



Orange County Department of Education Charter School Petition Overview

Charter School Information

School	College and Career Preparatory Academy
Mailing Address	1669 E. Wilshire Ave., Suite 605, Santa Ana, CA 92705
Initial Authorization	
Grade Levels Served	9 th – 12 th
Nonprofit Public Benefit Corp.	N/A
Charter Management Organization	No

Lead Petitioners

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Other Affiliated Corporation(s)

None

Individual Affiliations

If a board member, school leader or petition development team member has an affiliation or connection with another authorized, denied or in progress charter school petition, please provide a description of the connection, including the name of school(s).

None



Orange County Department of Education Charter School Petition Overview

Affiliated Charter Schools

School Name	None	
Location		
Authorizer		
School Name	None	
Location		
Authorizer		
School Name	None	
Location		
Authorizer		

Submit additional schools on separate sheet.

Comparable Schools

Comparable schools are schools in which a majority of students, or a minimum of 30 students, would have been required to attend based on the student's resident address.

School Name	County	District	Number of Students School of Residency
OC Workforce Innovation	Orange	OCDE	209



Orange County Department of Education Charter School Petition Overview

Student Population

Total enrollment: <u>241</u>	Charter School Percentage (%)	Number of Students	Statistically Significant Subgroup Yes/No	Comparison School Percentage (%)
English Learners	38.2%	92	Yes	19.10%
Foster Youth	2.9%	7	No	0%
Homeless Youth	44%	106	Yes	18.20%
Migrant Education	0	0	No	0%
Students with Disabilities	10.4%	25	No	22%
Socioeconomically Disadvantaged	97.9%	236	Yes	83.30%
African American	2.1%	5	No	3.3%
American Indian/Alaska Native	0.8%	2	No	1.40%
Asian	0.8%	2	No	1.9%
Filipino	0.4%	1	No	1%
Hispanic or Latino	78.4%	189	Yes	74.60%
Not Reported	2.1%	5	No	0%
Pacific Islander	0	0	No	13.40%
Two or More Races	0.8%	2	No	4.30
White	14.5%	35	No	0



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Educational Program Description

Include a brief overview of the charter school as described in the charter petition. Please do not exceed one page.

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.

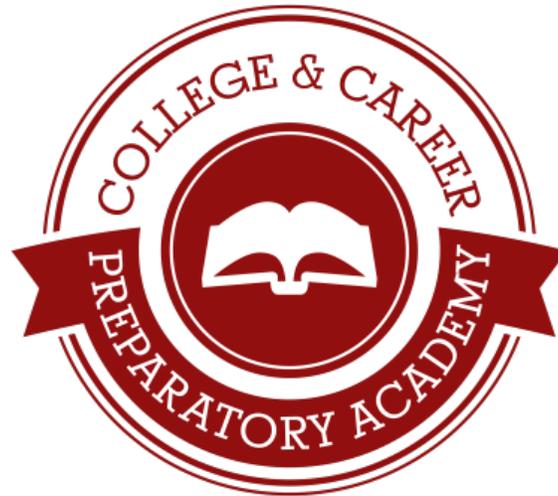
Today, more than ever, students must be prepared to think critically, act creatively, communicate effectively, collaborate generously, and act with character and integrity to become contributing community members, citizens and leaders in the 21st century. This OCDE affiliated charter school supports 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.

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

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



Orange County
Department of Education



College and Career Preparatory Academy Charter Petition

April 2020

College and Career Preparatory Academy Charter School:	01
▪ Introduction	01
▪ College and Career Preparatory Academy Locations	03
Element 1: Educational Program	04
▪ Vision	04
▪ Mission	04
▪ Goals	04
▪ Educational Philosophy	05
▪ Students Served	05
▪ Program Components	06
▪ Partnerships	11
▪ Program Orientation	12
▪ Behavior Support	12
▪ Plan for Students Who Are Academically Low Achieving	13
▪ Plan for Students Who Are Academically High Achieving	13
▪ Plan for English Learners-Equal Opportunity for Success	13
▪ Plan for Special Education	15
Element 2: Measurable Pupil Outcomes	21
▪ Measurable Student Outcomes	21
▪ Measurable Outcomes Aligned with the Eight State Priorities	21
Element 3: Assessments/Methods of Measuring Pupil Progress	34
▪ Methods of Assessment	34
Element 4: Governance Structure	35
Element 5: Employee Qualifications	37
Element 6: Health and Safety	38
Element 7: Racial Balance/Non-Discrimination	40
Element 8: Admissions Requirement	41
▪ Student Admission Policies and Procedures	41
Element 9: Financial Planning, Reporting, and Accountability	44
Element 10: Suspension/Expulsion Procedures	46
Element 11: Employee Retirement System	47
Element 12: Public School Attendance Alternatives	48
Element 13: Rights of the Employee	49
Element 14: Dispute Resolution	50

Element 15: Closure Protocol	51
Assurances	53
Appendices	55

COLLEGE AND CAREER PREPARATORY ACADEMY CHARTER SCHOOL

“A petition may be submitted directly to a county board of education in the same manner as set forth in Section 47605 for charter schools that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services. Any denial of a petition shall be subject to the same process for any other county board of education denial of a charter school petition pursuant to this part.” Ed. Code section 47605.5.

INTRODUCTION

College and Career Preparatory Academy (CCPA) was established to provide instructional services for at-promise youth and students who have left high school without graduating for any reason. CCPA offers educational services that benefit its target population and supports 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.” The State Legislature also intended for charter schools to encourage the development of instructional innovation. Charter schools provide the community and students an opportunity to develop educational experiences that extend beyond the traditional classrooms. There is a growing population of youth who have given up on school, often referred to as at-risk. However, given an opportunity to reengage in an education environment that functions to bridge education to the workforce, these students are indeed, at-promise.

To this end, CCPA endeavors to educate a broad range of students from geographically diverse areas throughout Orange County. The target population is best served by CCPA 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.

Local communities benefit from an educational choice that reengages students who have dropped out of school and struggle to find jobs or access educational options because of life challenges that have become barriers to meaningful community connections. In partnership with workforce providers, CCPA students have the opportunity to participate in job training and apprenticeship programs while completing the requirements for their high school diploma. Our students are behind in credits, have dropped out of school, aged out of available alternative education options, have been unable to navigate the adult school or community college system or have childcare responsibilities that have become a barrier to completing high school and finding and sustaining employment. Many of our students also have taken on the burden of family responsibilities and work hard at minimum wage jobs to take care of basic life needs, such as shelter, food, and clothing, leaving little time to reengage in education pathways.

Our adult students often cannot attend a typical adult education program that requires attendance a minimum of four hours per day, five days per week. They often lack resources to navigate the adult education arena. For these students, a customized independent study strategy coupled with a workforce training and career preparation program is an opportunity to reengage in the education process, through the guidance of caring teachers who are knowledgeable and experienced working with at-promise students. CCPA’s focus on using career pathways with a combination of high quality learning opportunities, a rigorous learning environment, interagency collaborations and partnerships with workforce focused providers, contribute to the success of the program.

Local community college districts recognize the challenges to recruit and maintain at-promise students participation in their high school diploma programs. Often there has been an interruption in the development of the knowledge, skills, attitude, and behaviors needed to embrace the pathway to college and career success. These students need a bridge or “on-ramp” program to reengage in school and improve academic

achievement, career readiness and social skills. Students need coaching and mentoring from stakeholders that partner with education to foster resiliency by emphasizing prevention, positive alternatives, and application of socially competent behavior that will enable these reengaged students to become self-motivated, competent and life-long learners.

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 Orange County Department of Education (OCDE)¹-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 School Act of 1992 established 15 required elements to be included in a charter petition. The charter provides evidence that CCPA meets all requirements set forth in the Charter Schools Act of 1992 and will continue to have a highly qualified and dedicated staff committed to the interests of all stakeholders in the learning community. Partnerships with community-based organizations and businesses, as well as non-profit and public agencies, are at the core of expanded learning opportunities. This charter school will be a charter school of choice for students within the geographic boundaries of Orange County, California and contiguous counties.

CCPA was established in 2015 as an affiliated charter school of OCDE. CCPA provides instructional services for those students ages 16-25, as described in this charter and offers educational services that benefit its target population. CCPA operates as 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, designed and executed with purpose, meaning, and application beyond the academic setting, accelerate learning for at-promise students to move forward into college and career training opportunities.

¹ The Orange County Department of Education refers to the Orange County Superintendent of Schools.

COLLEGE AND CAREER PREPARATORY ACADEMY LOCATIONS

CCPA will operate geographically throughout Orange County, at the following OCDE locations under one CDS code as part of a single school with multiple locations:

Current Sites:

Fullerton: 1548 E. Walnut Avenue, Fullerton, CA 92831

17th & Ross: 509 W. 17th Street, Santa Ana, CA 92706

San Juan: 31522 El Camino Real, San Juan Capistrano, CA 92675 (Will close in May 2020)

Wilshire Education Center: 1715 E. Wilshire Avenue, Suite 714, Santa Ana, CA 92705

Southwest Harbor: 15872 S. Harbor Blvd., Fountain Valley, CA 92708

Silverado: 25632 Peter A. Hartman Way, Mission Viejo, CA 92691

CA Job ChalleNGe Program: 4022 Saratoga Avenue, Bldg. 55, Los Alamitos, CA 90720

Taller San Jose Hope Builders: 801 N. Broadway Santa Ana, CA 92701

Taller San Jose Hope Builders: 810 Poinsettia, Santa Ana, CA 92701

All ACCESS school sites may be used for purposes of CCPA. (Appendix 8)

ELEMENT 1: EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an educated person in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and life-long learners.” Ed. Code section 47605(b)(5)(A) (i)

VISION

CCPA inspires students to fulfill their academic, career, and personal goals. CCPA students 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

CCPA reduces the dropout rate, and assists every student to accelerate transition to postsecondary education and training through the development of an Individualized Education Career Service Plan (IECSP). The IECSP emphasizes 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.

GOALS

Our goal is to prepare students for success by providing a supportive school environment that focuses on increasing academic, workforce, and pro-social skills and behaviors, while providing functional life skills instruction and career readiness.

CCPA operates as a charter school under the authority of OCDE, as a unique public school designed to:

- Provide students with expanded choices in the types of educational opportunities available within the traditional public school system.
- Reach students who have dropped out or are not currently enrolled in any school and those identified as out-of-school youth or face particular challenges, such as health issues or the need to work, that make daily attendance difficult.
- Educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning or have the option for credit recovery.
- Accelerate student learning and academic performance.
- Provide alternative methods to master California state standards
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential.
- Provide opportunities and resources to increase career/workforce readiness skills.
- Provide individualized instruction through student-tailored, standards-based curriculum.
- Develop life-long learners who are self-motivated.
- Assist students in achieving a high school diploma.

CCPA is accountable for meeting these goals and achieving measurable pupil outcomes through a performance-based system.

EDUCATIONAL PHILOSOPHY

CCPA believes students learn best in educational environments that provide opportunities to explore, understand and apply, in real-life settings, concepts and skills necessary to become independent problem solvers. The optimal learning environments are physically and emotionally safe, contain the necessary supports and structures that promote the development of character and self-discipline, and the teacher is respected, supportive and trusted. The curriculum is based on real life applications and presented in one-on-one or small group settings, and the subject matter is appropriate, relevant, and intellectually challenging. These conditions are met in a variety of educational settings based on individual needs of the students.

CCPA implements a Multi-Tiered Systems of Support (MTSS) that uses data to help match academic and social-emotional services to support all students. Research has shown that when a school uses an MTSS model all students achieve better academic and social-emotional outcomes. Tiered intervention matrices are created with the mindset that all students can be college and career ready. We feel that our commitment to MTSS provides a broad-based school improvement process that increases collaboration and supports the program in meeting the needs of all students.

CCPA holds the fundamental beliefs that learning best occurs when:

- work is challenging and accessible to all students.
- learning opportunities are expanded by accessing various segments of the Orange County community through partnerships with community-based organizations and businesses as well as private and public agencies.
- all learning modalities and styles are incorporated into the instructional design.
- students understand that learning tasks have purpose, meaning, and application beyond the academic setting.
- instructional activities are integrated, meaningful, and engaging.
- learning and real-life experiences are considered teaching and learning tools.
- CCPA's combination of high quality learning opportunities and rigorous learning environments contribute to the efficacy of the program.

STUDENTS SERVED

OCDE established CCPA, a charter school specifically designed to address the academic and career readiness needs of students 16 through 25, who are at risk of not completing high school. These students are at risk for reasons including:

- Student is behind in credits and not reasonably able to complete graduation requirements in time to graduate from high school by the end of the student's fourth year of high school
- Student is a high school dropout age or has aged-out of attending a traditional high school
- Student is not functioning well in or able to attend an adult education high school program
- Student needs a flexible schedule due to work/employment
- Student may have childcare responsibilities preventing attendance at a traditional high school

CCPA serves pupils 16 through 25 who are enrolled in a program that provides instruction exclusively in partnership with and through an executed Memorandum of Understanding with any of the following: (1) the federal Workforce Innovation Opportunity Act of 2014 (WIOA); (2) federally-affiliated Youth Build programs;

(3) the federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; or (4) the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to law. CCPA satisfies this requirement through local workforce agencies.

PROGRAM COMPONENTS

Students will experience a program with a focus on meeting their individual needs, whether these needs include extended learning opportunities or support on building foundational academic skills.

Counseling (Academic and Social/Emotional/Behavioral)

Academic counseling will be provided by a certificated counselor holding a Pupil Personnel Services credential working directly with the supervising teacher in meeting the goals of the Individualized Education Career Service Plan (IECSP) of the student. The counselor supports the teacher in providing academic counseling information and assistance. Counseling will include assistance with the IECSP, transcript review, career readiness, work experience and post-secondary options. The counselor and Student Records Technician (SRT) will liaison with workforce providers and community colleges in coordinating participation in local WIOA-funded agency programs and dual/concurrent enrollment in college classes. These partnerships will be established by administrative staff.

Group or individual student counseling will be available through professionals from outside agencies, including WIOA partners, to address anger management or other social/emotional/behavioral counseling needs.

Assessment

CCPA will administer an initial academic placement assessment, i-Ready, as well as career preparedness assessments. Throughout the year, academic assessments will be administered with the purpose of identifying student needs, interventions and growth areas in targeted academic curricular standards. CCPA staff will work as a team based on the Professional Learning Communities concept to regularly monitor student achievement data and make adjustments to provide extra support for struggling students. Career exploration assessments or competency-based assessments such as KUDER will be utilized to develop the IECSP. CCPA students will also participate in the California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST), and the English Language Proficiency Assessments for California (ELPAC) assessment systems, as applicable and mandated.

Parent Participation

Communication between teacher and student is a critical factor for student success. Administrators and teachers will contact parents/caregivers to notify them of student progress, events and activities. Students will be encouraged to include parents/families and significant individuals in their lives in their learning process and progress. Consent will be obtained for students who are 18 years and older, to ensure privacy rights. To support parents' and families' participation, growth and development, the following activities will be offered:

- Parents/caregivers will be invited to participate in the development of their child's IECSP, which includes academic, career readiness and workforce development and transition goals. At this meeting, parent/caregivers or adult students will be informed about the eligibility of

courses to meet college entrance requirements.

- Annually, in July, adult students or parents/caregivers are consulted regarding the student's progress toward their IECSP and will be required to sign a new Master Agreement.

High School Requirements

To attain a high school diploma, students must earn 220 credits. Students in grades 9-12 will receive credits for courses passed and credits will be transferable to other adult and/or high school programs. Student must attain passing grades in the following state- and locally-required courses to be eligible for a high school diploma from CCPA:

- English 40 credits
- Mathematics 20 credits (including Algebra I or its equivalent)
- Social Science to include World History/Culture/Geography, United States History, and Economics 30 credits
- Science including Biology and Physical Science 20 credits
- Health 5 credits
- Fine Arts or Foreign Language 10 credits
- Physical Education 20 credits
- Electives 75 credits

Credits earned from the following alternative means may be considered elective credit and included as part of the 220 credits required for graduation:

- Service to Community projects
- Work experience
- Courses offered through Regional Occupational Programs/Career Technical Education
- Credit earned at a post-secondary institution
- Intervention courses in reading and math

WASC Accreditation

On November 1, 2016, CCPA hosted its initial WASC visit and in February 2017 received an Initial Accreditation Status for three years through June 30, 2020. LCAP goals and actions were designed to meet the WASC Action Plan's goals and recommended identified critical areas of follow-up. CCPA administration views the action plan as a living document that is revised and updated annually based on data and stakeholder input and coincides with the annual goals and actions of the LCAP.

Standardized Testing

CCPA agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As an affiliated charter school, CCPA will test with OCDE and adhere to OCDE testing calendars and procedures for state mandated tests.

English Learners

As an affiliated charter school, the CCPA shall implement the provisions of OCDE's English Learner Master Plan and comply with all applicable federal and state laws, and OCDE policies and procedures related to the implementation of the English Learner Master Plan.

Gifted and Talented Students

CCPA will use OCDE's gifted and talented education (GATE) identification process and adhere to OCDE policy regarding GATE.

Students with Disabilities

OCDE shall serve the needs of special education students enrolled in OCDE affiliated charter schools in the same manner as at any other public school of OCDE. CCPA will adhere to the provisions of the Individuals with Disabilities Education Improvement Act (IDEIA) and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (FAPE) as is required of all OCDE schools. CCPA will comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and any compliance complaints or mandates from the United States Department of Education, Office for Civil Rights or California Department of Education (CDE) for students enrolled in CCPA. CCPA will follow OCDE's Alternative Education's Special Education policies and procedures, including using OCDE forms to develop, maintain, and review assessments and Individualized Education Plans (IEP) in the format required by OCDE and will enter accurate IEP data into OCDE's designated data system. CCPA will maintain copies of assessments and IEP materials for OCDE review. CCPA will submit to OCDE all required reports, in a timely manner as necessary to comply with state and federal requirements. CCPA will participate in the state quality assurance process for special education. CCPA will implement the programs and services, including providing related services, required by the IEPs of students enrolled at the CCPA. OCDE may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and utilize other procedures applicable to the CCPA, if OCDE determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. OCDE will investigate and respond to all special education complaints OCDE receives pertaining to CCPA, including OCDE Uniform Complaint Procedures, Office for Civil Rights complaints, and CDE compliance complaints. CCPA will fully cooperate with OCDE in any such investigations and provide OCDE with all documentation needed to respond to complaints. CCPA shall adhere to all OCDE policies and procedures regarding special education and special education funding, as they may be amended from time to time.

Curriculum and Instructional Design

The educational program at CCPA offers academic and vocational experiences that will reconnect students to learning and improve their employability and success in a post-secondary school. Instruction will take place through an Independent Study model using strategies designed to provide one-on-one and small group instruction through student-tailored, standards-based, California state curriculum.

Expected Schoolwide Learner Outcomes

CCPA's program is based on the following Expected Schoolwide Learner Outcomes:

Communication and Collaboration – our students shall:

- communicate accurately and clearly through speaking, listening, writing and 21st century technology skills
- collaborate with CCPA staff, students, and community partners to achieve academic and personal goals

Critical Thinkers – our students shall:

- analyze, synthesize and evaluate information to formulate an opinion or solution in independent and/or group settings
- search for appropriate solutions for difficult problems
- reach conclusions logically based on sufficient evidence

Preparedness for College, Career, and Life – our students shall:

- obtain the academic skills to be college, career, and life ready
- acquire the technology skills to be successful in the 21st century
- persevere by identifying, evaluating, and determining possible solutions to problems in order to overcome obstacles to complete their Individualized Education Career Service Plan

Advocate for Self – our students shall:

- become self-directed learners
- assess personal and academic strengths and interests to set achievable goals
- take advantage of opportunities offered through their community
- become empowered in their education and life

Standards-based Core Curriculum

All students receive instruction in the California State Content Standards with curriculum in English Language Arts (ELA), including English Language Development (ELD), mathematics, history/social sciences, science, visual and performing arts, and physical education. Students receive appropriate grade level instruction using state standards based textbooks, including those providing reading and math interventions, if needed. Students identified as English language learners receive ELD instruction and are appropriately placed in grade level core or intervention courses in math, ELA and ELD sections. Textbooks and instructional materials are aligned with the State of California adopted frameworks and standards.

The Career Technical Education Model Curriculum Standards will be addressed and implemented in order to integrate California's rigorous academic content standards with industry-specific knowledge and skills to prepare students for direct entry into industry sectors and postsecondary education.

The primary materials for students in grades 9-12 are chosen from state standards-aligned/California approved textbooks. (See Appendix 3)

Independent Study

CCPA shall follow all applicable laws, regulations, and OCDE policies and procedures regarding the implementation of and accountability for Independent Study (see Appendix 1: OCDE Board Policy and Master Agreement), including those specific to charter schools, as they may be amended. CCPA will not provide any funds or other thing of value to the pupil or his or her parent or guardian that the agency does not provide to pupils who attend regular classes. These requirements, noted in OCDE policy and procedure and applicable laws and regulations, include but are not limited to the requirements of Education Code section 51747. The Master Agreement and Course Contracts for each student shall include:

- The manner, time, frequency, and place for submitting pupil's assignments and for reporting his or her progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of the pupil's work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester or one half year for a school on a year-round calendar.
- A statement of the number of course credits or other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- The inclusion of a statement in each independent study agreement that independent study is an optional, educational alternative, in which no pupil may be required to participate.
- Each written agreement shall be signed, prior to the commencement of independent study, by the student, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

Master Agreements and Schedule

CCPA teachers use a variety of strategies and interventions appropriate for the students' instructional level. The Master Agreement and course contracts (See Appendix 1) ensure curriculum pacing and appropriate use of instructional time to implement a standards-based core curriculum. CCPA will maintain the same calendar as the Alternative Education Community School program. Students in CCPA need access to as many school days as possible to maximize opportunities for credit recovery and accelerated learning. The blended learning model meets the needs of our students and offers an opportunity for students to utilize technology to move more quickly to complete coursework and earn a high school diploma. Teachers monitor student progress and plan for support (academic, social, emotional, behavioral) based on identified needs.

Upon entering CCPA, students are assessed to determine their individual levels of proficiency in reading and math. Results of the assessment are used to determine course placement, interventions and instructional levels that best meet the student's current academic level needs. Weekly meetings are held to assist students needing intervention in reading and mathematics.

CCPA staff use curriculum, including textbooks, on-line digital content, supplemental materials, and instructional strategies to meet the varied and individual ability levels of students. Each course meets the state learning standards and instruction focuses on actively engaging students in learning experiences.

Career Technical Education Training

Established workforce partners provide work experience, job shadowing, internship programs and career education training opportunities to engage students in the application of learned skills and knowledge. Following a career inventory assessment, students either meet with a counselor, academic support assistant or project liaison who reviews the assessment results and provides additional work experience and internship opportunities that parallels the career interests of students and enhances academic and career technical skill development.

CCPA students, through their IECSP, are given a voice in their academic plan, and many career and technical electives are offered online through Gradpoint. Career paths can be explored through the following Gradpoint electives: Accounting, Cosmetology, Culinary Arts, Business, Early Childhood Education, Entrepreneurship, Homeland Security, Law, Medical Assisting, Psychology, Theater Cinema and Film Production, and Veterinary Science.

In addition to these elective courses, students have the ability to attend Career Technical Education (CTE) courses through community colleges and the Alternative Education program. CCPA students have the opportunity to take an introductory Exploring Career Technical Education course at various community school sites. Students will also have the opportunity to earn four industry certificates through the CTE Program: ServSafe, Express Employment Professionals Career Preparedness Certification, Southwest Airlines Professional Communications Certification, and Center for Financial Responsibility Personal Financial Literacy Certification.

As a member of the AB 86/Adult Education Block Grant consortia within Orange County, we are working toward sequencing and aligning course work that provides transparency and seamless transitions from K-12 to post-secondary degree or certification program opportunities. When students see a continuum and connectedness with courses they take in high school to opportunities for further study in a post-secondary setting, they are more likely to be motivated to complete the course and persevere in their studies because of the link to a pathway that can lead to a career interest.

PARTNERSHIPS

CCPA is strengthened through collaboration with a variety of partners. The most important partnerships are those formulated between teachers, students, parents, mentors, and the community. The dynamics among these groups are critical to the planning, implementing, and design of CCPA. 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, college financial aid workshops, and community service opportunities.

- Rancho Santiago Community College District
- North Orange County Community College District
- South Orange County Community College District
- Orange Coast Community College District
- Orange County Probation Department

- Orange County Sheriff's Department
- Orange County Health Care Agency
- Taller San Jose Hopebuilders
- Knowledge 2 Careers (K2C)
- OC Children's Therapeutic Art Center
- Orange County Conservation Corps
- Orange County Asian and Pacific Islander Community Alliance (OCAPICA)
- Orange County One Stop
- Orangewood Children's Foundation
- Project Kinship
- Santa Ana Public Library
- Santa Ana College Community Services
- Santa Ana Work Center
- CA Job ChalleNGe California National Guard
- Goodwill Industries

PROGRAM ORIENTATION

Enrollment in CCPA is voluntary and prospective students may be provided with an orientation to the CCPA instructional program, policies and procedures prior to a decision to participate. Students are given an academic assessment to determine basic skills levels and strategies and interventions to support working in an independent study model of instructional delivery.

