please specify)	0.00%	0
Total Respondents: 5		

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

Q5 Check all the educational software and resources you use.

Answered: 4 Skipped: 2



Answer Choices	Responses
Defined STEM	0.00% 0

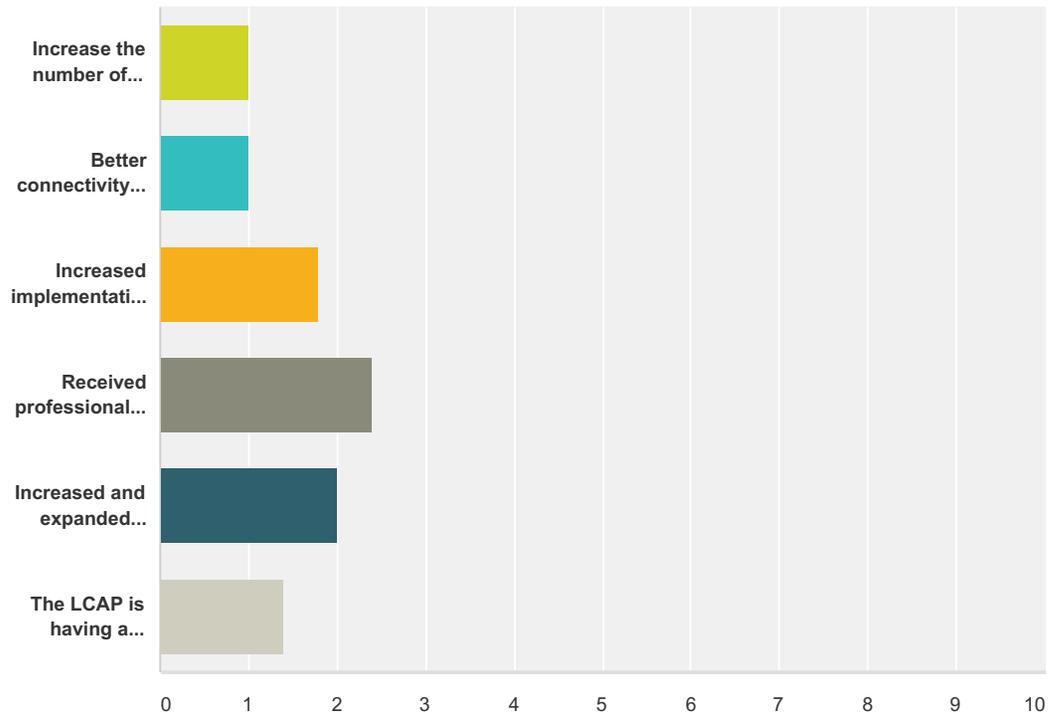
Staff / Non-Teacher Survey 2016-2017

WorldBook Online	25.00%	1
Rosetta Stone	0.00%	0
Edmodo	25.00%	1
Smart Science	0.00%	0
Why Try	0.00%	0
All ACCESS Math	25.00%	1
GradPoint	75.00%	3
Glencoe Science Resources	25.00%	1
Not aware of educational software or resources used by students in class	25.00%	1
Other (please specify)	0.00%	0
Total Respondents: 4		

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

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

Answered: 5 Skipped: 1



	Clear Evidence	Some Evidence	No Evidence	Not Aware	Total	Weighted Average
Increase the number of technological devices at the school sites/office.	100.00% 5	0.00% 0	0.00% 0	0.00% 0	5	1.00

Staff / Non-Teacher Survey 2016-2017

Better connectivity and speed for technology.	100.00% 5	0.00% 0	0.00% 0	0.00% 0	5	1.00
Increased implementation of California State Standards.	60.00% 3	20.00% 1	0.00% 0	20.00% 1	5	1.80
Received professional development regarding California State Standards and California ELD Standards.	40.00% 2	20.00% 1	0.00% 0	40.00% 2	5	2.40
Increased and expanded support services for students.	40.00% 2	40.00% 2	0.00% 0	20.00% 1	5	2.00
The LCAP is having a positive impact on student outcomes.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	5	1.40

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

ACRONYMS AND ABBREVIATIONS LCAP ANNUAL UPDATE

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