Students are interviewed to identify previous schools attended and any special needs or prior participation in English Language Development, Section 504 or Special Education programs.

For our adult students, parent/caregiver participation is not required, but is encouraged, and will require student consent.

BEHAVIOR SUPPORT

CCPA provides a supportive school environment that focuses on increasing academic and pro-social behaviors. CCPA staff members receive training on research-based models that provide systems for developing student resilience and help resist unacceptable or negative behaviors to reduce barriers to learning. Staff routinely participates in professional learning communities focused on analyzing student work and collaborating on research-based instructional strategies designed to increase student learning.

Staff receives training to implement character development and leadership tools for students. The focus on social/emotional/behavioral supports for students in CCPA is to develop trusting relationships based on a genuine concern for the well-being of each student in a consistent, respectful manner that promotes academic performance and college to career readiness. This focus on the learning environment will provide motivation for positive self-regulated behavior, improved classroom attendance, and the reinforcement that supports students taking increased responsibility for their actions and performance.

Through training and guided practice in utilizing character and leadership tools and strategies, delinquent behaviors such as disruptive outbursts, violent acts, substance abuse, and other risky behaviors are decreased as students practice empathy and an appreciation for diversity, core values, and making good choices.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

To assist students in need of additional support, CCPA offers a school calendar of 242 days for all students to receive full academic services in the area of core curriculum instruction and credit recovery. This school calendar offers students a means to accelerate completion of required coursework. CCPA implements character development and leadership training to provide a consistent framework within which students are offered strategies and practices needed to increase academic success. Our students receive assistance through rigorous instruction and additional instructional support with targeted interventions, if needed.

Curriculum Intervention

As part of the enrollment process, students are administered the i-Ready assessment to identify present levels of reading and math skills. Students are assessed for grade level placement in core classes required for graduation. Those identified with skills two years or more below grade level or below grade six are assigned to an intervention course as part of their academic schedule. Students are given opportunities to participate in our GradPoint online learning system for credit recovery, reading and math interventions and other academic support classes as needed.

Learning and Behavioral Interventions

Student Intervention Teams assure an individualized approach to a variety of instructional strategies, strategic intervention materials, and behavior modification techniques to provide additional assistance to students at risk of dropping out of school due to poor grades, attendance, and/or behavioral issues. CCPA site teams are designed to work with the student and parent, as applicable, to identify obstacles and barriers preventing success and provide support needed to be successful in the school program.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

The rigor of the instructional program at CCPA reflects the goals for all students to graduate, to be prepared for college and/or other post-secondary training, and be prepared for the workforce. CCPA provides teachers scheduled and continuous professional development for the standards-based California state standards curriculum. Academic guidance will be provided to students to support the pursuit of advanced educational opportunities by taking college preparatory requirements and earning community college credits. All students will have access to University of California approved A-G course work through on-line instruction. Through distance learning, students can complete courses for additional requirements for college entrance. Students can be dually enrolled in the community college and earning credits toward high school graduation. CCPA staff and students will develop these goals as part of the student's IECSP.

PLAN FOR ENGLISH LEARNERS-EQUAL OPPORTUNITY FOR SUCCESS

CCPA is committed to high levels of academic success for all students, including English Learners (EL). CCPA will meet all applicable legal requirements for ELs including, but not limited to the annual notification to students, student identification and reclassification, placement of integrated and designated ELD, program options, and providing research-based EL and core content instruction by trained and qualified teachers.

CCPA will serve an EL population reflective of the student population in Orange County. CCPA emphasizes continual improvement dedicated to strengthening and expanding EL strategies. To ensure qualified staff serve EL students, CCPA will recruit staff with the proper training and success with EL students including CLAD or BCLAD certification SDAIE trained or other appropriate specialized training. CCPA will provide ongoing training

opportunities for staff in EL strategies.

English Language Performance Assessments for California

CCPA shall comply with all applicable state and federal laws related to the education of EL students. CCPA shall develop, implement and maintain policies and procedures for the provision of services to EL students including identification, assessment, and assignment to appropriate academic and ELD courses. At the initial enrollment conference, the Home Language Survey is administered to identify ELs and their ELPAC proficiency levels.

All students who indicate that their home language is other than English is given an ELPAC test within 30 days following initial enrollment if they are entering a California public school for the first time for the school year, or have never taken an ELPAC test for another reason. They are tested at least annually to measure their language growth until re-designated as fluent English proficient. EL students also participate in other state-mandated tests.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC. The minimum expectations are Level 4 or 5 on ELPAC with no individual language domains less than a Level 3.
- Input from the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance levels and basic skills (based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils whose native language is English).

CCPA notifies students of its responsibility for ELPAC testing under the Every Student Achieves Act for annual English proficiency testing. ELPAC results are given to students within 30 days of receiving results from the publisher.

ELs at CCPA learn English and discipline-specific language necessary for college and career success. The goals of the EL plan are to provide students:

- Equal access to curriculum and instructional materials at the appropriate level of their acquired English.
- Standards-based integrated and designated ELD taught by qualified teachers of EL students.
- Qualified teachers who can equip EL students in their effective acquisition of English proficiency in content standards.
- Culturally relevant curriculum and pedagogy to foster positive self-image and promote cross-cultural understanding.

- Staff development on research-based, best practices for ELs as well as to support and sustain a culture of reflective practice among teachers; teachers will continuously analyze formative and summative assessment results to target and differentiate instruction and ultimately improve instruction for ELs.
- IECSPs with specific goals identified for increasing English literacy skills that are reviewed after 90 days and revised as needed.
- Parent participation in EL parent advisory committees to constantly monitor the effectiveness of the EL program. Translation and interpretation services will be provided.
- Opportunity for English Language learners to receive support from EL certified teachers.

ELs develop their English language ability through the use of state-adopted materials. The needs of ELs are met through:

- Progress monitoring through assessment of growth in attaining English proficiency.
- Assignment to a daily-assignment-schedule including ELD based on proficiency level.
- Placement in courses with highly qualified teachers authorized to teach ELs.
- Assignment to core classes using SDAIE techniques and intervention courses for reading and/or math based on appropriate instructional setting.
- Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and, development of literacy skills along with oral proficiency and literacy in English.
- Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
- Individualized Education Learning Plans with specific goals identified for increased English literacy skills that are reviewed after 90 days, and revised as needed.
- Staff collaboration regarding best practices in working with EL students.
- Primary language support provided by teachers and bilingual instructional assistants.
- Encouraged participation of parents in English Language Advisory Council (ELAC) and outreach activities with communication in the parent/caregiver home language.

Providing ELs full access to a rigorous curriculum is accomplished through a variety of strategies, guided by research-based principles for teaching EL students, including:

- Use of non-verbal cues, graphic organizers, hands-on learning, and cooperative/peer tutoring.
- Use of cooperative learning, project-based learning/instruction, and one- to-one student/teacher interactions.
- Use of higher order thinking questions. Modeling thinking language by ‘think-alouds’, explicit teaching, test and study skills, and high expectations.
- Use of native language to increase comprehensibility.
- Language Experience (Dictated Stories)
- Scaffolding and activating prior knowledge.

PLAN FOR SPECIAL EDUCATION

CCPA shall assure that FAPE is provided for all children with disabilities attending CCPA in accordance with IDEIA 20 U.S.C. Section 1400 et seq., and implementing regulations.

A full continuum of special education programs and related services shall be provided as required by an individual student’s IEP. No student otherwise eligible to enroll in CCPA will be denied enrollment due to a

disability or the school's inability to procure necessary special education services. Students beyond the age of eligibility (ages 22-25 or not identified prior to his or her 19th birthday) who are no longer eligible for special education or related services under the IDEA, as described under Education Code section 56026, may continue to have equitable access to CCPA. CCPA shall assume responsibility and compliance with Section 504 of the American with Disabilities Act (ADA).

College and Career Preparatory Academy Responsibilities

CCPA will deliver required and appropriate special education services through OCDE's Alternative Education Program to students enrolled in CCPA. These services shall include:

- Child Find
- Initial, annual, and triennial evaluations
- IEP development
- Service delivery for all provisions as delineated on student IEPs. OCDE's Alternative Education Special Education division is solely responsible for providing special education services. A district in which a student physically resides is not responsible for providing special education services to any student enrolled in CCPA, unless otherwise stipulated through a settlement agreement.
- Due process/compliance proceedings
- Inter and intra/Special Education Local Plan Area (SELPA) permits in accordance with County SELPA policies and procedures
- Submission of all required filings, etc. to fully comply with the SELPA and CDE requirements

Provisions for and Compliance of Special Education Services Referral

CCPA will refer to the Student Intervention Team (SIT) to determine if alternative interventions are appropriate for students demonstrating low performance. Through this process, parents/caregivers, teachers, key school personnel, or other interested persons systematically review and make suggestions about student performance related to:

- Academic progress
- Social/Emotional development
- Physical limitations
- Behavioral history

Students shall be referred for assessment only when their individualized needs interfere with school performance and cannot be met through modifications within the general education/home-school setting (federal mandates require general education resources and services be exhausted before the CCPA refers a student for special education testing). Objective and complete data will be collected during an initial SIT referral to ensure appropriate recommendations for each student are made (i.e., work samples, cumulative record review, CAASPP results and health history). At all SIT meetings, members are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of the proposed strategies. In most cases, sufficient progress is noted at the follow-up meeting and interventions that are more restrictive are not warranted. If progress is not noted, the SIT may refer the student to more intensive research-based curricular strategies or for special education assessments.

Special Education Programs and Services

When a student with an identified disability is referred to CCPA by a Local Education Agency (LEA), the LEA representative must consult with a representative from CCPA, if this program may be considered as a placement option by the IEP team. A representative from CCPA must attend the IEP team meeting when placement decisions are made for CCPA. Upon enrollment, a special education coordinator or school psychologist will meet the parent/caregiver and student to review the most recent IEP and determine the need for updated or additional assessment. As needed, an additional meeting for staff, parent/caregiver, and the student will be arranged to develop a new IEP with appropriate goals and access to services at CCPA. Special education English learners' IEP goals will reflect the individual student's linguistic objectives. The needs of special education students will be met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals.
- Assignment to a daily schedule based on identified special needs.
- Special education credentialed teachers or other support Designated Instructional Service (DIS) providers, as outlined in the IEP.
- Assignment to core classes and intervention courses for reading and/or math based on the appropriate instructional setting.
- Modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the general core curriculum.
- Additional instructional time to provide students sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the CAASP.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- IECSPs with specific goals aligned to IEP goals that are reviewed after 90 days and revised as needed (all general and special education students complete and maintain the IECSP).
- Staff collaboration regarding best practices for working with special education students.
- Encouraged participation of parents/caregivers in outreach activities.
- Collaboration between CCPA and OCDE/Alternative Education Special Education Unit to provide appropriate special education services.
- Providing, on a case-by-case basis pursuant to federal law, the use of school-purchased assistive technology devices in a student's home or in other settings if the student's individualized education program team determines that the student needs access to those devices in order to receive a free appropriate public education. CCPA will be responsible for providing an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to enrollment in another local educational agency, ceases to be enrolled in that local educational agency. This responsibility shall be in force until alternative arrangements for providing the individual with exceptional needs with continuous access to the assistive technology device, or to a comparable device, can be made or until 2 months have elapsed from the date that the individual ceased to be enrolled in CCPA, whichever occurs first.

Interim Placement and IEP Development

CCPA will adhere to the legal mandates outlined in IDEIA in implementing regulations. When a student with an active IEP transfers to CCPA, (outside of the IEP process) he/she is provided an interim special education

placement and a new IEP will be written on the corresponding Orange County/Alternative Education Special Education forms within 30 days.

The IEP team is comprised of the parent/caregiver (and/or their requested representative[s]), a general education teacher familiar with the student's work, a special education teacher and any DIS provider as outlined in the IEP, an administrative representative, and the student. The IEP meetings will be facilitated by the CCPA special education case manager or administrative representative. Based upon areas of need, goals, objectives, frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents/caregivers as frequently as is their general education counterparts.

Initial and Triennial Assessments

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, CCPA will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all suspected areas of disability; coordinate qualified personnel to provide the required testing; distribute written assessment reports to the parent/caregiver prior to the IEP meeting; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel.

CCPA will utilize OCDE/Alternative Education web-based Special Education Information System (SEIS) to complete all IEPs and report CASEMIS information.

At least once every three years, a student will be reassessed to determine his/her continued eligibility to receive special education services. The reassessment can be a complete re-evaluation with formalized assessments or a records review and informal assessment. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet IDEA eligibility requirements for special education, a Section 504 Accommodation Plan could be offered and if accepted, developed at another 504 meeting.

Identification of Bilingual Special Education Students

Before a second language student is referred for special education, his/her level of English proficiency will be determined to ensure the lack of acquisition of language skills is not the reason for lower academic performance. Personnel fluent in a student's native language and familiar with the native culture will participate during the SIT process and during the referral, assessment and identification processes for determining the eligibility for special education.

The Limited English Proficiency/Fluent English Proficiency status of a student will be used to determine the language that he/she will be assessed in when a formal referral to special education is made. This will be documented on the IEP. Bilingual personnel will translate during IEP meetings. Written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) are available in the native language or can be transcribed when requested by the parent. At all IEP meetings involving second language learners, the IEP team notes whether eligible students will be provided special education services in their primary (L-1) or secondary (L-2) language. All goals and objectives for bilingual students will be developed in collaboration with BCLAD general education staff to ensure linguistically appropriate goals and objectives are developed and that the student's language acquisition needs are taken into account when the IEP is developed. Special education personnel who assess and deliver services outlined on the student's IEP will have CLAD certification.

Staffing, Curriculum, Service Provisions and Student Accountability

All special education services will be provided by highly qualified appropriately credentialed teachers and staff. Special education services will supplement general education and will not supplant other sources of federal, state, and local funds apportioned for CCPA. Identified special education students will be provided accommodations to allow access to the same core curriculum as their general education counterparts, as outlined in their IEP's, and in the least restrictive environment. All identified special education students are expected to participate in CAASPP and/or required state performance assessments. If the IEP team determines the student requires accommodations or modifications of state tests, this will be outlined in the students' IEP. The IEP team can also determine if the student requires an alternative assessment and document the need on the IEP.

All services, supplementary materials, or assistive devices required to access core curriculum will be provided at no cost to the identified special education student, as outlined in the IEP. No facilities utilized for the purposes of special education will present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program. Differentiated or weighted grading policies or practices will not be in place for identified special education students, unless specifically stated and described in the IEP.

Disenrollment, Suspension, Expulsion

Attendance for special education service will be monitored closely to ensure identified students' access to all services are as outlined on their IEP. If a special education student misses two sessions within a month, CCPA will contact the student and/or the family. If three consecutive special education meetings with a provider are missed, an IEP meeting will be called to ensure the CCPA personalized learning model remains an appropriate placement for the student and to discuss steps the IEP team will take to monitor progress that assures educational benefit for the student.

Students with disabilities will be disciplined in accordance with this Charter and the Parent/Student Handbook, except that students with disabilities will be afforded the protections in federal law against an unlawful change in placement. No identified special education or Section 504 student will be suspended for more than ten (10) school days per calendar year without a Manifestation Determination meeting to determine if his/her misconduct is a manifestation of his/her disability. A school psychologist will be involved in all phases of expulsion proceedings and student/parent will be provided due process rights throughout. In cases where suspension (beyond 10 days per school year) or expulsion is recommended following the Manifestation Determination meeting, CCPA and OCDE's Director of Special Education will be notified and the regular discipline procedures will apply.

Maintenance of Special Education Records

CCPA shall verify that OCDE's Alternative Education Division of Special Education maintains special education files, uses appropriate forms/software, and files reports as necessary to maintain legal compliance.

Special Education Funding

North Orange County SELPA shall allocate funding to OCDE for services to CCPA for the provision of special education services in accordance with Assembly Bill (AB) 602. CCPA will contract for special education services with qualified providers who possess appropriate special education credential(s) for needed service that are not provided by CCPA. All expenditures associated with delivery of said special education services is the

responsibility of CCPA.

CCPA shall be responsible for all special education costs in excess of revenues received from the North Orange County SELPA.

OCDE, in cooperation with the North Orange County SELPA, shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state and local funds apportioned to CCPA.

CCPA will be a school of OCDE for the purposes of special education and will receive funding and services through OCDE's membership in the North Orange County SELPA.

Parent/Caregiver Concerns/Complaints

Parent/Caregiver concerns regarding special education services shall be directed to CCPA. CCPA shall address the parent/caregiver/adult student concerns. CCPA will address, respond to, investigate, and take all necessary action to respond and attend to all complaints involving special education and IDEIA compliance.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school, ‘Pupil Outcomes’, for purposes of this part means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code section 47605(b)(5)(B)

MEASURABLE STUDENT OUTCOMES

A comprehensive assessment system focuses on student performance as the key component to demonstrate student success and competency using multiple assessment measures. CCPA administers the mandated state assessments. CCPA uses statewide performance standards as required by Education Code Sections 60602, et seq. CCPA conducts an annual evaluation of student academic performance to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools, both within the county and across the state. To ensure that students are achieving proficiency in state grade level content standards, CCPA:

- Fully implements California State Board of Education adopted standards-aligned instructional materials in ELA, ELD, mathematics, history-social sciences, and science along with targeted interventions.
- Aligns the course of study with state grade level California State Standards.
- Trains teachers and school administration on materials-based (ELA/ELD and math adoptions) and research-based strategies.
- Implements and monitors classroom curriculum and instruction to focus on standards-based instruction and research-based instructional strategies.
- Provides a comprehensive computer-based credit recovery system aligned with state content standards for students to make up credits for courses they have failed in past semesters/years and/or accelerate learning.
- Evaluates student progress in ELA and mathematics utilizing the i-Ready assessment tool and intervention strategies as defined in MTSS matrices.
- Increases student attendance through reducing barriers by utilizing community resources, blended learning or online-based curriculum models, and web-conferencing student appointments.
- Increases the graduation rate each year.
- Increases student participation in work-based learning experiences.

MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

CCPA will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in CA Education Code 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in CA Education Code 52060(d).

The following chart details CCPA’s goals as of this renewal submission, for all pupils, including statistically significant subgroups, for each of the eight state priorities, including specific annual actions the school will take to achieve each of the identified annual goals. As required under the CA Education Code, CCPA’s stakeholders will engage in a collaborative process each year to update and prepare an annual LCAP as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

TEACHER ASSIGNMENTS AND CREDENTIALING

State Priority #1: Basic Services

Annual Goals	Specific Annual Actions	Measureable Outcomes: 100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. Method for Measuring: Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing.				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Teachers who are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned as required by law and the charter.	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; College and Career Preparatory Academy Charter administration will annually review credential status.	100%	100%	100%	100%	100%
Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	All instructional materials purchased will be aligned to CA state standards and aligned with our charter petition. Purchase of all instructional materials will be appropriately included in the school budget.	100%	100%	100%	100%	100%

FACILITIES MAINTENANCE
State Priority #1: Basic Services

Annual Goals	Specific Annual Actions	<p>Measurable Outcomes: Annually, 90% of all items on the Facility Inspection Tool (FIT) checklist are compliant. 90% of quarterly Facility Inspection Tool (FIT) checklists are compliant/good standing. 90% of the monthly Safety Report/Good Repair inspection checklists are compliant, and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.</p> <p>Method for Measuring: Monthly site inspection documents (Safety Report/Good Repair) prepared by Charter Principal, or their authorized designee, and site administrator; Annual and Quarterly Facility Inspection Tool reports.</p>				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Maintain a clean and safe school facility	Bi-weekly cleaning by contracted custodial services staff will maintain site cleanliness; cleanliness spot checks will be performed by site liaisons. Screening for safety hazards will be done through annual and quarterly facilities inspections by the Facility / Operations maintenance staff (reported on the Facility Inspection Tool) along with monthly facility inspections (documented in the Safety Report/Good Repair).	90%/90%/100%	90%/90%/100%	90%/90%/100%	90%/90%/100%	90%/90%/100%

IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
 State Priority #2

Annual Goals	Specific Annual Actions	<p>Measureable Outcomes: Annually, 100% of teachers will participate in Professional Development and trainings in California State Standards.</p> <p>Method for Measuring: Professional Development calendar, agendas and sign-in sheets will serve as evidence of participation by teachers in professional development activities.</p>				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Teachers will participate in annual and ongoing professional development on the implementation of CA State Standards.	Identify and develop an annual calendar of monthly staff development and training opportunities for teachers and instructional support staff to participate in focused trainings on implementing, teaching and learning the California State Standards.	100%	100%	100%	100%	100%

FAMILY INVOLVMENT
State Priority #3

Annual Goals	Specific Annual Actions	<p>Measureable Outcomes: Number of parents/families participating at school events, number of parent letters sent out annually, number of parents/families completing surveys.</p> <p>Method for Measuring: School Advisory Committee agendas minutes and sign-in sheets; parent/family events agenda's and sign-in sheets; surveys.</p>				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p>Maintain opportunities for parent/family representation at CCPA school events.</p>	<p>Increase communication and collaboration within the community including, parents/families of CCPA students, by sending out parent welcome letters to new students, notifying parents/families of the option to attend School Advisory Committee meetings or attend live-stream online, DELAC and ELAC meetings, open houses, financial aid workshops, college tours, and career and job fairs. CCPA will continue to gather feedback through annual surveys.</p>	<p>Establish baseline</p>	<p>Increase by 5% of baseline</p>	<p>Increase by 5% of previous year</p>	<p>Increase by 5% of previous year</p>	<p>Increase by 5% of previous year</p>

STATEWIDE ASSESSMENTS
State Priority #4: Student Achievement

Annual Goals	Specific Annual Actions	<p>Measureable Outcomes: Annually, 100% of teachers will participate in Professional Development and trainings in CA State Standards. 100% of students will gain academic content knowledge through the implementation of the CA State Standards as measured by internal benchmarks and state testing.</p> <p>Method for Measuring: Professional Development calendar, agendas and sign-in sheets will serve as evidence of participation by teachers in professional development activities. Master Agreements; Course Contracts; teacher assignment sheets; student rosters.</p>				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p>Teachers will participate in annual and ongoing professional development on the implementation of CA State Standards. All students will gain academic content knowledge through the implementation of the CA State Standards.</p>	<p>All students will gain academic content knowledge through the implementation of the CA State Standards. EL students will participate in English Language Arts/Literacy instruction with appropriate instructional support and intervention as needed utilizing the i-Ready assessment and intervention tool.</p>	100%	100%	100%	100%	100%

ENGLISH LEARNER ADEQUATE PROGRESS RATE
State Priority #4: Student Achievement

Annual Goals	Specific Annual Actions	Measureable Outcomes: 90% of EL students will meet their performance level growth goal in their IECSP. Method for Measuring: ELPAC results.				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
EL students will advance at least one performance level per the ELPAC each academic year.	Students will take a diagnostic assessment as part of the program. Students receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of EL curriculum; ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic assessment.	Advance one performance level on ELPAC	Advance one performance level on ELPAC	Advance one performance level on ELPAC	Advance one performance level on ELPAC	Advance one performance level on ELPAC

SCHOOL ATTENDANCE RATE
State Priority #5: Student Engagement

Annual Goals	Specific Annual Actions	Measureable Outcomes: ADA will increase 10% each year. Method for Measuring: Monthly, Quarterly, and Annual ADA reports.				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
School will maintain a consistent Average Daily Attendance (ADA) rate.	School will provide a safe, nurturing and engaging learning environment for all its students and families, inclusive of all of the various subgroups enrolled. Periodic attendance updates to students reminding them of the importance of in-school attendance as the primary way of learning and success.	Establish Baseline	Increase 10% from baseline	Increase 10% from previous year	Increase 10% from previous year	Increase 10% from previous year

CHRONIC ABSENTEEISM RATE
State Priority #5: Student Engagement

Annual Goals	Specific Annual Actions	Measureable Outcomes: 70% of students will achieve an attendance rate of 90% Method for Measuring: Annual and Monthly absence reports from the student information system (Aeries).				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Students will have a minimum number of absences in any school year	Students will be informed of attendance policies as specified in the CCPA Student Handbook which is given to students upon enrollment.	Establish Baseline	Increase 5% from baseline	Increase 5% from previous year	Increase 5% from previous year	Increase 5% from previous year

DROPOUT RATE
State Priority #5: Student Engagement

Annual Goals	Specific Annual Actions	Measureable Outcomes: Reduce drop-out rate by 5% each year. Method for Measuring: Number of students withdrawn from program based on AERIES reports.				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
School will retain students and promote adequate progress toward Graduation, HiSet, or other academic and career goals noted in the student's IECSP.	CCPA will offer an academically engaging program, have a culture of high expectations and support, and a nurturing environment that is conducive to learning.	Establish Baseline	Decrease 5% from baseline	Decrease 5% from previous year	Decrease 5% from previous year	Decrease 5% from previous year

STUDENT SUSPENSION RATE State Priority #6: School Climate						
Annual Goals	Specific Annual Actions	Measureable Outcomes: Annually, suspensions will not exceed 1 % of all enrolled students. Method for Measuring: Annual School Accountability Report Card, CALPADS Report, Aeries SIS.				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CCPA will maintain a low annual suspension rate.	Teachers will be trained in the MTSS model to use positive behavior supports and interventions for students that support their critical needs and improve academic outcomes.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.

STUDENT EXPULSION RATE State Priority #6: School Climate						
Annual Goals	Specific Annual Actions	Measureable Outcomes: Annually, expulsions will not exceed 1 % of all enrolled students. Method for Measuring: Annual School Accountability Report Card, CALPADS Report, Eagle/Aeries SIS.				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CCPA will maintain a low annual expulsion rate.	Teachers will be trained in the MTSS model to use positive behavior supports and interventions for students that support their critical needs and improve academic outcomes.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.

[OTHER LOCAL MEASURE (S) OF SCHOOL CLIMATE]
State Priority #6: School Climate

Annual Goals	Specific Annual Actions	Measureable Outcomes: 75% of students participating in the annual LCAP survey will indicate they feel school is preparing them for college and/or career pathways. Method for Measuring: Survey reports				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p>Students and teachers will feel a sense of community and connectedness.</p> <p>Provide professional development for certificated and classified staff to expand instructional and behavioral interventions and support services to address the critical needs of students.</p>	<p>All students will gain academic content knowledge through the implementation of the CA State Standards. Students will be able to engage in a variety of activities promoting college and career readiness such as FAFSA workshops and college tours which will enhance their connectedness to CCPA. CCPA will develop and administer LCAP surveys to students, staff, stakeholders and parents/families annually.</p>	<p>75 % of students surveyed feel school is preparing them for college and/or career pathways.</p>	<p>75 % of students surveyed will feel school is preparing them for college and/or career pathways.</p>	<p>75 % of students surveyed will feel school is preparing them for college and/or career pathways.</p>	<p>75 % of students surveyed will feel school is preparing them for college and/or career pathways.</p>	<p>75 % of students surveyed will feel school is preparing them for college and/or career pathways.</p>

BROAD COURSE OF STUDY
State Priority #7

Annual Goals	Specific Annual Actions	Measurable Outcomes: Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to enroll in a broad course of study that includes core courses, electives, CTE, and A-G content areas available. Method for Measuring: CCPA Courses of Study, Master Agreements, Course Contracts, and student transcripts.				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to enroll in the CCPA educational program as outlined in the charter petition.	All academic content areas will be available to all students, including student subgroups, at all grade levels.	100%	100%	100%	100%	100%

[OTHER STUDENT OUTCOMES]
State Priority #8

Annual Goals	Specific Annual Actions	Measureable Outcomes: Increase of initial assessment to 90-day assessment of student scores. Method for Measuring: Assessment Reports (i-Ready assessment results wherein student growth and achievement are documented).				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Will incorporate reading and math interventions to support student academic achievement utilizing i-Ready software and intervention curriculum.	Teachers receive reports with past student performance, current baseline proficiency levels based on internal benchmark assessments, and future performance expectations (aligned with students IECSP). Teachers will supplement instructional curriculum by utilizing i-Ready based on students expected performance relative to their current proficiency level as prescribed in the MTSS matrix.	Establish Baseline	Increase by 5% from baseline	Increase by 5% from previous year	Increase by 5% from previous year	Increase by 5% from previous year

ELEMENT 3: ASSESSMENTS/METHODS OF MEASURING PUPIL PROGRESS

“The method by which pupil progress in meeting those pupil outcomes is to be measured Ed Code § 47605(b)(5)(C). Must meet statewide testing requirements.” Ed. Code section 47605(c)(1)

METHODS OF ASSESSMENT

Summative Assessment

To measure growth in student achievement, CCPA annually uses CDE evaluation tools such as the CAASPP, CAST, ELPAC and other state adopted assessments as required. Qualified students with disabilities will be ensured placement in the appropriate state assessment and provided appropriate accommodations or modifications for all state tests.

Formative Assessment

The goal at enrollment is to create an IECSP for all students. (See Appendix 2). As part of the enrollment process, students are given the i-Ready assessment, a standards-based assessment to identify current reading and math skills. Students are assessed for grade level placement in core classes required for graduation. Ongoing formative assessments measure each student’s progress in mastering reading and math skills, and i-Ready is administered every 90-days to determine student growth.

Use and Reporting of Data

Academic assessments are administered at benchmarks throughout the year for assessing student needs and growth areas in targeted standards. Students are assessed regularly in reading and math skills. These assessment results are used to individualize instruction and to inform decision-making for meeting the needs of students.

ELEMENT 4: GOVERNANCE STRUCTURE

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Ed. Code section 47605(b)(5)(D)

As an affiliated charter school, similar to other OCDE schools and programs, CCPA is authorized by OCBE and administered by OCDE. Governance at the school site level shall be in accordance with the provisions of this petition and shall be consistent with all applicable state and federal laws and regulations, OCDE policies, and the provisions of OCDE collective bargaining agreements. OCBE shall comply with the Brown Act, the Political Reform Act, the Public Records Act, and Government Code section 1090 as well as OCDE policies and procedures regarding conflicts of interest. OCBE will retain roles and responsibilities as defined in Education Codes 1040-1047 for CCPA.

School Advisory Committee and Stakeholder Involvement

To ensure involvement of our stakeholders, CCPA's School Advisory Committee elicits input from our community partners, local business executives, CCPA staff, students and parents. The School Advisory Committee represents an organizational and technical design to ensure CCPA remains a viable enterprise, with active and effective representation of interested parties supporting a successful educational program. The School Advisory Committee represents the diverse interests of the students and staff that make up the local school community.

The School Advisory Committee exists to assist, advise and provide school administration with the broad base of input to improve school and student performance and to help design, develop, and implement workforce partnerships. Representatives from a variety of stakeholders are invited to serve on the committee to provide input and guidance. These stakeholders may include Orange County business leaders, workforce development partners, CCPA classified and certificated staff, students, parents, and other community partners.

Role of Chartering Authority

As the chartering authority, OCBE will be responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. OCBE will be responsible for reviewing and taking action on charter petition renewal requests, and have the authority to initiate revocation proceedings, if necessary, as provided by Education Code Section 47607.

Responding to Inquiries

CCPA shall promptly respond to all OCDE inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with OCDE regarding any inquiries. CCPA acknowledges that it is subject to audit by OCDE. If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to CCPA's operations, or breach of charter, is received or discovered by OCDE, CCPA shall cooperate with any resulting investigation undertaken by OCDE.

Notification of OCDE

CCPA shall notify OCDE in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by CCPA. CCPA shall also notify OCDE in writing of any internal investigations within one week of commencing investigation.

Insurance/Risk Management

As a school of OCDE, CCPA shall participate in OCDE's insurance and risk management programs, and shall comply with all applicable laws, regulations, policies, and procedures.

Administrative Services

As a school of OCDE, CCPA shall receive support services in the same manner as other OCDE-operated schools through OCDE, Administrative Services, and Business Services. These services include those provided by Accounting, Fiscal Services, Payroll and Retirement Processing, Information Technology, Contracts and Purchasing, Human Resources, staff development and training, and instructional support. CCPA will enter and submit CALPADS and CBEDS data through OCDE as the authorizing agent.

Local Control Funding Formula (LCFF)

CCPA acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with OCDE policies and procedures, as they may be amended from time to time. Attached in Appendix 6 is the Local Control and Accountability Plan (LCAP) for 2019-20, which shall be updated as required by applicable laws, regulations, and OCDE policies and procedures.

Federal Program Compliance

As part of OCDE, which is a recipient of federal funds, CCPA shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act.

McKinney-Vento Homeless Assistance Act

CCPA shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

Student Records

CCPA, including its administrators, assigned employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and related state laws and regulations at all times. CCPA shall comply with and implement all OCDE policies and procedures related to the creation, use, maintenance, storage, disclosure, and transfer of student records.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." Ed. Code section 47605(b)(5)(E)

CCPA acknowledge and agree that all persons are entitled to equal employment opportunity. CCPA shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall and dismissal from employment.

Staffing

CCPA shall comply with and implement all applicable state and federal laws and regulations, OCDE policies, and OCDE collective bargaining agreements. CCPA shall be subject to all OCDE decisions regarding reduction in force, layoffs, salaries, classifications, and assignments. Selection of certificated staff shall comply with Education Code, OCDE policy, and applicable collective bargaining agreements. Selection of classified staff shall be in compliance with the Education Code, OCDE policy, and applicable collective bargaining agreements.

Rights of OCDE Employees

As an affiliated charter school, CCPA administrators, faculty and staff are OCDE employees. All CCPA employees will be hired by OCDE and maintain the same relationships with and through all respective bargaining units as other OCDE employees at non-charter schools. Pursuant to Education Code section 47605(f), OCDE employees are not required to be employed in the charter school.

Professional Development

CCPA shall comply with and implement any OCDE-mandated professional development. Any professional development required by OCDE for newly adopted curriculum will be funded by OCDE consistent with its practice for other OCDE schools.

Compensation and Benefits

CCPA staff will be employed by OCDE and will have all rights and responsibilities accordingly. Employees of OCDE will be covered by existing employee agreements. Employees will earn additional years of service credit in the county office while working at CCPA. In addition, they will retain any rights to accumulated sick leave return rights, vacation for those who are eligible, family leave, and health coverage.

ELEMENT 6: HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirements that each employee of the school furnish the school with a criminal record summary as described in §44237.” Ed. Code section 47605 (b)(5)(F)

CCPA shall comply with all federal, state, county and city laws and regulations, and OCDE policies and procedures related to health, safety, and emergencies, as they may change from time to time. CCPA shall comply with and implement all OCDE policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to suspected child abuse and neglect reporting and awareness training.

Health, Safety, and Emergency Plan

As an affiliated charter school, CCPA shall comply with and implement all OCDE policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a school site safety plan. CCPA shall ensure that its staff receives annual training on CCPA’s health, safety, and emergency procedures. CCPA shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with OCDE policies and procedures. CCPA shall periodically review and modify, as necessary, its health, safety, and emergency plan and keep it readily available for use and review.

Criminal Background Checks and Fingerprinting

In order to ensure the health and safety of pupils and staff, all CCPA employees, contractors and volunteers shall adhere to the policies and procedures of OCDE related to fingerprinting and criminal background checks.

Immunization and Health Screening Requirements

In order to ensure the health and safety of pupils and staff, all CCPA employees, contractors and volunteers shall adhere to the policies and procedures of OCDE related to tuberculosis assessment and clearance. CCPA shall comply with and implement all OCDE policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

Safe Place to Learn

CCPA is committed to providing a safe school environment and equal opportunity for all individuals to have equal access and opportunities in the charter school’s programs and activities. Charter school programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

CCPA shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq. CCPA shall follow all provisions of the OCDE Superintendent’s Policy regarding Nondiscrimination/Harassment and Bullying. (Appendix 9)

Title IX, Section 504, and Uniform Complaint Procedures

CCPA shall comply with all applicable laws and regulations and implement all OCDE policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and OCDE's Uniform Complaint Procedures.

ELEMENT 7: RACIAL BALANCE/NON-DISCRIMINATION

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code Section 47605 (b)(5)(G)

CCPA will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and it will not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.5 of the Penal Code, or one’s association with a person with those characteristics.

CCPA will, through advertising, community forums, public/private partnerships or other recruitment methods, seek to represent the diversity displayed within Orange County and will maintain a student enrollment with demographics similar to those found within Orange County.

Through OCDE’s membership in the Rancho Santiago Adult Education Consortium (The Adult Education Block Grant) and partnership with the three other Orange County AB 86 Consortia, including South County Consortium, North Orange County Community College District Consortium, and Coast Consortium, the leadership of CCPA through our AB 86 membership provides information and literature regarding the high school diploma option for young adults throughout Orange County. Partnerships with local community colleges have been established and offer students the opportunity to attend workshops and tours and supported pathways to assist them with enrollment into post-secondary options.

CCPA will promote the charter school option to Probation, Social Services, and the Sheriff’s Departments for clients that receive services within those respective organizations but do not have a high school diploma and are unable or unwilling to access other options to receive a high school diploma. Information, literature and a detailed overview of the orientation and enrollment process will be provided to these organizations for the benefit of clients who are transitioning from institution programs back to the community, and are interested in reengaging in an education program or continuing services that are provided by adult education providers, while incarcerated.

Districts and OCDE’s Alternative Education program will be contacted and provided information related to education services available for students who age out of the traditional or alternative program and would benefit from a personalized differentiated education program partnered with a workforce development training program.

OCDE’s communication network and the OCDE website will be utilized to market and describe the program to the public.

ELEMENT 8: ADMISSIONS REQUIREMENT

"Admissions Requirements, if applicable." Ed. Code section 47605 (b)(5)(H)

STUDENT ADMISSION POLICIES AND PROCEDURES

CCPA operates year round and will have open enrollment throughout the year. A student wishing to attend CCPA may apply for admission at any time. All students wishing to attend CCPA will be granted admission if they meet minimum requirements and capacity permits. If applications exceed capacity, a public random drawing will be held to determine admission. Existing students shall be exempt from the single public random drawing. Preference shall be given to the following:

1. Siblings of students admitted to or attending CCPA who reside within Orange County
2. In-county residents
3. All other applicants

Student applicants will be admitted in order of the preferences listed in the renewal petition. If the number of applicants within a given preference category exceeds the number of spaces at CCPA, a public random lottery will be held for that preference category. When applicants in that category exceed spaces, a second public random lottery will be held. Admissions will continue in this manner through each successive preference category until all seats are filled. The waiting list will only be maintained for the current school year, and students who have not been admitted will be required to apply again for the next school year like all other interested students. Students who are enrolled shall not be required to reapply for the next school year if they maintain continuous enrollment. Admission to CCPA shall be on a voluntary basis.

All application forms will be date and time stamped. It is the student's responsibility to update their contact information continuously with the charter school. CCPA shall not be responsible for failed attempts to contact a wait-listed applicant due to expired contact information.

Once notified of an available space, an applicant will have the following options:

1. Accept the available space within five business days of the offer.
2. Decline the available space and be removed from the wait-list.
3. Decline the available space and be placed at the end of the wait-list.
4. If the school does not receive a response within five business days of the offer, the school will deem the applicant to have declined the available space and remove the applicant from the wait-list.

CCPA will actively recruit a diverse student population from the surrounding areas who understand and value the vision, mission, and core values of CCPA. In general, CCPA will serve those students who have not found success in traditional schools and/or have dropped out of school.

CCPA will distribute flyers and provide presentations, as permitted, but not limited to:

1. OC Probation Department.
2. OC Sheriff's Department.
3. Local workforce development providers who wish to partner with CCPA as an education option for their participants.
4. Local Business Councils throughout Orange County.

5. Local school districts that may have 18 year olds in need of an educational option.
6. Local community college districts that choose to refer a student who is not progressing in their program, but with additional support through CCPA may complete a high school diploma program, while participating in workforce and career skills development and be better prepared to transition back to the community college setting.

CCPA shall be nonsectarian in programs, admission policies, employment practices, and all other operations. CCPA shall not charge tuition. It shall not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or one's association with a person with those characteristics.

Prospective students will be oriented regarding instructional and operational philosophies and practices of CCPA and given a summary of the student policies. Students will be required to sign, verifying receipt of the Student Handbook (see Appendix 10) indicating their agreement to maintain CCPA attendance and behavioral standards. Students will sign all documents and make all decisions related to school. However, our adult students are encouraged to include parents/caregivers in school activities and home/school communication, to build positive family and community relationships. Students failing to meet school attendance and behavioral standards, as outlined in the Student Handbook may be dismissed from CCPA in accordance with due process procedural safeguards.

Step 1: Application

Students interested in attending CCPA may apply online or in-person. All students who meet the minimum criteria will be granted admission if capacity permits. Minimum criteria for attending CCPA includes: (1) Pupil is aged 16 through 25 and (2) Referred by any of the following Workforce Partners: (1) the federal Workforce Innovation Opportunity Act of 2014 (WIOA); (2) federally-affiliated Youth Build programs; (3) the federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; or (4) the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to law.

- CCPA is available to assist students who are seeking a referral from Workforce Partners by scheduling an appointment with a collaborative partner to support student's job readiness and career interests. Students will need to complete and submit a waiver to CCPA.
- Students generally must have a California Driver's License or DMV-issued identification and a Social Security card or right-to-work permit.

Step 2: Enrollment

After being admitted, student will complete a CCPA enrollment package, complete a career inventory assessment and provide transcripts.

Students will meet with the SRT and school counselor to complete the IECSP to learn about the student's motivation to return to school and to analyze each student's current academic skill level, career interests, determine appropriate interventions and develop a plan tailored to reach individual post-secondary goals.

The SRT will request official transcripts for all students following the registration appointment.

Admissions Process for Special Education or Section 504 students

Once a student has completed enrollment, the SRT will request special education or section 504 records and provide it to the special education administrator. A 30-day IEP or Section 504 plan meeting will be scheduled after each student with a disability is enrolled as a student in the CCPA program.

Individuals with exceptional needs shall not participate in independent study, unless his or her individualized education program specifically provides for that participation.

ELEMENT 9: FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

‘The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.’
Ed. Code section 47605 (b)(5)(l)

Budgets

CCPA has developed a five-year budget that supports the mission and goals proposed in this Charter (See Appendix 5). The financial plan is intended to fulfill the terms of Education Code Section 47605 (g) and provide financial information about the charter school. This is an informational document and does not constitute a legal binding contract or agreement. This document is not part of the charter of CCPA or any related agreements or memoranda of understanding:

- CCPA’s average daily attendance is projected to grow to 427
- CCPA’s fiscal management will be the responsibility of the charter school and OCDE.
- Individual line-item assumptions are shown in the following five-year plan (See Appendix 5)

Special Education Funding

CCPA is a member of the North Orange County SELPA and receives an apportionment in accordance with the terms of the SELPA AB 602 Allocation Plan. CCPA receives all applicable special education funds as specified in the SELPA’s Assembly Bill (AB) 602 Funding Allocation Plan. CCPA receives AB 602 Growth Rate funding based on ADA and program specialist dollars for the base year.

Financial Reporting/Annual Independent Financial Audits

The fiscal operations of CCPA are provided by OCDE. CCPA does not have a separate audit but is a part of the annual audit for OCDE. CCPA follows all financial policies and procedures of OCDE, including but not limited to purchasing, payroll, payment approval for goods and services, and contracts administration.

Insurance and Risk Management

CCPA is covered through the OCDE and Orange County Superintendent of Schools contract for general liability insurance, workers’ compensation, and other required insurance from an insurance carrier licensed to do business in the State of California with the following minimum coverages:

- Property Insurance – for replacement value, including coverage for all assets listed in the school’s property inventory and consumables.
- General Liability – At least \$2,000,000 per occurrence and \$5,000,000 in total liability insurance providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of the school, its governing board, officers, agents, employees, or students.
- Workers’ Compensation – In accordance with the provisions of the California Labor Code, insurance adequate to protect the school from claims under Workers’ Compensation Acts, which may arise from its operation, with statutory limits.

- Automobile Insurance – to the extent necessary and in amounts appropriate for the type and use of the automobile.

Evidence of insurance coverage is available through the OCDE Division of Administrative Services/Business Services Division upon request and instructs the insurance carrier(s) to inform OCDE immediately if the coverage becomes inoperative for any reason.

OCDE Services

OCDE's Administrative Services, Information Technology, Alternative Education, and Educational Services divisions provide support services for CCPA. Services provided include accounting, fiscal services, payroll, retirement processing, technology system support, contracts, purchasing, staff development and training, and instructional support. CCPA CALPADS is submitted through OCDE as the authorizing agent.

Facilities

CCPA operates its primary administrative office at 1669 E. Wilshire Avenue, Suites 601-608, Santa Ana, California 92705.

CCPA shall adhere to all applicable OCDE, state, federal and local laws and policies and regulations regarding facilities.

Transportation

Transportation will not be provided to students attending CCPA unless specified in the student's IEP.

ELEMENT 10: SUSPENSION/EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled." Ed. Code section 47605 (b)(5)(J)

CCPA shall implement the procedure for suspension and expulsion set forth in California Education Code Sections 48900-48927, and in accordance with the Superintendent's Discipline and Suspension and Expulsion/Due Process Policies (Appendix 10), with the following modifications:

- The principal or designee is responsible for issuing suspensions and making recommendations for expulsion.
- OCDE shall appoint the Administrative Hearing Panel.
- Recommendations of the Administrative Hearing Panel, after hearing, shall be submitted to the OCDE or designee for final action.
- There will be no right to appeal the decision of OCDE to OCBE.

CCPA's Student Handbook describes the school's expectations regarding attendance, mutual respect, violence, safety, and work habits. Students are required to verify in writing that they have reviewed and understand these policies prior to enrollment. Students may be suspended or expelled from CCPA for noncompliance with the policies set forth by the CCPA according to Education Code 48900 et seq.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code section 47605 (b)(5)(K)

CCPA employees are employees of OCDE and shall continue to receive compensation and benefits for their services according to the provisions of the applicable collective bargaining agreements or OCDE policies and procedures, including but not limited to salaries, unemployment benefits, retirement benefits including STRS and PERS, health insurance, life insurance, and all other assigned compensation and benefits. As OCDE employees, CCPA’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

Certificated and non-certificated employees of OCDE shall be compensated according to the appropriate salary schedule for their job classification. Certificated and non-certificated employees of the CCPA will participate in STRS, PERS, or Social Security depending upon each individual's eligibility.

Enrollment in these programs shall be monitored by the OCDE Business Services Division.

OCDE shall be the exclusive public school employer of the employees of the CCPA for the purposes of the Educational Employment Relations Act and all other purposes.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils within the school district who choose not to attend charter schools.” Ed. Code section 47605(b)(5)(L)

Attendance at CCPA is voluntary on the part of the students who enroll. The school district of residence and other charter schools continue to be an option for students who choose to not attend CCPA.

ELEMENT 13: RIGHTS OF THE EMPLOYEE

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and any rights of return to the school district after employment at a charter school.” Ed. Code section 47605(b)(5)(M)

CCPA staff shall be employed by OCDE and shall have all rights and responsibilities accordingly. Employees of OCDE shall be covered by existing employee agreements. Employees shall continue to earn years of service credit in the county office while working in CCPA. In addition, they shall retain any rights to accumulated sick leave, return rights, family leave and health coverage.

ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code section 47605(b)(5)(N)

If a dispute arises between the OCBE, as granting entity, and CCPA relating to provisions of this Charter, the following procedures will be followed: The President of the OCBE and CCPA, or their respective designees, will meet to discuss the area of dispute. If the dispute is not resolved informally, the parties may, by agreement, engage the assistance of a third-party mediator to assist in resolving the dispute. Nothing herein shall interfere with the authority of OCBE to issue a written notice of violations or initiate revocation proceedings in accordance with the provisions of Education Code Section 47607.

Internal Disputes

Issues between students, teachers, volunteers, advisors, and other community members associated with the school should be resolved in-house in an amicable and fair manner whenever possible. The principal is responsible for resolving all conflicts through a process that emphasizes the common goals and interests of the parties involved. The Chief Academic Officer, or designee, of Alternative Education is the appellate body.

Except for those matters to which the Parties mutually agree, pursuant to Education Code Section 47611.5, any dispute related to provisions of CCPA, which arises between CCPA and OCDE shall be resolved as follows:

- **Uniform Complaints**
Complaints alleging (1) unlawful discrimination or (2) failure to comply with state and/or federal laws in education programs, consolidated categorical aid programs, migrant education, career technical education, childcare and development programs, child nutrition programs, special education programs, and federal school safety planning requirements shall be investigated pursuant to the Uniform Complaint Procedures. (5 CCR Section 4600)
- **Employee Issues**
For disputes involving employees, the principal of CCPA and OCDE management, or designee shall meet with an OCDE employee representative to discuss any issue or disagreement related to one or more CCPA employees, in accordance with applicable OCDE policies and procedures and applicable collective bargaining agreements.
- **Other Issues**
In all other matters, any disagreement not resolved by the principal may be appealed to the Chief Academic Officer or designee through a formal written statement. After a full discussion of any such issue with the complaining party and the Chief Academic Officer or designee, the Chief Academic Officer or designee shall have ten (10) working days to render a final and binding decision setting forth the resolution of the issue.

ELEMENT 15: CLOSURE PROTOCOL

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Ed. Code section 47605(b)(5)(P)

The following procedures shall constitute the "Closure Protocol" and shall apply in the event CCPA ceases to be a charter school or otherwise closes for any reason.

Any decision to close CCPA as a charter school operating pursuant to this Charter shall be documented by official action of OCDE (Closure Action). The action will identify the reason for closure (e.g. decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if the following occur: Charter is revoked or non-renewed; OCDE elects to close CCPA, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented:

1. CCPA will notify the authorizer of the determination of the Closure Action and the effective date of the closure as a charter school within 72 hours of the Closure Action.
2. Written notification of the Closure Action and the effective date of closure of CCPA shall be made by CCPA to the CDE and OCDE by registered mail within 72 hours of the Closure Action.
3. Upon closure, CCPA shall remain solely responsible for all liabilities arising from the operation of the charter school.
4. CCPA will ensure notification to the students of CCPA of the closure and provide information to assist students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school and a process for the transfer of all student records.

CCPA will provide students copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at CCPA, if CCPA is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 USC Section 1232g. Original records of CCPA charter school students will be stored by OCDE.

5. As soon as is reasonably practical, CCPA will prepare final financial records. CCPA will also have an independent audit completed by an independent auditor, approved in advance by OCBE, and included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six months after closure. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by CCPA shall be the responsibility of CCPA and not OCBE or OCDE. CCPA understands and acknowledges that CCPA will cover the outstanding debts or liabilities of CCPA. Any unused monies at the time of the audit will be returned to the appropriate funding source. CCPA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to OCDE or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

6. For six calendar months from the letter of the Closure Action or effective date of the closure, or until budget allows, whichever comes first, sufficient staff (as deemed appropriate by the governing board) will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the school and student transfers.
7. CCPA shall adopt a plan for the closure of the school in accordance with the requirements of the Schools Code.
8. In addition to the final audit, CCPA shall also submit any required year-end financial reports to the CDE and OCDE in the form and timeframe required.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end CCPA's right to operate as a charter school, pursuant to this Charter or cause CCPA to cease operation.

ASSURANCES

It is hereby assured that the information submitted in this renewal petition for CCPA, with school sites located throughout Orange County and other locations to be determined, is true to the best of our knowledge and belief. Also assured is that CCPA will follow any federal, state, and regulations that apply to charter schools, including but not limited to the following assurances.

1. CCPA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Education Code Section 47605(d)(1)]
2. OCDE shall be deemed the exclusive public school employer of the employees of CCPA for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Education Code Section 47605 (c)(6)]
3. CCPA shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e)(1)]
4. CCPA shall not charge tuition. [Education Code Section 47605(e)(1)]
5. CCPA shall admit all students who wish to attend the school unless the school receives a greater number of applications than there are spaces for students, in which case, admission shall be determined through a public random lottery process. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CCPA. [Education Code Sections 47605(e)(2)(A-C)]
6. CCPA shall not discriminate against any student on the basis of the characteristics listed in Section 220 of the Education Code (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with an individual or group with such actual or perceived characteristics). [Education Code Section 47605(e)(1)]
7. CCPA shall adhere to all provisions of federal law relating to students with disabilities, including the IDEIA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable.
8. CCPA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials.
9. CCPA shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Education Code Section 47605(l)]
10. CCPA shall, at all times, maintain all necessary and appropriate insurance coverage.
11. CCPA shall, if a student is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the superintendent of the school district of the student's last

known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report cards and health information. [Education Code Section 47605(e)(3)]

12. CCPA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Education Code Section 47612.5(a)(2)]
13. CCPA shall, on a regular basis, consult with teachers regarding the Charter school's educational programs. [Education Code Section 47605(d)(2)]
14. CCPA shall comply with the California Building Standards Code of Title 24 of the California Code of Regulations, as adopted and enforced by the local building enforcement agency with jurisdiction, unless exempt under Education Code Section 47610.5. [Education Code Sections 47610, 47610.5]
15. CCPA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Education Code Sections 47612(b)]
16. CCPA shall comply with the Public Records Act (Government Code section 6250 *et seq.*), Political Reform Act of 1974 (Government Code section 87100 *et seq.*), Ralph M. Brown Act (Government Code section 1090 *et seq.*), and all applicable laws and regulations as they may be amended or added during the term of the charter, including all conflict of interest laws, federal and state nondiscrimination laws, and prohibitions against unauthorized student fees.
17. CCPA shall comply with the Family Educational Rights and Privacy Act. [20 U.S.C. 1232g]
18. CCPA shall comply with all federal, state, and local laws and regulations that pertain to the operation of the charter school. CCPA shall comply with all OCDE policies and procedures as they may be amended.
19. CCPA shall not admit any student who is concurrently enrolled in a private school that charges the pupil's family for tuition. [Education Code Section 47602(b)]
20. CCPA shall uphold that a pupil cannot be required to attend a charter school. [Education Code Section 47602(b)]
21. CCPA shall print telephone numbers for suicide prevision and domestic violence hotline on student identification cards. [Education Code Section 215.5]

LEAD PETITIONER SIGNATURE

Date

APPENDICES

APPENDIX 1:	Board Policy, Master Agreement for Independent Study and Course Contract Sample.....	TAB 1
APPENDIX 2:	Individualized Education Career Service Plan.....	TAB 2
APPENDIX 3:	Textbooks / Instructional Materials.....	TAB 3
APPENDIX 4:	Student Demographic and Academic Data	TAB 4
APPENDIX 5:	Financial Plans and Budget.....	TAB 5
APPENDIX 6:	Local Control Accountability Plan (LCAP)	TAB 6
APPENDIX 7:	Material Revisions.....	TAB 7
APPENDIX 8:	School Locations.....	TAB 8
APPENDIX 9:	OCDE Superintendent’s Policy – Bullying.....	TAB 9
APPENDIX 10:	Student Handbook, Superintendent’s Policy – Discipline, Superintendent’s Policy - Suspension and Expulsion/Due Process.....	TAB 10

ORANGE COUNTY DEPARTMENT OF EDUCATION

Costa Mesa, California

BOARD POLICY

400-1

Independent Study Program

The County Board of Education recognizes its legal responsibility for the education of pupils in the school system. The Board authorizes the Superintendent to establish independent study as an optional alternative instructional strategy for K-12 students by which all enrolled pupils may reach curriculum objectives and fulfill graduation requirements outside of the regular classroom setting.

The primary purpose for independent study is to offer means of individualizing the educational plan for pupils whose needs may be met best through study outside of the regular classroom setting. Independent study may be used by all pupils who are motivated to achieve educationally as well as or better through this strategy than they would in the regular classroom.

No pupil shall be required to participate in independent study.

No course required for high school graduation shall be offered exclusively through independent study.

An individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study only when the individualized education program (IEP) team determines that the pupil's educational needs can be appropriately met through the placement.

No temporarily disabled pupil may receive individual instruction pursuant to Education Code Section 48206.3 through independent study.

The County Superintendent shall provide appropriate existing services and instructional resources to enable pupils to complete their independent study successfully and shall ensure the same access to all existing services and resources in the school in which the pupil is enrolled as is available to all other pupils in the school.

Pupils requesting independent study and their parents/guardians should recognize that independent study at the elementary level realistically must emphasize a commitment on the part of the pupil's parents/guardians. At the secondary level, the major commitment must be

made by the pupil, assisted or supported as necessary by parents and others who may assist directly with instruction.

Written Agreement

The Superintendent or designee shall ensure that each participating pupil has an executed written independent study agreement with the Superintendent as prescribed by law. Individual independent study agreements and any subordinate pupil contracts and assignments must be consistent with the department's approved course of study.

The Superintendent shall establish appropriate screening procedures to ensure that the necessary level of understanding and preparation exist to meet the conditions of the independent study agreement prior to its approval by the designated certificated representative of the district.

Any time an individual with exceptional needs is referred for placement in independent study, an individualized education program (IEP) team, which includes the special education manager or designee, shall be convened. The IEP team may recommend that an individual with exceptional needs be offered the alternative instructional strategy of independent study, provided that the student meets the same criteria for participation as is met by his/her nondisabled peers.

For all pupils in independent study, the maximum length of time which may elapse between the time the assignments are made and the date by which the pupil must complete the assigned work shall be no more than one semester. Specific programs will establish appropriate checkpoints during the assignment period in order to monitor student progress. When any pupil fails to complete four consecutive independent study assignments during the agreed assignment period, the Superintendent or designee shall conduct an evaluation to determine whether it is in the pupil's best interest to remain on independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the pupil's permanent record.

The Superintendent or designee shall report to the Board the number of pupils in independent study by typical categories of study and duration, the ADA generated, a description of their performance on such indicators of quality as the Board may specify, and the number and proportion of pupils by typical categories who graduate or successfully complete their studies.

The Superintendent or designee shall establish regulations to implement this policy in accordance with law.

Reference: Education Code Sections 39141.9, 44865, 46300(e), 46300.01, 46300.3, 46300.4, 48340, 51225.3, 51745-51749.5, 52000(e), 52015, 52017, 56026

California Code of Regulations, Title 5 – 11700, 11701, 11702, 11703

Adopted: 06/18/1996

Revised: 02/14/2008



INDEPENDENT STUDY MASTER AGREEMENT

Adult Student Name:	Age:	Birth Date:	Grade:
Adult Student Email:	Adult Student Cell #: ()		
	Home Phone#: ()	Work Phone#: ()	
Address:	City:	Zip Code:	
Manner: <input type="checkbox"/> One-to-One <input type="checkbox"/> Other _____ Duration: _____ - _____ school year Frequency: <input type="checkbox"/> Weekly <input type="checkbox"/> Other _____			
School - (Area):	Site:	Start date:	End date:
		Appointment:	Day: Time:

Student: I AGREE TO:

- Be supervised by certificated staff and/or other approved resource personnel.
- Report to my teacher at the location, time and frequency specified above and the date as specified on the assignment record.
- Complete my assignments in accordance with Board Policy. Maximum length of time allowed for completion of an assignment is indicated on the assignment record and may not exceed one semester. Failure to complete four consecutive assignments during an agreed assignment period will result in an evaluation to determine if I should remain in independent study and may also result in one or more of the following:
 1. A letter of concern to me.
 2. A specially schedule appointment.
 3. A special meeting with the teacher and /or counselor.
 4. A meeting with the administrator.
 5. Placement on academic probation.
 7. Termination of the agreement and recommendation of alternative program.
- Obtain transportation to the school site. (Note: The lack of transportation is not an acceptable reason for failing to meet with my teacher and/or supervisor to submit my completed assignments.)
- Attend and participate in each state mandated test throughout the school year.

Proposed Course of Study:

Subsidiary contracts will be negotiated for each course specifying objectives, credit, resources, personnel and materials to be provided and criteria for evaluation. These will be part of this Master Agreement. Additional course contracts may be written upon receipt of the official transcript(s).

Course	Credit Needed	Course	Credit Needed

AGREEMENT: The Orange County Department of Education commits to provide the material and services listed under the "understandings" on page 2 of this agreement. We have read pages 1 and 2 of this agreement and hereby agree to all the conditions set forth within.

Adult Student Signature _____ Date _____

Other Person(s) Responsible _____
Signature(s) documented on subsidiary contracts Page 1 of 2

Supervising Teacher Signature _____ Date _____

Independent study master agreement

STUDENT RESPONSIBILITIES, (Cont.):

I UNDERSTAND THE FOLLOWING:

- Independent study is an optional education alternative that I have voluntarily selected. I will continuously have a classroom option available to me should I choose to no longer participate in Independent Study.
- By entering the *Orange County Department of Education* program, I have not waived any rights as a student.
- As an independent study student, I realized that I will have the resources of *OCDE* personnel, curriculum, equipment, textbooks, supplementary materials, community resources as listed on my course contract(s) and/or assignment record(s).
- If I am student with an Individual Education Plan (IEP), my IEP must specifically provide for my enrollment in Independent Study.
- If I have been referred to *Orange County Department of Education* pursuant to Education Code 48915 or 48917, an alternative classroom instruction has been offered and is available at all times.
- Permanent or temporary changes to the appointment day and/or time may be made to accommodate school holidays, teacher in-services days or the student's schedule for good and sufficient reasons. Changes related to the appointment day and/or time will be documented in the "Teacher's Record/Comments" section of the Assignment Record Form.
- I must follow all the discipline code and behavior guidelines of the *Orange County Department of Education*. Any violation of these guidelines or failure to meet OCDE requirements could result in dismissal from *Orange County Department of Education*.
- Visitation on any other school campus requires permission from that school.
- If I achieve only minimum study requirements, I will complete the equivalent of only one semester course a month, or a minimum of 25 credits a semester. A district high school program is 30 credits a semester.

PARENT / GUARDIAN / CAREGIVER

I UNDERSTAND AND AGREE THAT THE MAJOR OBJECTIVE OF INDEPENDENT STUDY IS TO PROVIDE A VOLUNTARY EDUCATIONAL ALTERNATIVE FOR MY SON OR DAUGHTER, WITH THE CONTINUING OPTION OF CLASSROOM INSTRUCTION. I AGREE TO THE ABOVE CONDITIONS LISTED UNDER "STUDENT RESPONSIBILITIES." I ALSO UNDERSTAND AND AGREE THAT:

- Individual course objectives are consistent with and evaluation in the same manner that they would be if my son or daughter were enrolled in a district school program.
- I am liable for the cost of replacement or repair for willfully damages or destroyed books and other school property checked out by my son or daughter.
- Unless otherwise indicated, a teacher or supervisor will meet with my son or daughter on a regular basis to direct and measure progress. The time and location of meetings with the teacher will be determined by the teacher in consultation with my son or daughter
- I am expected to encourage my son or daughter to do more than the minimum study requirements and to be involved in appropriate educational activities such as: Regional Occupational Program; community volunteer work; or a direct project.
- I have the right to appeal any decision about my son's or daughter's placement, school program, or transfer according to the referring school district's procedures.

I UNDERSTAND MY RIGHTS AND RESPONSIBILITIES AS A PARENT/GUARDIAN UNDER THE FOLLOWING CALIFORNIA EDUCATION CODES [EC]:

- School attendance of your son/daughter is parental responsibility and failure to do so is an infraction of the Education Code. (EC 48290)
- Records are kept on each student and may be reviewed by parent(s), guardian, or student. Written requests may be made to remove disputed information. All student records are maintained for specific periods, only the "permanent record" is kept in perpetuity. (EC 49063, 49068 and 49073)
- No temporary disabled pupil may receive individual instruction through independent study. (EC 48206.3)
- Sexual harassment is illegal; it is a violation of State and Federal Law. (EC 48980 / Federal 212.6)
- Written permission of the parent or guardian is required for immunization of communicable diseases. (EC 48980)
- Administration of medication prescribed by a physician during school hours may be done by a nurse or teacher, under detailed instruction, upon written parental request. (EC 49451)
- A physical examination may not be given to a child whose parent has filed written objection for the then current school year. A pupil may be sent home if, for good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. (EC 49451)
- If sex education courses are planned, you will be notified of your right to inspect and review pertinent written or audio-visual materials prior to the holding of the course. Written objection shall be honored for you child. (EC 51550. This section does not apply to words or pictures in any science, hygiene, or health textbook.)



ORANGE COUNTY DEPARTMENT OF EDUCATION
Alternative Education Division
Course Contract

STUDENT _____ **STUDENT NO.** _____

COURSE: English 12A	COURSE No. 2405
----------------------------	------------------------

DESCRIPTION: In this one-semester course, the student will focus on reading, writing, speaking/listening and language. The curriculum will integrate various literary genres, informational texts, text-based questions, writing skills and conventions and academic vocabulary to develop students as critical thinkers for college and career preparation. EL and academically challenged students will have assignments with scaffolds for the grade level curriculum.

STANDARDS/OBJECTIVES: <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Materials / Resources / Personnel:

- | | |
|--|---|
| <p>Collections (3 Credits)</p> <ul style="list-style-type: none"> 1) Collections Textbook (Collections 1-3*) 2) Collections Close Reader (Collection 1-3*) 3) Performance Assessment (3 Essays per semester* 1 of each: Argumentative, Informational, and Literary Analysis) <p>* Based upon established pacing guide http://bit.ly/English12APacingGuide</p> | <p>Reading/Novel: Select one of the options below (2 credits)</p> <ul style="list-style-type: none"> 1) 1 ACE Novel with curriculum 2) 1 novel from Collections Novel Wise with curriculum 3) Supplemental Collections not on pacing guide |
|--|---|

Assignments: Each assignment will be specified on the *Assignment Record* form and contain the following:

- Complete course title and number
- Specific resources, book, personnel, and materials
- Assigned modules, units, chapter, lessons, sections, or pages, if applicable
- Intended student activities: write with purpose, read closely, investigate, develop models, design solutions, communicate conclusions, present arguments, ask and answer questions, complete tests, gather data from multiple sources, evaluate sources, use computational thinking, plan and present projects, engage in collaborative activities

COURSE EVALUATION

<input type="checkbox"/> Assignment Completed (60% or greater) <input type="checkbox"/> Demonstration of Skill <input type="checkbox"/> Presentation <input type="checkbox"/> Written Test <input type="checkbox"/> Other (note below) <hr/> <hr/> <hr/>	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; text-align: center;">_____</td> <td style="width:33%; text-align: center;">_____</td> <td style="width:33%; text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Credit Attempted</td> <td style="text-align: center;">Credit Earned</td> <td style="text-align: center;">Grade</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Date Assigned</td> <td style="text-align: center;">Date Completed</td> <td style="text-align: center;">Teacher's Initials</td> </tr> <tr> <td align="center"><input type="checkbox"/> Contract Learning</td> <td align="center"><input type="checkbox"/> Day School</td> <td></td> </tr> </table>	_____	_____	_____	Credit Attempted	Credit Earned	Grade				_____	_____	_____	Date Assigned	Date Completed	Teacher's Initials	<input type="checkbox"/> Contract Learning	<input type="checkbox"/> Day School	
_____	_____	_____																	
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Date Assigned	Date Completed	Teacher's Initials																	
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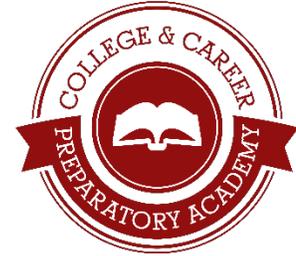
_____	_____	_____	_____
Student Signature	Parent/Other Signature	Teacher Signature	Date Assigned

Site: _____ Teacher: _____



**COLLEGE AND CAREER
PREPARATORY ACADEMY**

INDIVIDUALIZED EDUCATION CAREER SERVICE PLAN



To Our Adult Students:

The purpose of this plan is to allow our students and educators to analyze each student's current academic skill level, career interests, determine appropriate interventions and develop a plan tailored to reach individual post-secondary goals.

Adult Student Information:

Name of Student: _____ Date: _____

Date of Birth: _____ Age: _____ Grade: _____ Credits Earned: _____

Student's phone number: _____ Student's email: _____

IEP 504 Plan-Accommodation: _____

Barriers perceived to inhibit success: _____

Are you a returning CCPA student? Y N

If yes, what was your reason for leaving? _____

Educational and/or Personal Needs While Attending CCPA

Check any of the following items you may need support with to help you be successful

Frequent Teacher Appointments Y N

Bus Passes Y N

Chromebook / Internet connection Y N

Take concurrent college class Y N

Emotional Support Y N

Other _____

Additional Resources

Student already has the following exemption: Former JCS FYS McKinney-Vento

Student may qualify for the following exemption: Former JCS FYS McKinney-Vento

Student's living situation: _____

Workforce/Career Development While Attending CCPA

Career Interest: _____

Currently working Full time Part Time Days Evenings Unemployed

Job Title/Description: _____

Workforce Partner: _____

Contact: _____ Phone: _____

Post-Secondary Goals:

Check areas in which you would like assistance:

- Community College
- CTE Certificate Program: _____
- Financial Aid Application (FAFSA)
- Join the Military
- Enter Workforce, Career Interest: _____

Adult Student Signature: _____ Date: _____

Counselor/Designee Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Teacher will review the IECSP, provide any necessary support, and discuss graduation status with student on a continuous basis. In addition, all student academic progress will be recorded and reviewed semi-annually.

Viable Standards-based Core Curriculum

All students in College and Career Preparatory Academy (CCPA) will receive materials and instruction aligned to and supporting California's State Standards in each content area. Students identified as English Learners will receive English Language Development, as needed. Students needing additional support in reading and/or math will receive appropriate interventions utilizing i-Ready and MaxScholar curriculum designed to increase their achievement of grade level standards. Students will be appropriately placed in a grade level course in each subject area.

The textbooks for students in grades 9-12 have been aligned and selected to support students learning in California's State Standards and ultimately their readiness for success in attending college or entering the workforce. Given our target population of students have gaps in learning, a variety of texts have been chosen in each content area to support specific student needs. GradPoint online learning will be used for core and elective courses, in addition to texts and supplemental materials. As the frameworks for English Language Arts, Mathematics, History-Social Science and Science are adopted by members of the California State Board of Education, these materials will be revised to reflect the rigor and relevance of student learning in California's States Standards.

English Language Arts Core

- Houghton Mifflin Harcourt Collections series – Collections is an ELA program designed to teach students to analyze complex texts and communicate thoughtfully while engaging with authentic texts and real world experiences. Instruction focuses on developing students' close reading skills, ability to think critically about texts, and use of textual evidence to support their conclusions. Collections contains extensive resources for English Language Learners (ELLs) and struggling readers.
- ACCESS Character Education (ACE) – engages students in high interest novels through the use of Restorative Practices, Universal Design for Learning (UDL), and Character Education while utilizing an interactive 21st Century model. ACE incorporates the MTSS initiatives and the California State Standards and offers another option and the flexibility to meet the needs of our students.
- GradPoint English/Language Arts courses – an online exclusive program that is state aligned, offers A-G courses, and supports both core and elective curriculum.

English Language Arts Interventions (these materials can serve as strategic support for students with specific learning needs).

- i-Ready – an online diagnostic tool that connects student assessment data to matrices in supporting interventions in reading and math
- MAXSCHOLAR – a web based reading intervention program

Mathematics

- Algebra 1: Common Core, Pearson - Pearson's Algebra I Common Core offers both an online and textbook based platform. Teachers created an Algebra 1 pacing guide to meet state objectives and standards.
- Geometry, Holt McDougal

- Business and Personal Finance, McGraw Hill – piloting the McGraw Hill Mathematics for Business and Personal Finance in the 2019-2020 school year.
- GradPoint Math courses including Algebra I, Geometry, Algebra II and Calculus – an online exclusive program that is state aligned, offers A-G courses, and supports both core and elective curriculum.

Mathematics Intervention (these materials can serve as strategic support for students with specific learning needs). Additional support through interventions are incorporated to scaffold student learning, such as:

- i-Ready – an online diagnostic tool that connects student assessment data to matrices in supporting interventions in reading and math
- Khan Academy
- Number Talks

Social Science – The program is based on Pearson’s Mastery System. The System uses tested best practices, content expectations, technology, and a four-part framework-Connect, Investigate, Synthesize, and Demonstrate- to prepare students to be college- and career-ready. Pearson Realize targets resources to close learning gaps and it allows access to higher learning. In conjunction with this curriculum, the UCI History project integrates ELA with the Social Science curriculum using lessons custom designed for all of our students. The UCI History Project utilizes lessons specifically targeted to areas of the social sciences to promote cross curriculum knowledge. Textbooks in the social science curriculum include the following:

- World History: The Modern Era, Pearson
- United States History: Reconstruction to the Present, Pearson
- Magruder’s American Government, Pearson
- Economics, Pearson

Science

- Earth Science, Glencoe
- Physical Science, Glencoe
- Biology, Glencoe
- GradPoint Science Courses – an online exclusive program that is state aligned, offers A-G courses, and supports both core and elective curriculum.
- Discovery Education Science: The Science committee piloted and has adopted the Discovery Education Science curriculum, which incorporates the Three Dimensions of Learning and Performance Expectations of CA NGSS. The lessons provide learning relevant to student experience, build problem solving skills and awareness of the impacts of human activities on the environment. It is in the beginning stages of implementation.

Educational Software Programs

- GradPoint – an online exclusive program that is state aligned, offers A-G courses, and supports both core and elective curriculum.
- Collections Series – Collections is an ELA program designed to teach students to analyze complex texts and communicate thoughtfully while engaging with authentic texts and real world

experiences. Instruction focuses on developing students' close reading skills, ability to think critically about texts, and use of textual evidence to support their conclusions. Collections contains extensive resources for English Language Learners (ELLs) and struggling readers.

- Pearson Realize
- i-Ready – an online diagnostic tool that connects student assessment data to matrices in supporting interventions in reading and math
- MAXSCHOLAR – a web based reading intervention program
- Canvas - a singular platform operating system that offers teachers and students easy access to a single online curriculum platform. This will allow CCPA to build the digital learning environment that meets the unique challenges faced by our adult students. Canvas simplifies teaching, elevates learning, and integrates curriculum that supports the academic needs of students.

Career Technical Education

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

WASC STUDENT COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS



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

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.

College and Career Preparatory Academy operates geographically throughout Orange County, at the following OCDE locations under one CDS code as part of a single school with multiple locations: Our first site opened in October 2015 at the Center for Opportunity, Re-entry and Education (CORE) 2823 S. Bristol, Santa Ana, CA 92704. Due to lease agreements, this site has closed, while other sites have opened.

The following sites were opened up based upon student's geographical needs at:

Fullerton: 1548 E. Walnut Avenue, Fullerton, CA 92831

17th & Ross: 509 W. 17th Street, Santa Ana, CA 92706

San Juan: 31522 El Camino Real, San Juan Capistrano, CA 92675

Wilshire Education Center: 1715 E. Wilshire Avenue, Suite 714, Santa Ana, CA 92705

Harbor Learning Center: 15872 S. Harbor Blvd., Fountain Valley, CA 92708

San Juan: 31522 El Camino Real, San Juan Capistrano, CA 92675

Silverado: 25632 Peter A. Hartman Way, Mission Viejo, CA 92691

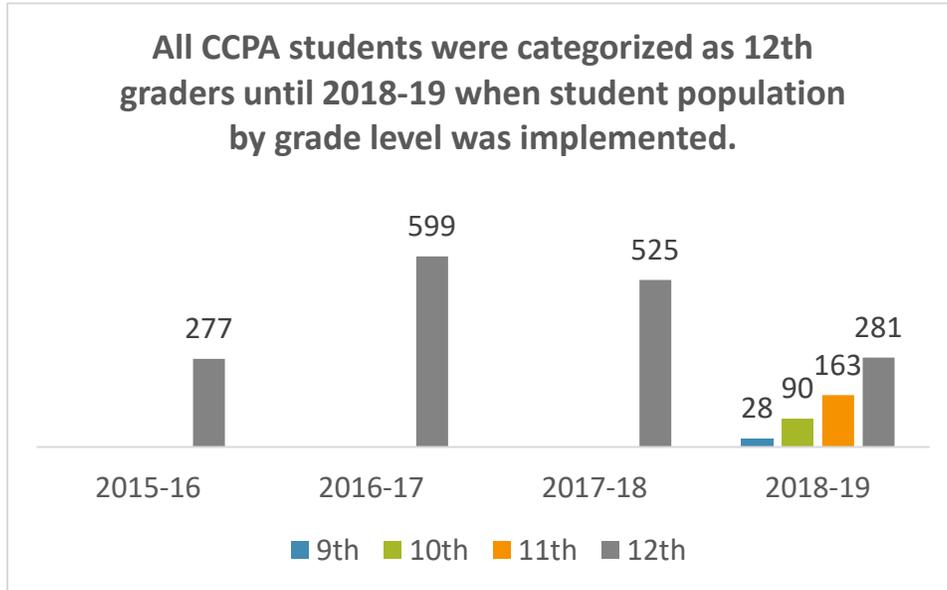
CCPA plans for expansion throughout Orange County at the following Orange County Department of Education locations:

Fountain Valley: 9555 Garfield Ave., Suites B, G, Fountain Valley, CA

Sunburst: 4022 Saratoga Ave., Bldg. 25, Los Alamitos, CA 90720

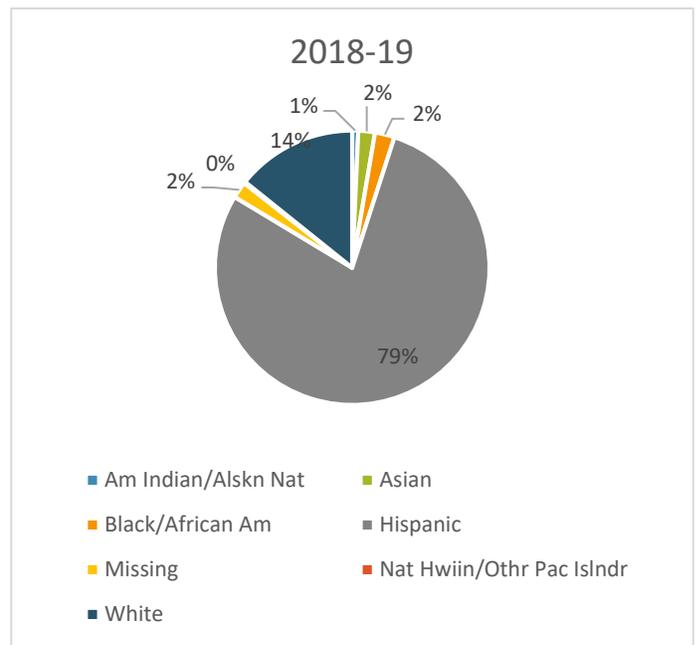
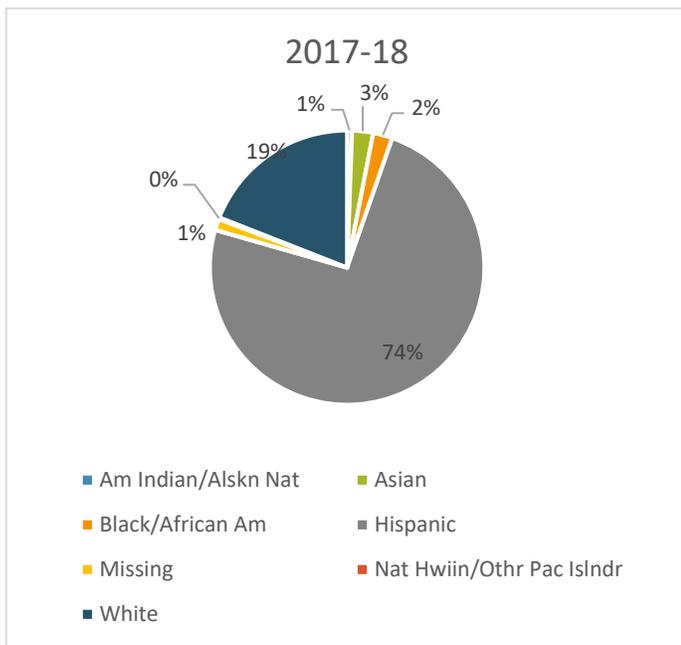
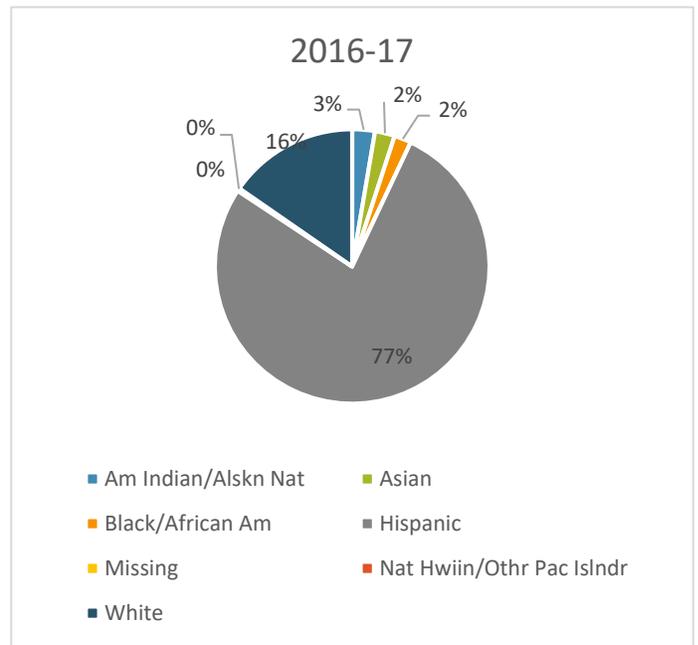
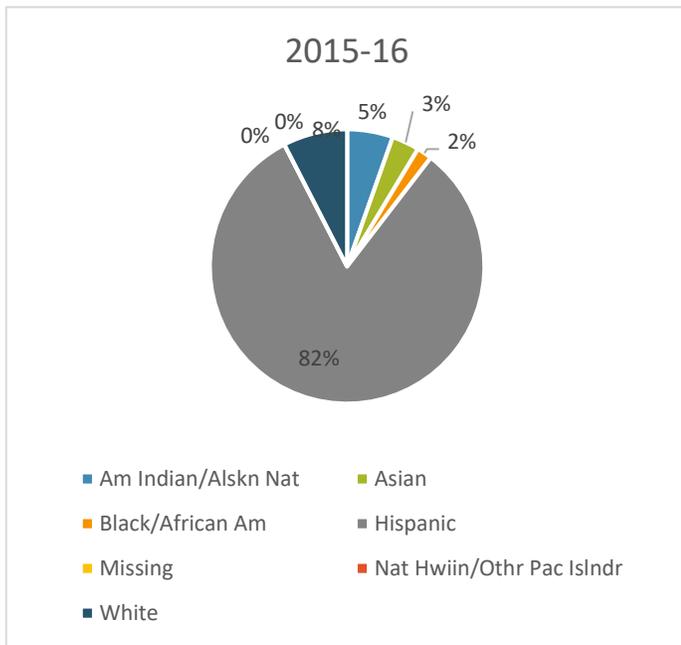
Student Demographics

Student Population by Grade Level



Upon enrollment from 2015-2018, all students were enrolled in the 12th grade based upon transcript evaluation and age. Students entered the program with various amounts of credits earned that met graduation requirements but were depicted as 12th graders. In the 2018-2019 school year, all students were re-designated to a grade level according to the credits with which they entered. Currently, CCPA services students who range from 9th through 12th grade. As a result, enrollment is by grade level and credits are earned accordingly.

Student Population by Ethnicity/Race



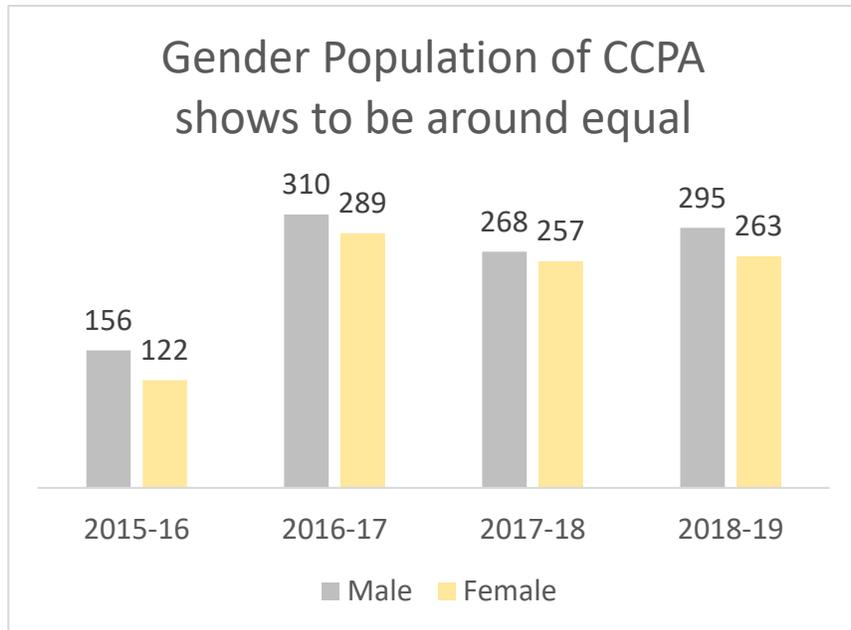
Data indicates that each year the majority of CCPA students are Hispanic, followed by White students. This is representative of the communities we serve.

Student Population by Primary Language

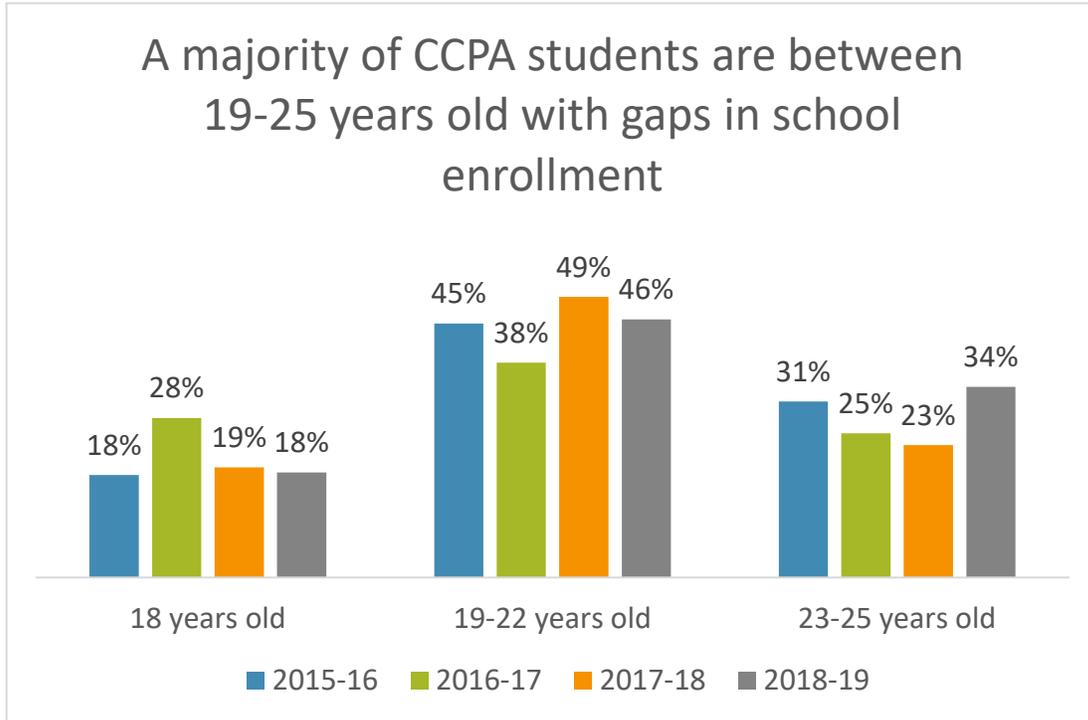
Data shows that Spanish is primary language of the majority of CCPA students followed by English.

	2015-16	2016-17	2017-18	2018-19
Arabic	1	1	3	5
English	90	201	192	192
Farsi (Persian)	1	2	0	1
Filipino (Pilipino or Tagalog)	2	1	0	4
Japanese	0	0	1	1
Khmer (Cambodian)	0	1	1	0
Korean	4	3	1	0
Lao	0	1	1	0
Mandarin (Putonghua)	0	0	1	0
Mixteco	0	0	0	1
Portuguese	0	2	2	0
Rumanian	1	1	0	0
Russian	1	1	0	1
Somali	0	1	0	0
Spanish	178	378	317	351
Thai	0	0	1	0
Ukrainian	0	1	1	1
Unknown	0	2	0	0
Vietnamese	0	3	4	5

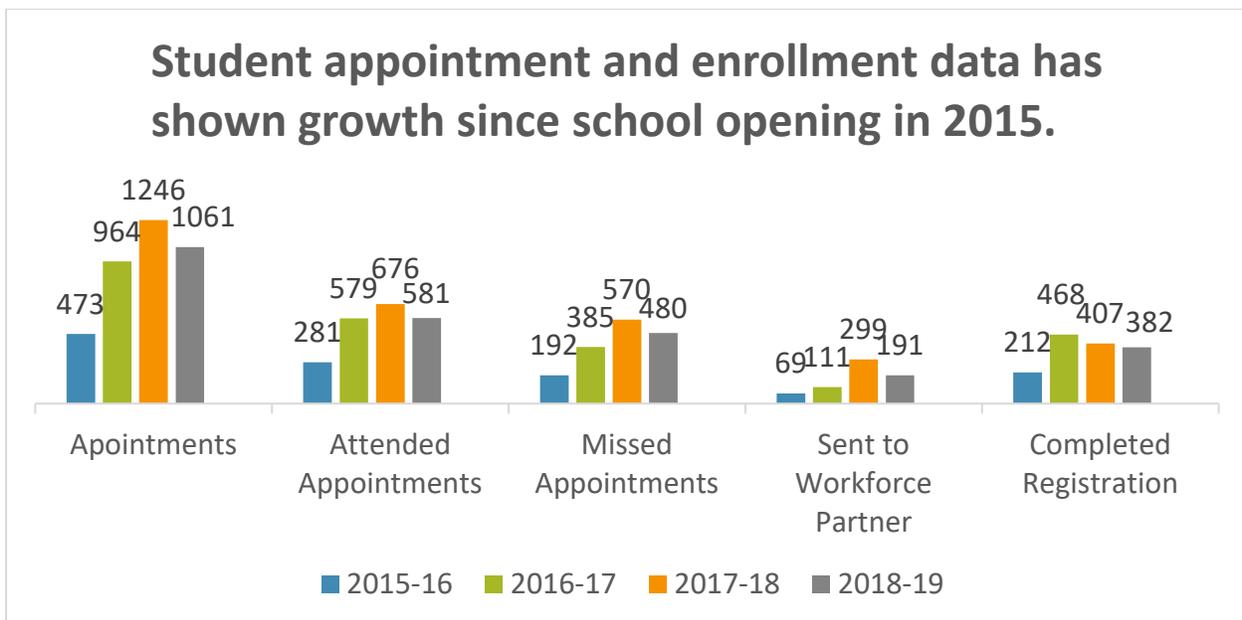
Student Population by Gender Data



Student Population by Age

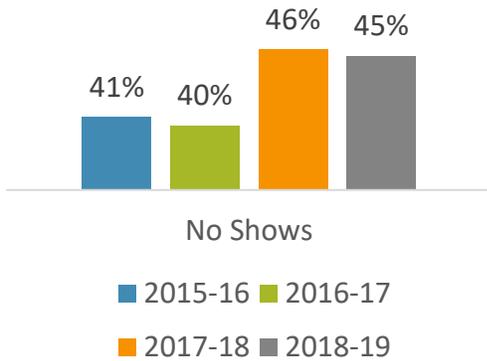


Student Enrollment Data

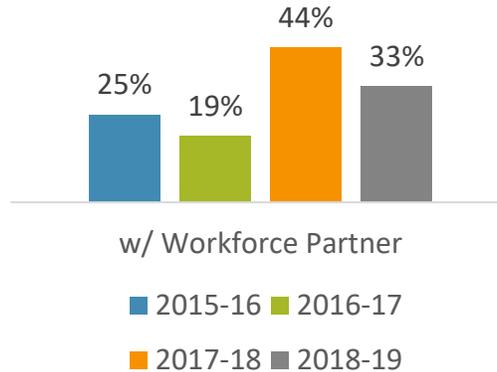


We continue to see a consistent number of students enrolling each year. However, it is noted that a decline occurred in the number of scheduled appointments in 2018-19 as there was only one full time student records technician enrolling students compared to two full time student records technicians in 2017-18.

CCPA has averaged a 44% no show rate for students missing their initial appointment to enroll.



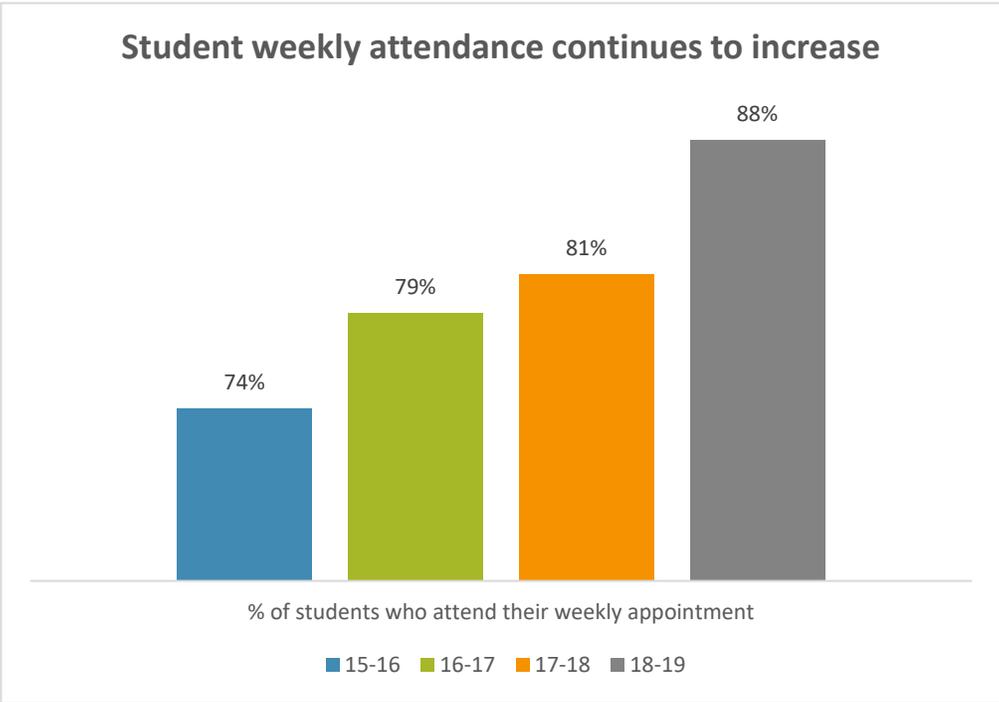
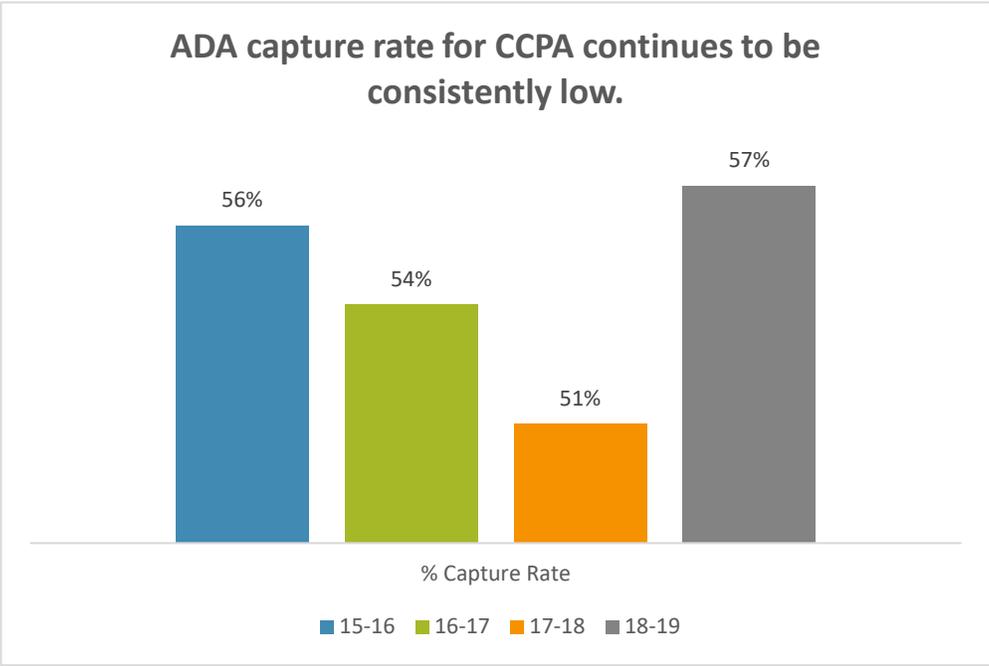
On average, 32% of students who go to a workforce partner do not return to CCPA to complete registration.



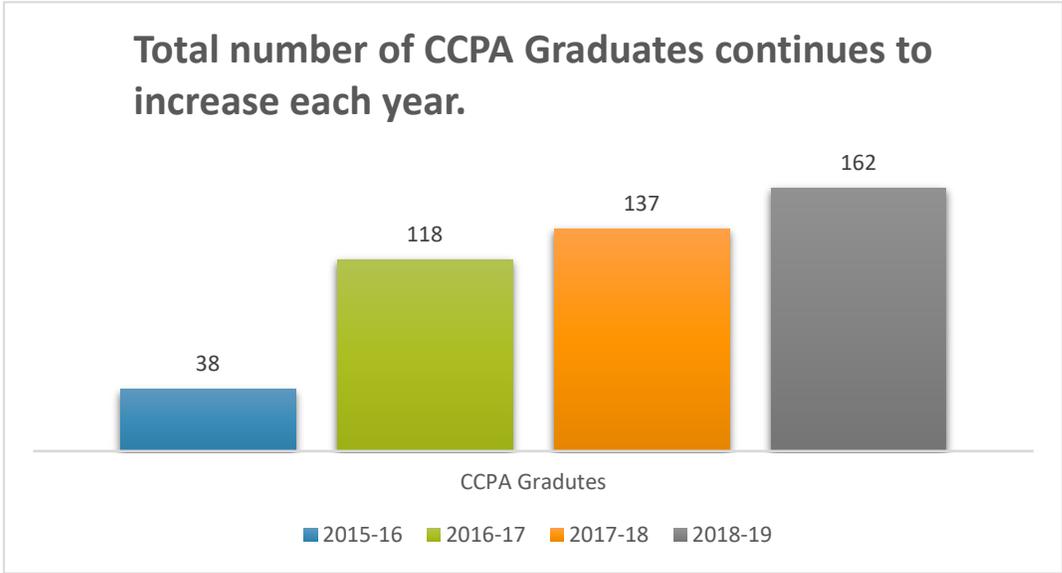
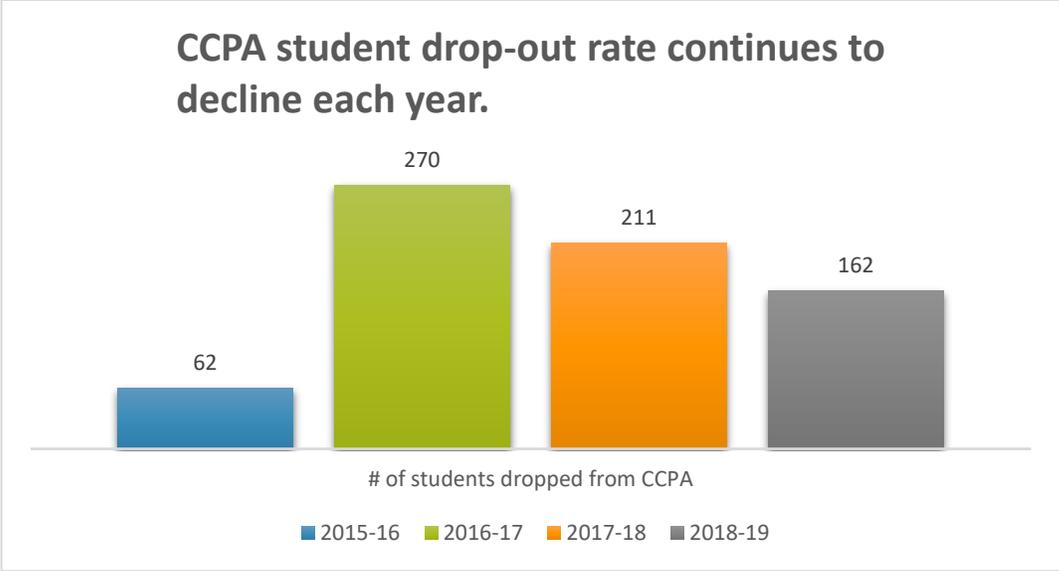
Of all appointments set, on average 41% of students complete registration and enroll at CCPA.



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

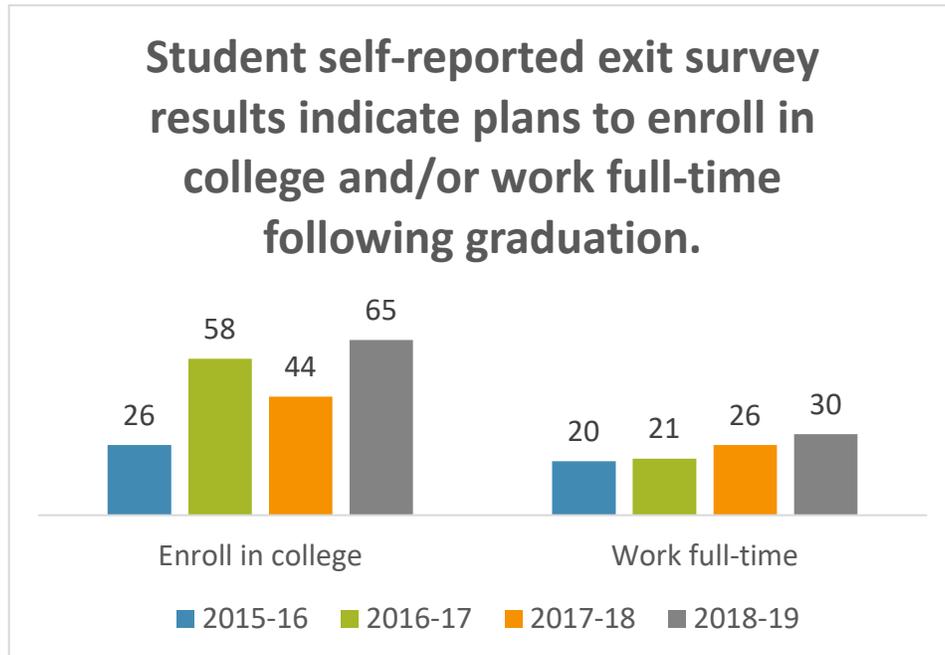


Although ADA/capture rate has averaged 55% over the past four years, the average for students showing up to their scheduled appointment has been increasing. Student weekly attendance indicates students regularly attend school by showing up to their appointment, but do not do submit enough work to earn ADA for the entire week.



CCPA is dedicated to increasing the graduation rate and decreasing the dropout rate in Orange County. A positive indicator of our academic program is that the number of students graduating has increased over the past three years. As reflected on the 2019 California Dashboard, CCPA’s graduation rate increased by 30%.

Student Follow-up

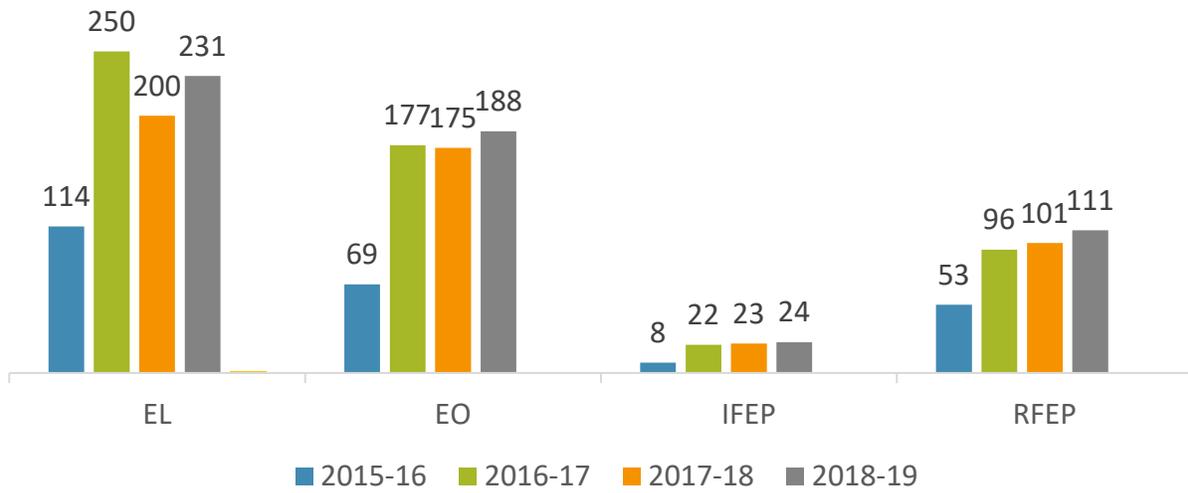


Data from 2018-2019 graduation exit surveys indicated that 58% of students planned to transition to college, career and other post-secondary options. An area of growth is to improve tracking of CCPA graduates to gain insight of successful transitioning post-graduation status.

Teacher Demographics

CCPA Teacher Data				
	15/16	16/17	17/18	18/19
Number of Teachers	5	7	8	7
Percentage of Teachers w/advanced degrees	80%	71%	75%	71%
Range of Teaching Service (Years)				
11 to 17 Years	3	4	5	4
18 to 22 Years	2	2	3	3
23 Years or more	0	1	0	0
Average Number of Service Years (OCDE Only)	13	16	16	17
Breakdown of gender of staff				
Female	4	6	7	6
Male	1	1	1	1
Ethnicity of staff				
Non-Hispanic/Latino	5	6	7	7
Hispanic/Latino	0	1	1	0

English Learners



CELDT English Learner (EL) Student Performance

Celdt 16/17 Percentages of Students Student Score Levels

Total Tested:	27
<i>Advanced</i>	7%
<i>Early Advanced</i>	19%
<i>Intermediate</i>	22%
<i>Early Intermediate</i>	15%
<i>Beginning</i>	37%

Celdt 17/18 Percentages of Students Student Score Levels**

Total Tested:	2
<i>Advanced</i>	50%
<i>Early Advanced</i>	50%
<i>Intermediate</i>	0%
<i>Early Intermediate</i>	0%
<i>Beginning</i>	0%

** This is the last year the Celdt was administered.
Students began taking the ELPAC this year.

Summary: Spring 2018 ELPAC Results

College and Career Preparatory Academy

Grade	5	6	7	8	9	10	11	12	Total
Number Tested	*	*	*	*	*	*	*	34	34

* CCPA students were all enrolled as 12th graders in the 2018 school year.

Mean Scale Scores	Totals
# of Students Tested	34
Mean Scale Score - Overall	1510.2
Mean Scale Score - Oral Language	1457.6
Mean Scale Score - Written Language	1562.4

Oral Language Performance Level	Percentage
Level 4	*
Level 3	32.35%
Level 2	*
Level 1	*

Written Language Performance Level	Percentage
Level 4	*
Level 3	35.29%
Level 2	35.29%
Level 1	*

* An asterisk (*) will be displayed instead of a number on test results where 10 or fewer students tested.

Domain: Listening	Percentage
Well Developed	*
Somewhat/ Moderately	44.12% ¹⁵
Beginning	*

Domain: Speaking	Percentage
Well Developed	41.18% ¹⁴
Somewhat/ Moderately	32.35% ¹¹
Beginning	*

Domain: Reading	Percentage
Well Developed	*
Somewhat/ Moderately	50.00% ¹⁷
Beginning	38.24% ¹³

Domain: Writing	Percentage
Well Developed	*
Somewhat/ Moderately	58.82% ²⁰
Beginning	*

* An asterisk (*) will be displayed instead of a number on test results where 10 or fewer students tested.

Summary: Spring 2019 ELPAC Results

College and Career Preparatory Academy

Grade	5	6	7	8	9	10	11	12	Total
Number Tested	N/A	N/A	N/A	N/A	6	4	14	7	31

Mean Scale Scores	Totals
# of Students Tested	31
Mean Scale Score - Overall	1506.6
Mean Scale Score - Oral Language	1505.5
Mean Scale Score - Written Language	1507.2

Oral Language Performance Level	Percentage
Level 4	19.35%
Level 3	38.71%
Level 2	12.90%
Level 1	29.03%

Written Language Performance Level	Percentage
Level 4	3.23%
Level 3	25.81%
Level 2	35.48%
Level 1	35.48%

* An asterisk (*) will be displayed instead of a number on test results where 10 or fewer students tested.

Domain: Listening	Percentage
Well Developed	3.23%
Somewhat/ Moderately	61.29%
Beginning	35.48%

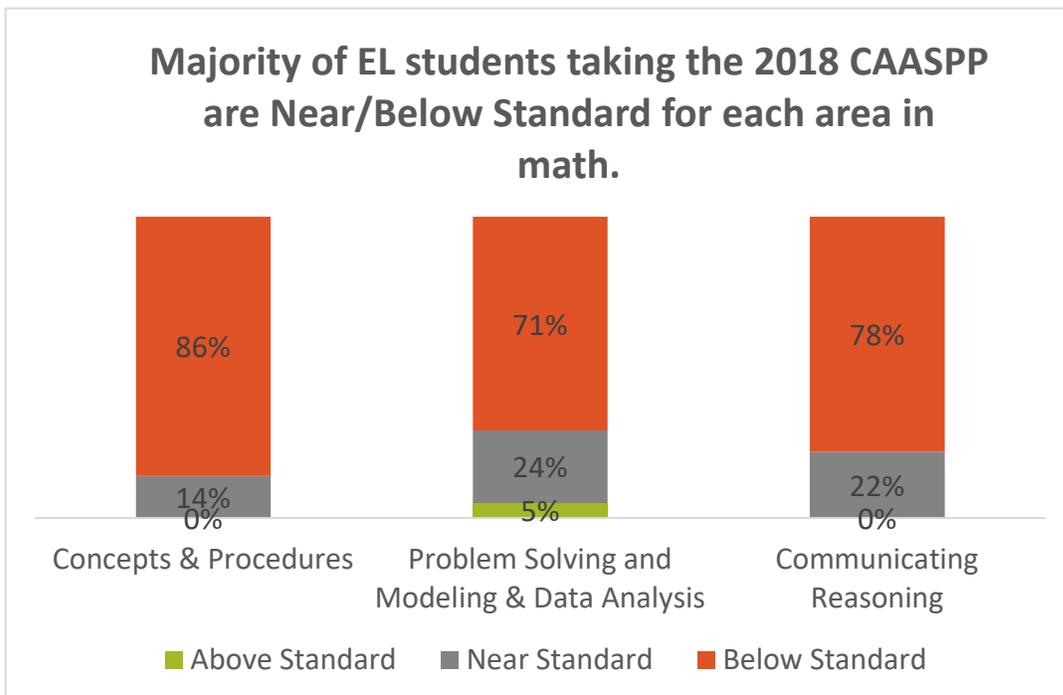
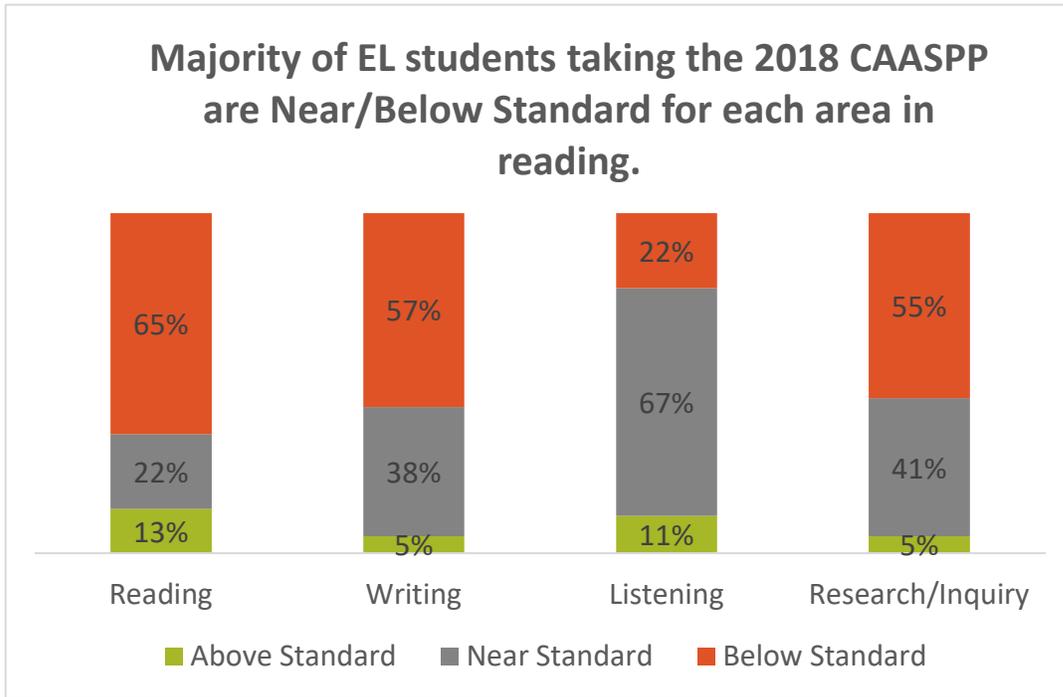
Domain: Speaking	Percentage
Well Developed	54.84%
Somewhat/ Moderately	29.03%
Beginning	16.13%

Domain: Reading	Percentage
Well Developed	9.68%
Somewhat/ Moderately	48.39%
Beginning	41.94%

Domain: Writing	Percentage
Well Developed	3.23%
Somewhat/ Moderately	67.74%
Beginning	29.03%

* An asterisk (*) will be displayed instead of a number on test results where 10 or fewer students tested.

EL CAASPP Test Results for CCPA



English Learners

2016-2017

District	District Code	Enrollment	English Learners	Initial Fluent English Proficient Students	Students Redesignated FEP (RFEP)
College and Career Preparatory Academy <i>(Grade 12)</i>	30-10306-0132910	174	47.7%	6.3%	12.6%
Orange County Dept. of Education	30-10306	6,485	22.8%	3.6%	20.2%
County Total		490,430	24.3%	3.9%	19.3%
State Total		6,228,235	21.4%	4.4%	16.8%

2017-2018

District	District Code	Enrollment	English Learners	Initial Fluent English Proficient Students	Students Redesignated FEP (RFEP)
College and Career Preparatory Academy <i>(Grade 12)</i>	30-10306-0132910	207	34.8%	7.2%	15.9%
Orange County Dept. of Education	30-10306	6,539	21.1%	3.4%	22.0%
County Total		485,835	23.5%	3.7%	20.0%
State Total		6,220,413	20.4%	4.2%	17.8%

2018-2019

District	District Code	Enrollment	English Learners	Initial Fluent English Proficient Students	Students Redesignated FEP (RFEP)
College and Career Preparatory Academy <i>(Overall)</i>	30-10306-0132910	241	38.2%	5.0%	20.3%
<i>Grade 9</i>		11	54.5%	0%	9.1%
<i>Grade 10</i>		38	47.4%	7.9%	18.4%
<i>Grade 11</i>		96	35.4%	4.2%	18.4%
<i>Grade 12</i>		96	35.4%	5.2%	24.0%
Orange County Dept. of Education	30-10306	6,953	20.7%	3.2%	21.7%
County Total		478,823	22.0%	3.9%	20.6%
State Total		6,186,278	19.3%	4.2%	18.3%

Over the past three years, English Learners on average represented 40% of our overall student population. Currently, ELPAC data indicates that most of our students score at Levels 3 and 4. In reviewing the domains assessed, Reading and Writing are areas where EL students need additional interventions. All staff have been trained using Constructing Meaning strategies and implementation of ACCESS's EL designated curriculum, MELD, to support students who have lower scores in reading and writing.

Summary: Spring 2019 CAASPP Results

College and Career Preparatory Academy

Achievement Levels	ELA	Math
# of Students Enrolled	106	
# of Students Tested <i>(11th grade students only)</i>	49	
# of Students Scored	38	
Mean Scale Score - Overall	2432.6	
Standard Exceeded - Level 4	2.63%	
Standard Met - Level 3	7.89%	
Standard Nearly Met - Level 2	13.16%	
Standard Not Met - Level 1	76.32%	

E.L.A.

Reading	Area Performance Level	Grade 11
	Above Standard	13.04%
	Near Standard	21.74%
	Below Standard	65.22%

How well do students understand stories and information they read?

Writing	Area Performance Level	Grade 11
	Above Standard	4.76%
	Near Standard	38.10%
Below Standard	57.14%	

How well do students communicate in writing?

Listening	Area Performance Level	Grade 11
	Above Standard	11.11%
	Near Standard	66.67%
Below Standard	22.22%	

How well do students understand spoken information?

Research/ Inquiry	Area Performance Level	Grade 11
	Above Standard	4.55%
	Near Standard	40.91%
Below Standard	54.55%	

How well can students find and present information about a topic?

Math

Concepts/ Procedures	Area Performance Level	Grade 11
	Above Standard	0.00%
	Near Standard	13.64%
Below Standard	86.36%	

How well do students use mathematical rules and ideas?

Problem Solving & Modeling / Data Analysis	Area Performance Level	Grade 11
	Above Standard	4.76%
	Near Standard	23.81%
Below Standard	71.43%	

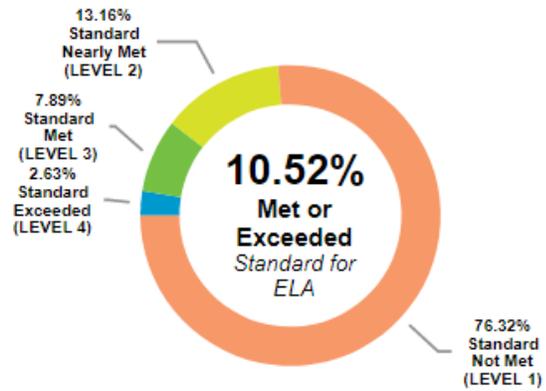
How well can students show and apply their problem solving skills?

Communicating Reasoning	Area Performance Level	Grade 11
	Above Standard	0.00%
	Near Standard	22.22%
Below Standard	77.78%	

How well can students think logically and express their thoughts in order to solve a problem?

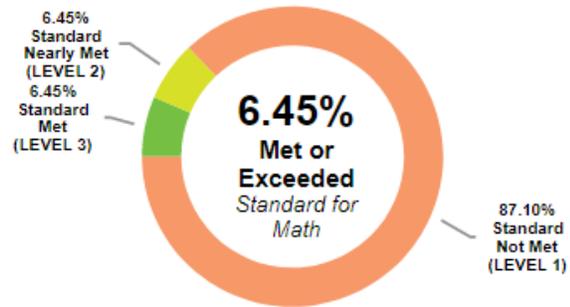
Spring 2019 CAASPP Results
ELA

Percent of students within each achievement level



Mathematics

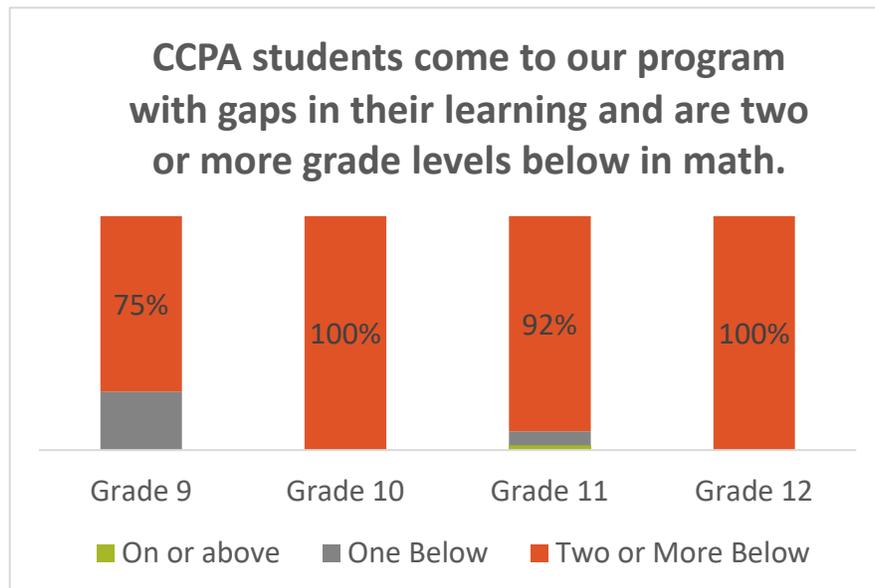
Percent of students within each achievement level



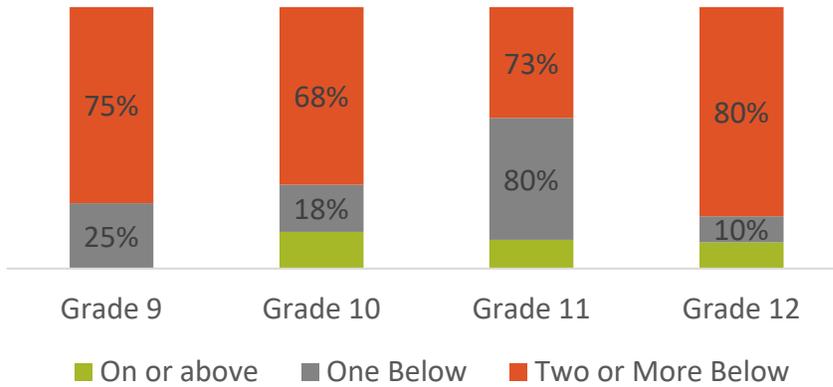
Standard Exceeded is 0.00%

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

2018-19 i-Ready Initial Assessment Data

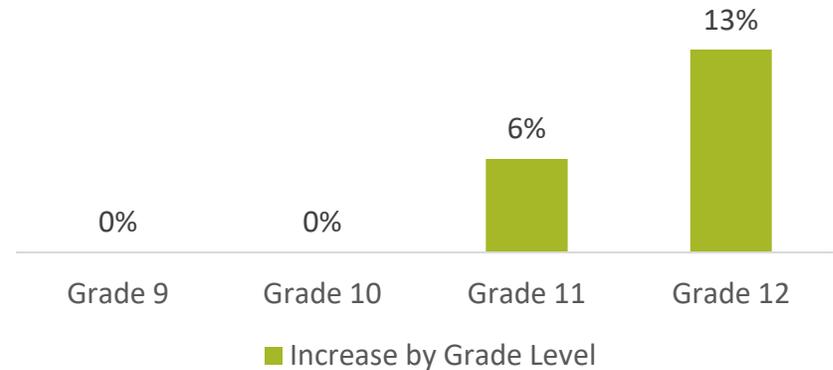


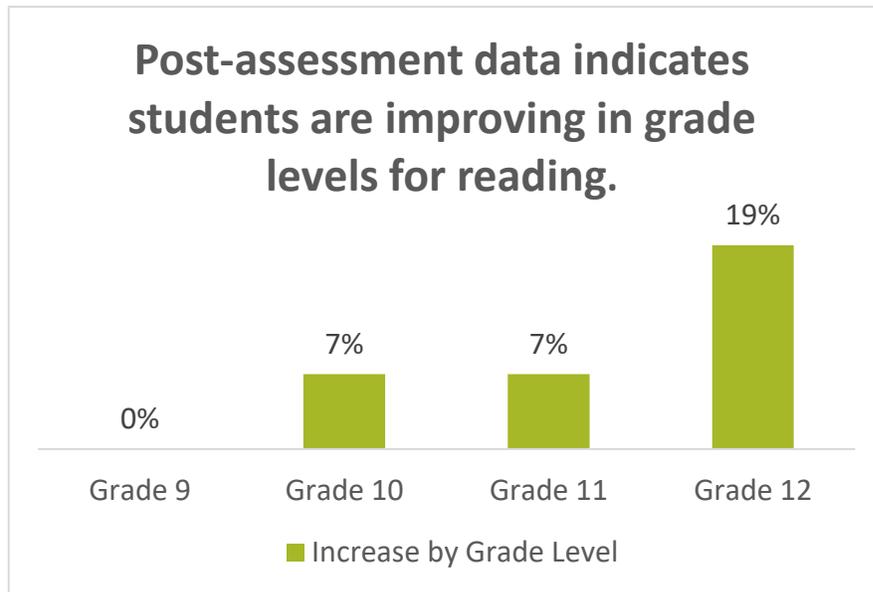
CCPA students come to our program with gaps in their learning and are two or more grade levels below in reading.



2018-19 i-Ready Post-Assessment Data

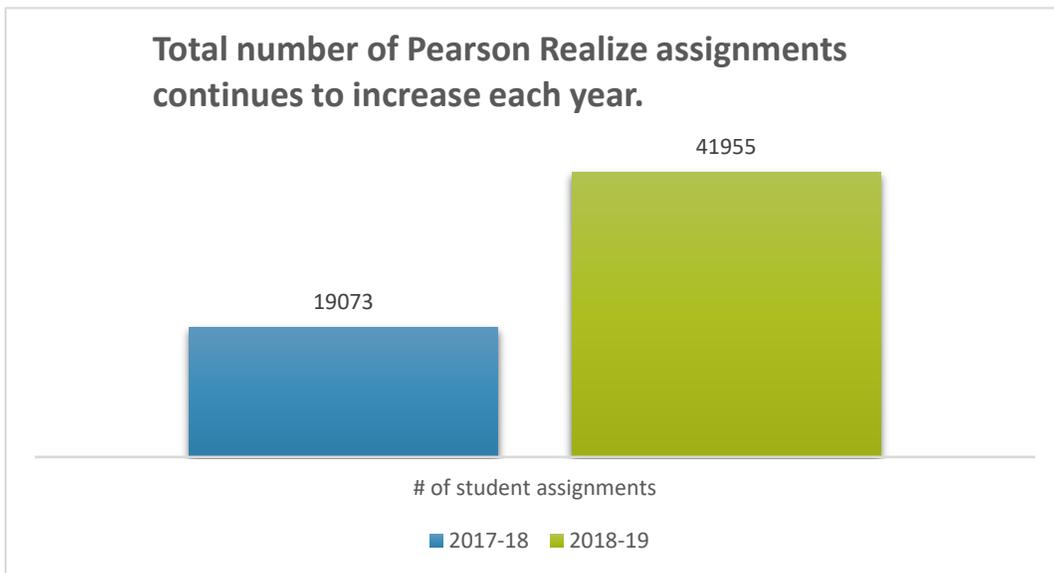
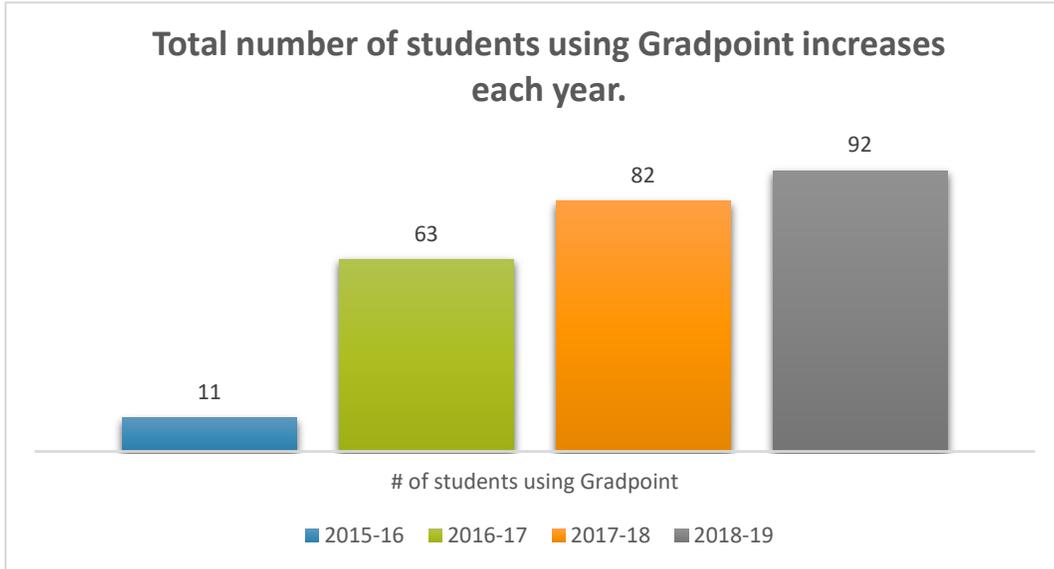
Post-assessment data indicates students are improving in grade levels for math.





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

Curriculum Technology Resources Data



According to the 2018-2019 LCAP student survey, 35% of our students were assigned a laptop from CCPA to take home to complete assignments and 15% of the students were assigned a connectivity device from CCPA to use outside of school. Use of technology to complete assignments also increased by 25%. This allows for students to complete Standards-based curriculums which help them to develop 21st Century skills.

2019 California Dashboard Results:

Academic Performance

[LEARN MORE](#)
English Language Arts



No Performance Color

203.5 points below standard

No Data

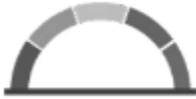
EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 10</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>219.7 points below standard</p> <p>No Data</p> <p>Number of Students: 17</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>209.1 points below standard</p> <p>No Data</p> <p>Number of Students: 11</p>	<p>No Performance Color</p>  <p>No Performance Color</p> <p>192.3 points below standard</p> <p>No Data</p> <p>Number of Students: 23</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>203.5 points below standard</p> <p>No Data</p> <p>Number of Students: 23</p>
<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 4</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 5</p>	

LEARN MORE

Mathematics



No Performance Color

236.8 points below standard

No Data

EQUITY REPORT

Number of Student Groups in Each Color



English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



No Performance Color

272.5 points below standard

No Data

Number of Students: 13

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9



No Performance Color

223.6 points below standard

No Data

Number of Students: 18

Socioeconomically Disadvantaged



No Performance Color

236.8 points below standard

No Data

Number of Students: 18

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White

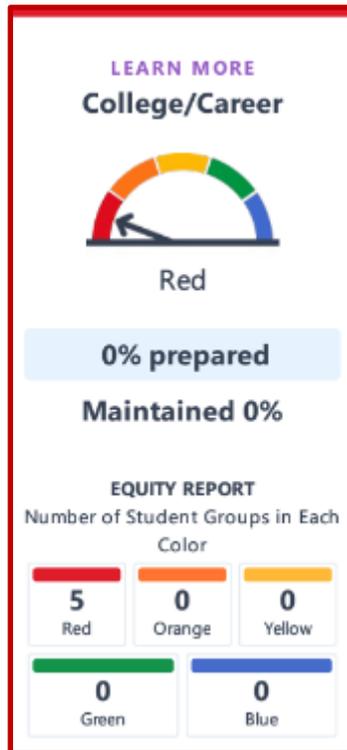


No Performance Color

Less than 11 students - data not displayed for privacy

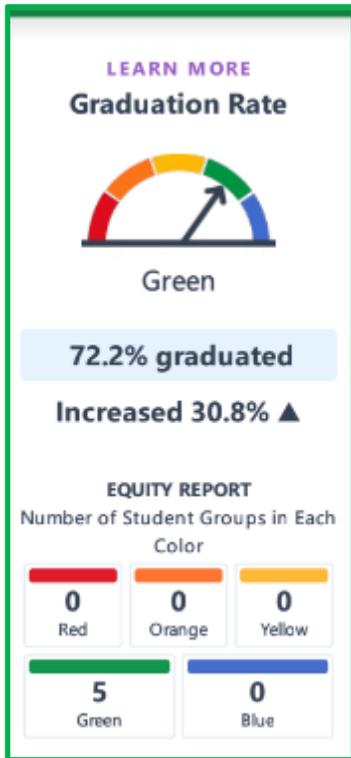
Number of Students: 4

College/Career



Dashboard data in this area utilizes measures that better align with a traditional school program. When CDE approves the alternative measures currently being considered for DASS schools, we anticipate improvement within this indicator.

Graduation Rate



<p>African American</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>American Indian</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>Asian</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>
<p>Filipino</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 3</p>	<p>Two or More Races</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 1</p>
<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>English Learners</p> <p>Green</p> <p>72% graduated Increased 36.7% ▲ Number of Students: 75</p>	<p>Hispanic</p> <p>Green</p> <p>70.9% graduated Increased 33.2% ▲ Number of Students: 151</p>
<p>Homeless</p> <p>Green</p> <p>79.8% graduated Increased 36.2% ▲ Number of Students: 84</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>71.8% graduated Increased 30.8% ▲ Number of Students: 188</p>	<p>White</p> <p>Green</p> <p>79.4% graduated Increased 29.4% ▲ Number of Students: 34</p>

The Dashboard data indicates that CCPA is accomplishing its vision and mission by increasing its graduation rate by over 30%.

Suspension Rate

LEARN MORE
Suspension Rate

Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT
 Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	6 Blue	

<p>African American</p> <p>No Performance Color</p> <p>0% suspended at least once Maintained 0% Number of Students: 14</p>	<p>American Indian</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy Number of Students: 4</p>	<p>Asian</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy Number of Students: 8</p>
<p>Filipino</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy Number of Students: 5</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0% suspended at least once No Data Number of Students: 13</p>	<p>Two or More Races</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy Number of Students: 10</p>
<p>Pacific Islander</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy Number of Students: 1</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least once Maintained 0% Number of Students: 229</p>	<p>Hispanic</p> <p>Blue</p> <p>0% suspended at least once Maintained 0% Number of Students: 440</p>
<p>Homeless</p> <p>Blue</p> <p>0% suspended at least once Maintained 0% Number of Students: 215</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least once Maintained 0% Number of Students: 536</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0% suspended at least once Maintained 0% Number of Students: 60</p>
<p>White</p> <p>Blue</p> <p>0% suspended at least once Maintained 0% Number of Students: 76</p>		

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)
English Learner Progress
 Less than 11 students - data not displayed for privacy

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels: 1, 2, 3, 4

ELPI Levels: 1, 2L, 2H, 3L, 3H, 4

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

<p>African American</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>American Indian</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>Asian</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>
<p>Filipino</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 3</p>	<p>Two or More Races</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 1</p>
<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>English Learners</p> <p>Red</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>Number of Students: 75</p>	<p>Hispanic</p> <p>Red</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>Number of Students: 151</p>
<p>Homeless</p> <p>Red</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>Number of Students: 84</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>Number of Students: 188</p>	<p>White</p> <p>Red</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>Number of Students: 34</p>

Summary of Implications of Data:

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

Preliminary Student Learner Needs:

Based on the description and data in the profile, the preliminary major student learner needs have been identified as follows:

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

Important questions to be discussed in the Focus Groups:

- How do we improve the efficiency of the enrollment process to ensure good customer service?
- How do we increase student utilization of services provided by federally-funded workforce partners?
- What steps can we take to reduce barriers and increase student attendance and capture rate?
- How do we monitor and improve our students' math and reading scores?
- How do we support the academic and social-emotional needs of our adult students?

College and Career Preparatory Academy: Projections Worksheet Detail

	2020-21				2021-22				2022-23				2023-24				2024-25			
Enrollment	% capture		356.00		% capture		380.92		% capture		411.39		% capture		427.85		% capture		427.85	
ADA (Grades 9-12)	85%		302.60		90%		342.83		90%		370.25		90%		385.06		90%		385.06	
Teacher FTE per 43 ADA	8.00		8.00		9.00		9.00		10.00		10.00		10.00		10.00		10.00		10.00	
Sp Ed % capture	7%		21.18		7%		24.00		7%		25.92		7%		26.95		7%		26.95	
Revenue	%	Rate	ADA	Revenue	%	Rate	ADA	Revenue	%	Rate	ADA	Revenue	%	Rate	ADA	Revenue	%	Rate	ADA	Revenue
Assumptions																				
Annual COLA	2.29%				2.71%				2.82%				2.60%				2.60%			
Unduplicated count: EL, Low Income, Foster	98.17%		349		97.96%		373		97.96%		403		97.96%		419		97.96%		419	
Concentration**:%>55%	88.51%				88.51%				88.51%				88.51%				88.51%			
LCFF FUNDING SUMMARY	2020-21				2021-22				2022-23				2023-24				2024-25			
		\$/ADA	ADA	TARGET	%	\$/ADA	ADA	TARGET												
Base 9-12: PY Base*Annual COLA	2.29%	\$ 9,543	303	2,887,712	2.71%	\$ 9,802	343	3,360,400	2.82%	\$ 10,078	370	3,731,422	2.60%	\$ 10,340	385	3,981,566	2.60%	\$ 10,609	385	4,085,148
Gr Span 9-12: CY Base*2.6%	2.60%	\$ 248	303	75,045	2.60%	\$ 255	343	87,421	2.60%	\$ 262	370	97,007	2.60%	\$ 269	385	103,582	2.60%	\$ 276	385	106,278
TOTAL Adjusted Base			303	2,962,757			343	3,447,821			370	3,828,429			385	4,085,148			385	4,191,426
Supplemental: CY Base+Grade																				
Span*20%	20%	\$ 1,922	303	581,708	20%	\$ 1,970	343	675,497	20%	\$ 2,026	370	750,066	20%	\$ 2,079	385	800,362	20%	\$ 2,133	385	821,184
Concentration (>55% population) :CY	50%	\$ 1,640	303	496,410	50%	\$ 1,685	343	577,682	50%	\$ 1,732	370	641,453	50%	\$ 1,778	385	684,467	50%	\$ 1,824	385	702,273
Base+Grade Span*50%*Concentration%-55% population																				
TOTAL Supp + Conc		\$ 3,563	303	1,078,117		\$ 3,655	343	1,253,180		\$ 3,758	370	1,391,519		\$ 3,856	385	1,484,829		\$ 3,956	385	1,523,458
TOTAL LCFF		13,354	303	4,040,874		13,712	343	4,701,001		14,098	370	5,219,948		14,465	385	5,569,977		14,841	385	5,714,884

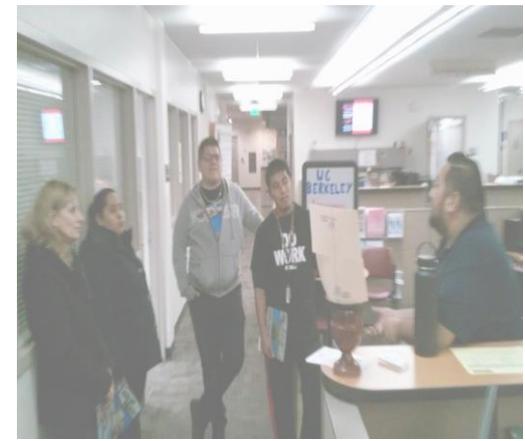
**Unduplicated Pupil % must be above 55% to receive Concentration Grant funding.

	2020-21			2021-22			2022-23			2023-24			2024-25		
Special Education	\$ 130.00	21.18	2,754	\$ 130.00	24.00	3,120	\$ 130.00	25.92	3,369	\$ 130.00	26.95	3,504	\$ 130.00	26.95	3,504
TOTAL REVENUE			4,043,628			4,704,121			5,223,317			5,573,481			5,718,388
Expenditures	Projected Salary & Benefits	FTE	Total Amount	Projected Salary & Benefits	FTE	Total Amount	Projected Salary & Benefits	FTE	Total Amount	Projected Salary & Benefits	FTE	Total Amount	Projected Salary & Benefits	FTE	Total Amount
Principal	223,319	1.00	223,319	230,669	1.00	230,669	239,124	1.00	239,124	247,554	1.00	247,554	256,427	1.00	256,427
Project Liaison	152,198	1.00	152,198	160,879	1.00	160,879	169,167	1.00	169,167	177,415	1.00	177,415	185,492	1.00	185,492
Teacher	184,051	8.00	1,472,411	191,378	9.00	1,722,406	199,179	10.00	1,991,794	206,934	10.00	2,069,336	214,859	10.00	2,148,589
Teacher Sp Ed	184,051	1.50	276,077	191,378	1.50	287,068	199,179	1.50	298,769	206,934	1.50	310,400	214,859	1.50	322,288
Paraeducator	55,949	5.00	279,747	59,078	6.00	354,467	62,049	6.00	372,296	64,994	6.00	389,962	67,861	6.00	407,166
Counselor	133,944	1.00	133,944	141,234	1.00	141,234	148,079	1.00	148,079	154,797	1.00	154,797	161,258	1.00	161,258
Adademic Support Assistant	28,256	3.00	84,769	29,502	4.00	118,007	30,566	4.00	122,263	31,527	4.00	126,108	32,343	4.00	129,371
Community Resource Specialist	125,263	1.00	125,263	131,742	1.00	131,742	137,708	1.00	137,708	143,468	1.00	143,468	148,887	1.00	148,887
Student Records Tech	105,041	2.00	210,081	110,931	2.00	221,863	116,527	2.00	233,054	122,072	2.00	244,143	127,472	2.00	254,944
Sr. School Admin Asst	122,308	1.00	122,308	129,393	1.00	129,393	136,198	1.00	136,198	143,003	1.00	143,003	149,707	1.00	149,707
Total salary and Benefits	24.50	3,080,116		27.50	3,497,727		28.50	3,848,452		28.50	4,006,187		28.50	4,164,128	
Books & Supplies			238,995			267,020			300,730			319,335			322,385
Lease and Facility Costs			252,625			287,300			329,150			355,630			365,390
Training (Mileage, Travel, Registrations)			21,620			24,440			27,840			29,890			30,500
Other Services(Utilites, Consultants, Repairs etc)			100,580			117,780			138,620			153,415			161,040
Indirect	9.34%		345,014	9.34%		391,745	9.34%		433,824	9.34%		454,340	9.34%		471,058
Total Expenditure			4,038,950			4,586,011			5,078,615			5,318,798			5,514,500
Beginning Balance			-			4,678			122,787			267,489			522,172
Ending Balance			4,678			122,787			267,489			522,172			726,060

	2020-21	2021-22	2022-23	2023-24	2024-25
Assumptions					
STRS	18.40%	18.10%	18.10%	18.10%	18.10%
PERS	22.80%	24.90%	25.90%	26.60%	26.60%
Health & Welfare	10.00%	10.00%	10.00%	10.00%	10.00%



**Orange County Department of Education
College and Career Preparatory Academy
Local Control Accountability Plan: 2017-2020**



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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

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

The charter operates for the purpose of being an integral component of the state's workforce development strategy, as an on-ramp preparatory learning environment offering high quality, innovative educational options. These options are designed and executed with purpose, meaning,

and application beyond the academic setting to accelerate learning for at-risk students to move forward into college and career training opportunities. The College and Career Preparatory Academy incorporates an individualized instruction/independent study model via a student-tailored standard-based curriculum. Students are also provided opportunities and resources to increase career/workforce readiness skills and have an individualized career plan developed.

LCAP Highlights

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

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

- Ensure students have access to technology and connectivity in the classroom and at home to utilize CCPA's core curriculum and to develop 21st Century skills that will promote college and career readiness.
- Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments.

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

- Increase partnerships with community agencies to provide job readiness skills and vocational training.
- Increase parent/family participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.
- Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.
- Develop a marketing plan to inform the community, including local school districts, about CCPA options and opportunities it presents.
- Governance Council is needed to review and advise on career preparation and workforce training.

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

- Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, character development and career readiness while maintaining appropriately assigned teachers.
- Expand instructional and behavioral interventions and support services to address the critical needs of students.

Review of Performance

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

Greatest Progress

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

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

- According to the 2018-2019 LCFF student survey, 35% of our students were assigned a laptop from CCPA to take home to complete assignments and 15% of the students were assigned a connectivity device from CCPA to use outside of school.
- Based upon the student surveys on the use of technology to complete assignments, CCPA students showed an increase of technology use by 25%.
- Teaching staff has been trained in the i-Ready platform as an all-inclusive assessment and intervention program. The staff's collaborative effort in supporting each other in the adoption of this new program and the pedagogy in the delivery model is to be commended.
- We have increased the use of online curriculum. Survey results show an increase use of GradPoint curriculum by over 200%. Overall, there was an increase of 2% of students using computers to complete their assignments.

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

- CCPA maintained the eight existing community partners that supported students in developing skills to enter the workforce or vocational training pathway and has developed two more collaborative partnerships with federally funded partner providers meeting the annual measurable outcome. 288 students enrolled in a WIOA community partner programs from July 1, 2018 to April 1, 2019. Based upon their Individualized Education Career Service Plan (IECSP), 178 students were assigned GradPoint's Career Technical Education (CTE) elective courses. There was an increase of 124 students who were taking the GradPoint CTE elective courses. This data shows that we are improving on establishing career pathways for students and supporting their IECSP. We have met our measurable outcome by increasing our partnerships with federally funded WIOA providers by two, providing more opportunities for our students in developing a career pathway and supporting their IECSP.

- CCPA has increased opportunities for parent/family participation by mailing out a Parent Welcome Letter to student's parents/guardians. Parents/families have the option to attend Governance Council meetings, ELAC meetings, open houses, financial aid workshops, college tours, and career and job fairs. Of the 295 students who enrolled from July 1, 2018 to April 1, 2019, 122 students gave CCPA permission to contact their parents and parent letters were mailed with school information and services. Parents continued to participate in the survey this school year. CCPA conducted seven Financial Aid Workshops (FAFSA)/Open Houses at CCPA site locations in the Fall of 2018. Students and parents/guardians were given the opportunity to attend twenty additional workshops, college tours, and career and job fairs offered throughout Orange County. The number of students attending Financial Aid Workshops remained the same in the 2018/2019 school year. The parent survey identified the need to send reminders to students on weekly appointments, workshops, fairs and other events. This need has been met by using the School Messenger System and by purchasing an online text messaging plan to reach out to students and send reminders. Based on the survey, parents felt that their student was being prepared for college, career and life. Through the support of WestAmerica Communications, our CCPA website was updated to be more user friendly. A tab that shows community partners and resources is readily available.
- It is the goal of CCPA to prepare students to become college and career ready, 7% of our graduates enrolled in college this year. One way we promote students to enroll is to offer tours at local community colleges and post-secondary programs. CCPA has developed partnerships with post-secondary outreach specialist to increase enrollment at local community colleges by referring directly to these outreach specialist for enrollment and financial aid services. Financial aid outreach specialists were invited to conduct FAFSA workshops at our school sites during the ten open houses. Another strategy we utilized to assist students in the development of their IECSP is to encourage them to enroll concurrently at the community colleges.
- WestAmerica Communications and Agency 51 were hired as the marketing firm to promote CCPA enrollment growth. Following the success of the first phase of the marketing campaign, Phase 2 was rolled out on December 11, 2018. This new marketing plan focused on digital channels with the opportunity to optimize certain channels. Digital marketing activity included PPC/Paid search, Retarget, Geo Fencing, Pre-roll, display ads online based on location and activity, Over the Top placement on streaming services such as Netflix, Firestick, etc., and email. The email campaign sent one email per month from December 2018 – June 2019 to over 75,000 email address per drop. This effort increased website inquiries by 90%.
- The Governance Council continues to provide input, support and recommendations for the continued growth of the program, career preparation of students and opportunities for workforce training. The annual networking meeting was successful in 2019 with over 35 community partners, local businesses, CCPA staff and WIOA providers making connections that will support CCPA students and their IECSP. In the 2018-2019 LCFF Stakeholders Survey responses indicated that "[CCPA is] doing a great job. Thank you for all your assistance!" Survey results also showed that the community partners agreed that the school meets the education need of the students, and are aware of the opportunities to collaborate with CCPA in fulfilling the IECSP of students.

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

- CCPA has adopted standards based curriculum in English/Language Arts (Collections Series), Social Science curriculum (Pearson Realize) and Common Core Algebra (Pearson Realize), staff have been trained in the components of these programs. The use of standards based curriculums has provided students with the opportunity to develop 21st Century Skills that will lead them on a pathway to success. The ability to provide students with loaner laptops and connectivity devices allows our students to participate in a blended learning model as well as our online GradPoint curriculum.

- The real life experiences that our students are exposed to with the WIOA providers give our students the opportunity to explore career pathways and determine if that is the career industry they want to pursue. We are continuing the use of robotics PBL's and the teachers are very excited about the LEGO Robotics Program and its impact on learning. The Pearson Realized Social Science program offers many ideas for PBL's that focus on central themes and have become part of the course contract allowing choices for students.
- CCPA has adopted the new Holt curriculum for English Language Arts, staff has been trained and resources distributed to teachers. The i-Ready program, which includes reading assessment, has been purchased and teachers have been trained.
- EL students are serviced in both integrated and designated EL strategies and curriculum. These strategies and curriculum provide students the opportunity to develop 21st century skills that will lead them on a pathway to success.
- All teaching staff has access to the online GradPoint curriculum and CCPA's regional math coach has developed the pacing guide utilizing the Pearson Realized Algebra 1 curriculum along with Number Sense and Kahn Academy to support students in math. CCPA is also piloting an online math program called Agile Minds.
- CCPA provided students with academic planners to assist with time management for assignment completion and better attendance. As adult learners, the majority of CCPA students have many responsibilities that must be balanced while working to obtain their high school diploma. The two situational barriers most frequently reported by students as reasons for withdrawing from our program are lack of time due to employment and/or family obligations and transportation. In efforts to increase attendance and academic progress, CCPA provided 635 bus passes to help with transportation needs and basic school supplies to students. In the academic year of 2018-2019, 54% of CCPA students were dropped due to non-attendance and lack of work completed.

Currently, the CCPA program has expanded to seven locations to serve students in Orange County. This growth has been established mainly by networking with community partners, local school districts, and by CCPA staff and students referring friends and family. CCPA teaching staff will continue to attend professional development opportunities that focus on the use of technology in the classroom, project based learning, and the whole child. Funds will be utilized to provide: curriculum that promotes 21st Century Skills, computers and connectivity, support staff to assist students in

completing their IECSP. CCPA staff will continue to collaborate with community partners and work to expand additional opportunities to support our students.

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

Greatest Needs

There are no indicators on the dashboard that are red or orange.

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

Local assessment data gathered displayed these needs of our students:

The CCPA capture rate for attendance was 54% in 2018-2019, identifying the need for better work productivity in students and to provide more support to students.

32% of CCPA students who enrolled in the program were dropped for non-attendance in 2018-2019 school year. Studies show that 25% of adult students returning for a high school diploma actually complete the program. Whereas, CCPA had a 35% graduation rate in 2018-2019 school year.

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

Performance Gaps

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

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

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools have been identified and thus a CSI plan is not required.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

n/a

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

n/a

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal A

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

Goal A.1: Ensure students have access to technology and connectivity in the classroom and at home to utilize CCPA’s core curriculum and to develop 21st Century skills that will promote college and career readiness.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected	Actual
Devices for in classroom use	Baseline was maintained of three devices per teacher caseload
Device for student use at home	Baseline was maintained, each teacher has 17 devices to loan students to access online curriculum
Hotspots for student use at home	Teaching staff have the ability to request hotspots when needed. Currently the ratio is 4 hotspots to 1 teacher
Number of storage carts per site	Currently CCPA has seven sites throughout Orange County. CCPA-San Juan and CCPA-Silverado are located at sites that we share with collaborative partners. Space is limited at these sites so one cart was purchased and housed at the CCPA Administrative office that contains 34 Dell Chrome Books for students use at CCPA-San Juan & CCPA- Silverado. All other sites are equipped

Expected

Actual

with one cart and 17 Dell Chrome Books.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Based upon the growth of the student population we will evaluate the need to increase:</p> <ul style="list-style-type: none"> a) The number of devices for student use in the classroom b) Maintain the ongoing cost for site connectivity. c) The number of devices for student use at home d) The number storage carts per site e) The number of educational broadband hotspots 	<ul style="list-style-type: none"> a) Based upon the growth of the student population and the opening of one new site, we maintained the number of devices for students and purchased accordingly to support the teacher caseload. b) Maintained the ongoing cost for site connectivity for all seven sites. c) Based upon the growth of the student population, we maintained the number of devices for students at home to support the student device ratio of 17 to 1. d) Maintained one storage cart per site. e) Teaching staff have the ability to request hotspots when needed from the IT department. Currently the ratio is 4 hotspots to 1 teacher. 	<p>\$78,500</p>	<p>\$21,300</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

According to the 2018-2019 LCFF student survey, 35% of our students were assigned a laptop from CCPA to take home to complete assignments and 15% of the students were assigned a connectivity device from CCPA to use outside of school. Survey results showed there was a 25% increase of students completing course work utilizing online curriculum. CCPA has maintained the connectivity at all seven sites and has maintained the device to student ratios.

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

We have increased the technology access for CCPA students and staff. All sites have increased bandwidth, three classroom devices per teacher and we were able to meet the need of one device per student in our checkout student laptop program. We have also provided connectivity to students who do not have internet access at home. New site openings have also increased the cost of connectivity to get internet set up at the site location.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 budgeted expenditure \$78,500 and estimated actual \$21,300. Projected growth measures were not obtained thus the need to purchase additional technology was not needed thus the decrease in expenditures. However, with the opening of each new site, it is now been determined that equipment and internet connectivity might need to be set up incurring additional costs for the establishment of wireless internet services.

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

Purchasing needed for new equipment as well as establishing internet services will need to be added as an additional cost to starting up and opening new sites. This change will enable us to ensure all school sites have connectivity and bandwidth for students and teachers. This change can be found in the 2019-2020 goals, actions and services section in Goal A.1, Outcome 1.

Goal A

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

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

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

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

Actual

All staff attended three staff development days that incorporated trainings and WASC preparation.

All staff was also trained on iReady program that focuses on meeting the needs of our students in reading and math.

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

All staff attended monthly SWIFT leadership meetings

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

Expected

Actual

	Two teachers attended the JCCASAC conference in May 2019.
CCPA staff is provided release time to collaborate with colleagues on the use of technology that promotes 21st Century Skills	Three CCPA teachers have taken a lead role in the implementation of technology in specific academic areas of study. These teachers provide support with math, social studies, English language arts and English language learners. These teachers are provided release time to support their colleagues in their classrooms and also invite their colleagues to visit them in their classrooms to integrate the new curriculum into their instruction. All teachers have participated in visiting each other classrooms.

Actions / Services

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional development that promotes 21st Century skills through: a) Training for staff on adopted curriculum that have an online component. b) Utilizing Educational Tech User support from Curriculum and Learning to provide training for staff on pedagogy of the use of technology in the classroom. c) A CCPA model classroom that effectively utilizes technology in student	a) Staff attended half-day training on the adopted English Language Arts curriculum and its online components. b) Educational Tech User assistant continued to update the educational resource webpage which all teachers are able to access. Onsite support is also available when needed. c) Continued to have CCPA model classroom that effectively utilizes	\$11,550	\$3,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction.</p> <p>d) Opportunities for staff to attend conferences that focus on innovative technology usage in the classroom.</p>	<p>technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction.</p> <p>d) Staff were provided opportunities to attend conferences and two teachers attended the JCCASAC conference in May 2019.</p>		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>CCPA purchased MAX Scholar, an on-line reading intervention program to support the needs of the students.</p> <p>CCPA purchased the i-Ready program to assess student skill level in ELA and mathematics and provide ongoing remediation as needed.</p>	<p>\$7,600</p>	<p>\$5,000</p> <p>College & Career Prep Grant CC 3950: \$2,583</p> <p>Total: \$7,583</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teaching staff has been trained in the i-Ready program to assess student skill level in ELA and mathematics and provide ongoing remediation as needed and continued to utilize MAX Scholar as a reading intervention program. Staff continued to attend conferences that promote 21st Century Skills and present them with more meaningful ways to engage a diverse population of students they serve speaks to the professionalism of the group.

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

We have increased the use of online curriculum. Internal findings show an increase use of GradPoint curriculum by over 200% and survey results show an increase in the use of the online Collections series by 9% from the previous year. Overall, students have steadily maintained the use of computers to complete their assignments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

None

Goal B

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

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

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

Number of licenses	Purchased 400 Kuder assessment licenses for career search.
Number of WIOA partners	CCPA increased WIOA community partners by two.
Number of students enrolled in WIOA community/partner programs	288 students enrolled in WIOA community/partner programs
Number of students enrolled in GradPoint CTE courses	178 students enrolled in a GradPoint CTE course

Actions / Services

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

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Evaluate the need to increase the number of Kuder Licenses to support the development of the Individualized Education Career Service Plan (IECSP).</p> <p>b) Maintain existing community partners that will support students in developing skills to enter the workforce or vocational training pathway.</p> <p>c) Increase community partners that will support students in developing skills to enter the workforce or vocational training pathways by two in 2018-2019 and to increase student community/partner program enrollment by 5%.</p>	<p>a) Maintained the number of Kuder Licenses of 400 licenses for the 2018-2019 school year to support the development of the Individualized Education Career Service Plan (IECSP). CCPA administered the Kuder assessment to 229 students from July 1, 2018 through April 1, 2019.</p> <p>b) CCPA maintained the six existing community partners that supported students in developing skills to enter the workforce or vocational training pathway and has developed two more collaborative partnerships with federally funded providers meeting the annual measurable outcome.</p> <p>c) The number of students enrolled in WIOA community programs/partners was 288 in the 2018/2019 school year.</p>	<p>\$3,500</p>	<p>\$1,998</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Based upon their Individualized Education Career Service Plan (IECSP), students will be assigned GradPoint's Career Technical Education (CTE) elective courses to increase by 5%.	Based upon their Individualized Education Career Service Plan (IECSP), students were assigned GradPoint's Career Technical Education (CTE) elective courses and increased participation by over 200%.	No Cost	No Cost

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> a) Maintain funding for refreshments for Open Houses and College and Career fairs at CCPA sites. b) Provide transportation to career fairs, college tours, job fairs, and community partner workshops. c) Request survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services. 	<ul style="list-style-type: none"> a) Maintained funding for refreshments for Open Houses and College and Career fairs at CCPA sites. b) Provided transportation to career fairs, college tours, job fairs, and community partner workshops. c) Requested survey feedback from stakeholders regarding the effectiveness of the support services provided to students to determine areas in need of additional services. 	\$4,500 From College and Career Grant	\$500 \$3,783 College and Career Grant Total: \$4,283

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

To support the development of the Individualized Education Career Service Plan (IECSP) 400 Kuder licenses have continued to be purchased. CCPA administered the Kuder assessment to 229 students from July 1, 2018 through February 22, 2019. CCPA maintained the eight existing community partners that supported students in developing skills to enter the workforce or vocational training pathway and has developed two more collaborative partnerships with federally funded WIOA providers meeting the annual measurable outcome. 288 students enrolled in a WIOA community partner programs from July 1, 2018 to April 1, 2019. Based upon their IECSP, 178 students were assigned GradPoint Career Technical Education (CTE) elective courses.

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

There was an increase of 124 students who were taking the GradPoint CTE elective courses. This data shows that we are improving on establishing career pathways for students and supporting their IECSP. We have met our measurable outcome by increasing our partnerships with federally funded WIOA providers by two, providing more opportunities for our students in developing a career pathway and supporting their IECSP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in Budgeted Expenditures and Estimated Actual Expenditures.

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

None

Goal B

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

B.2: Increase parent/family participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Parent/family participation to increase from baseline (six participants) by 10%

Actual

The expected outcome of increasing by 10% parent/family participation in CCPA sponsored events and workshops was met.

Actions / Services

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

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase parent/family participation by:</p> <ul style="list-style-type: none"> a) Offering parenting classes, workshops, and trainings to encourage parent/family participation in the educational process. b) Designating funding for refreshments and interpretation/translation services to encourage parent/family participation. c) Utilizing the School Messenger System for communicating essential information to students and parents/family, and provide additional training for staff members to improve the utilization of School Messenger. d) Developing a resource web page, to include opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents/family to have a greater role in the school community. e) With student's permission, notifying parents of services provided via 	<ul style="list-style-type: none"> a) Parent classes and workshops were offered to students and parents. b) Open houses and financial aid workshops (FAFSA) were conducted at CCPA school sites. c) CCPA has improved utilization on a more consistent basis of the School Messenger System. CCPA administrative staff attended training on the School Messenger System. Also, have purchased online text messaging program to send reminders to students via text. d) On CCPA's home webpage a resource tab has been maintained that provides information on community based services. e) With student's permission, parents were notified of services provided via Parent Letter. f) Parents completed CCPA's LCAP Parent Survey. 	<p>\$850</p>	<p>\$1101</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Letter f) Requesting survey feedback from parent/family regarding the effectiveness of the support services provided to students to determine areas in need of additional services.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CCPA has increased opportunities for parent/family participation by mailing out a Parent Welcome Letter to student's parents/guardians. Parents/families have the option to attend Governance Council meetings, open houses, financial aid workshops, college tours, and career and job fairs. Of the 295 students who enrolled from July 1, 2018 to April 1, 2019, 122 students gave CCPA permission to contact their parents and parent letters were mailed with school information and services. Parents participated in the survey over the phone and through email links sent. CCPA conducted seven Financial Aid Workshops (FAFSA)/Open Houses at CCPA site locations in the fall of 2018 and conducted four Financial Aid Workshops (FAFSA)/Open Houses at CCPA site locations in the spring of 2019. Students and parents/guardians were given the opportunity to attend over twenty workshops, college tours, and career and job fairs offered throughout Orange County.

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

Parent involvement has increased from the previous year according to the parent survey. The number of students attending Financial Aid Workshops remained the same in the 2018/2019 school year. Of the 295 students who enrolled from July 1, 2018 to April 1, 2019, 122 students gave CCPA permission to contact their parents and parent letters were mailed with school information and services. In previous year's surveys, it was identified there is a need to send reminders to students on weekly appointments, workshops, fairs and

other events. This need has been met by using the School Messenger System and by purchasing an online text messaging plan to reach out to students and send reminders. Through the support of WestAmerica Communications, our CCPA website was updated to be more users friendly. A tab that shows community partners and resources is readily available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in Budgeted Expenditures and Estimated Actual Expenditures.

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

None

Goal B

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

B.3: Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

Number of students dual enrolled

There was one student dual enrolled.

Number of graduates enrolled in community college

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

College and Career Resource Centers

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

CTE

Actions / Services

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

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Prepare students for post-graduation by:</p> <ul style="list-style-type: none"> a) Creating and maintaining college and career resource centers at each individual school site. b) Conducting college tours and FAFSA workshops. c) Continuing to administer exit interview and post-graduation plan for students who have completed the CCPA program. d) Hiring transition support staff to help students fulfill their IECSP by collaborating with community partners. e) Provide the opportunity for students to take the College Level Examination Program (CLEP) 	<p>Prepared students for post-graduation by:</p> <ul style="list-style-type: none"> a) Created and maintained college and career resource centers at each individual school site. b) Conducted college tours and FAFSA workshops. c) Continued to administer exit interview and post-graduation plan for students who have completed the CCPA program. d) Was not approved to hire transition support staff to help students fulfill their IECSP by collaborating with community partners. e) Provided the opportunity for students to take the College Level Examination Program (CLEP) 	<p>\$87,000</p>	<p>\$3,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

It is the goal of CCPA to prepare students to become college and career ready, 7% of our graduates enrolled in college this year. One way we promote students to enroll is to offer tours at local community colleges and post-secondary programs. CCPA has developed partnerships with post-secondary outreach specialist to increase enrollment at local community colleges by referring directly to these outreach specialist for enrollment and financial aid services. Financial aid outreach specialists were invited to conduct FAFSA workshops at our school sites during the eleven open houses. Another strategy we utilized to assist students in the development of their IECSP is to encourage them to enroll concurrently at the community colleges.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The transition support staff to support the student college and career transition process and post-graduation plan at the school site was placed on hold due to program revenue, \$80,000 was not spent due to this reason.

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

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

Goal B

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

Goal B.4: Develop a marketing plan to inform the community, including local school districts, about CCPA options and opportunities it presents.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

Number of individuals who schedule an enrollment appointment for CCPA

From July 1, 2018 to March 31, 2019, CCPA set 817 enrollment appointments in comparison to July 1, 2017 to March 31, 2018 of 800 enrollment appointments. There was an increase of 2 % in enrollment appointments. This did not meet our baseline increase of 15 % for 2017-2018. This can be in part due to having only one full time SRT.

Actions / Services

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

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue marketing agreement with firm to:</p> <ul style="list-style-type: none"> a) Maintain advertising budget to reach the targeted population through various media outlets as defined in the approved marketing plan. b) Administer enrollment survey based upon the approved marketing plan to compile data to identify successful marketing strategies. c) Provide marketing materials to the community, and community partners, including local school districts. 	<ul style="list-style-type: none"> a) WestAmerica Communications continued to provide services promote CCPA enrollment growth. Following the success of the first phase of the marketing campaign, Phase 2 was rolled out on December 11, 2018. This new marketing plan focused on digital channels with the opportunity to optimize certain channels. b) Prospective students when scheduling appointments are asked to identify where they heard of CCPA and those results are tracked. c) Marketing materials were provided to the community and community partners, including local school districts. 	<p>\$102,000</p>	<p>\$2,000</p> <p>1TIME DISCRTNR FD CC 3919: \$99,300</p> <p>Total: \$101,300</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

WestAmerica Communications and Agency 51 continued to provide marketing services to promote CCPA enrollment growth. Following the success of the first phase of the marketing campaign, Phase 2 was rolled out on December 11, 2018. This new marketing plan focused on digital channels with the opportunity to optimize certain channels. Digital marketing activity included PPC/Paid search, Retarget, Geo Fencing, Pre-roll, display ads online based on location and activity, Over the Top placement on streaming services such as Netflix, Firestick, etc., and email. The email campaign sent one email per month from December 2017 – June 2019 to over 75,000 email address per drop. This effort increased website inquiries by 90%.

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

With the continued campaign, survey results show an increase in prospective students hearing about CCPA through flyers, and online. Enrollment and appointment rates have continued as the same as last year. School districts have become more aware of our program and are informing students of this educational opportunity. We have seen an increase in online inquiries by 200%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated cost for developing marketing plan, purchasing marketing space and monthly retainer of the marketing firm was underestimated. Budgeted expenditures were \$102,000 and estimated actual were \$172,000. This increase is attributed to the cost revamping the website, and retainer cost for the WestAmerica Communications.

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

None

Goal B

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

Goal B.5: Governance Council is needed to review and advise on career preparation and workforce training.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

Number of community partners who are supporting CCPA students

There are 50 community partners that are supporting CCPA students

Actions / Services

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

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> a) Continue to outreach to the business community to increase partners to collaborate with established WIOA and other community partners to support our student population. b) Set calendar of quarterly meetings to review strategies on how education and industry work together to create high quality career pathway programs. c) Continue to provide funds for refreshments d) Obtain a venue that will meet the need for the annual Governance Council Networking Meeting. 	<ul style="list-style-type: none"> a) During 2018-2019 two additional business community partners were established. b) A quarterly calendar of meetings was maintained to review strategies on how education and industry work together to create high quality career pathway programs. c) Continued to provide funds for refreshments for meetings throughout the year. d) The Delhi Center was obtained as the venue for the annual Governance Council Networking Meeting. 	\$3,500	\$1500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

The annual networking meeting was successful in 2019 with over 35 community partners, local businesses, CCPA staff and WIOA providers making connections that will support CCPA students and their IECSP. In the 2018-2019 LCFF Stakeholders Survey responses indicated that they felt we had a "great partnership" and that "[CCPA is] doing a great job. Thank you for all your assistance." Survey results also showed that the community partners agreed that the school meets the education need of the students, and are aware of the opportunities to collaborate with CCPA in fulfilling the IECSP of students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

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

Goal C

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

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

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

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

Actual

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

Actions / Services

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

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) Training opportunities for instructional staff to help with implementation of California State Standards, 21st Century skills and staff obtaining a CTE teaching certificate.	Conducted trainings for instructional staff to help with implementation of California State Standards and 21st Century skills	\$2,400	\$3,842

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Utilize written designated ELD curriculum for Long-Term ELs every two months. EL support staff will provide classroom-based teacher support to all CCPA classrooms in the areas of designated and integrated ELD.</p> <p>b) Purchase the software license for Educator's Assessment Data Management System (EADMS), a program to track EL academic data. Train certificated and classified staff on the use of the (EADMS) to identify ELs and R-FEP students.</p>	<p>a) Utilized written designated ELD curriculum for Long-Term ELs every two months. Two Program Specialists for EL Services provided classroom-based teacher support to all CCPA classrooms in the areas of designated and integrated ELD.</p> <p>b) Purchased the software license for Educator's Assessment Data Management System (EADMS), a program to track EL academic data. Train certificated and classified staff on the use of the (EADMS) to identify ELs and R-FEP students.</p>	\$1,300	\$1,300

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> a) Based upon need and program growth, continue training and implementation of curriculum materials for Social Science six-year adoption for usage across CCPA. b) Based upon need and program growth, continue implementation and replenishment of curriculum materials for ELA for usage across CCPA. c) Implement and train staff on the adopted Science curriculum materials. d) Implement and train staff on the adopted Math curriculum materials. e) Implement health and art curriculum f) Investigate CTE curriculum to support student's IECSP to pilot. 	<ul style="list-style-type: none"> a) Current staff indicated that further training in Social Science Curriculum was not needed. Based on program growth, one new teacher was trained in Pearson Realize Social Science Curriculum by Teacher on Special Assignment for ACCESS. b) Current staff indicated that further training in ELA curriculum materials was not needed. Teacher on special Assignment for ACCESS was available as needed for ELA. Current ELA inventory was sufficient to support all students. c) With the release of the Next Generation Science Framework, CCPA is waiting for publishers to release textbooks that correspond with the new framework. In the meantime CCPA purchased Earth Science, Physical Science and Biology textbooks. d) CCPA staff has continued to utilize the Pearson Realize Algebra 1 textbook and are continuing to implement the Agile Minds math curriculum. e) At this time, CCPA is investigating health and art curriculum to pilot. f) CTE curriculum continues to be researched that supports IECSP. No 	<p>\$128,000</p>	<p>\$35,529</p> <p>College and Career \$9,926</p> <p>Total: \$45,455</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

curriculum was identified this year.

Action 14

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- a) Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.
- b) Administrators continue to assess teachers implementing California State Standards strategies that utilize technology, and share best practices based on an examination of data from the observation tool.

- a) Human Resources have monitored teacher assignments to ensure all teachers are appropriately placed.
- b) Administrators continued to assess teachers implementing California State Standards strategies that utilize technology, and share best practices based on an examination of data from the observation tool.

- a) No cost
- b) No cost

- a) No cost
- b) No cost

Action 15

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit.

Revised course agreements have been developed for ELA, Social Science and Math. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit

No cost

No cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Curriculum and resources were provided to all students to support the student's IECSP. Opportunities were provided to students to participate in CTE courses as well as dual enrollment opportunities at local community colleges. Training was provided to teaching staff in the areas of lesson design, classroom management skills, and online based curriculums that promote 21st Century Skills. CCPA has implemented standards based curriculum in English/Language Arts (Collections Series), Social Science curriculum (Pearson Realize) and Common Core Algebra (Pearson Realize), staff have been trained in the components of these programs. In the area of science, we are waiting for state frameworks to be released before adopting a science curriculum. Currently, we are utilizing Glencoe's Physical Science, Earth Science, and Biology books. The program conducted an initial self-study to obtain WASC accreditation in the fall of 2016. Results of the self-study were received in January 2017 and CCPA received a three year WASC accreditation through the spring of 2020.

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

The use of standards based curriculums has provided students with the opportunity to develop 21st Century Skills that will lead them on a pathway to success. The ability to provide students with loaner laptops and connectivity devices allows our students to participate in a blended learning model as well as our online GradPoint curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

None

Goal C

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

C.2: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

Number of PBL trainings attended by CCPA staff

CCPA teachers attended PBL training.

Number of students completing Project Based Learning assignments

Students were offered the opportunity for Project Based Learning assignments.

Actions / Services

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

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> a) Develop, communicate, and schedule staff workshops, meetings, and events that focus on 21st century skills through Project-Based Learning (PBL). b) Provide access to examples on websites of PBL assignments that teachers can incorporate in the core content. c) Investigate and explore the opportunities with our community partners to develop PBL experiences that align with chosen career pathways. d) Teachers will incorporate PBL assignments into the curriculum. 	<ul style="list-style-type: none"> a) Staff developed, communicated and attended workshops, meeting and events that focus on 21st century skills. b) Staff was provided access to examples on websites of PBL assignments that teachers can incorporate in the core content. c) CCPA investigated, explored and implemented opportunities with our community partners to develop PBL experiences that align with chosen career pathways. d) Teachers incorporated PBL assignments in their curriculum. 	<p>\$6,500</p>	<p>\$6,500</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers continue to use Lego Robotics to incorporate PBL lessons into their science curriculum. The Pearson Realized Social Science curriculum provides PBL activities for students and is a requirement on the new course contracts. The ACCESS Social Science TOSA has developed PBL activities for all social science courses. In working with our community partners and WIOA providers CCPA students have real life experience that aligns with chosen career pathways.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual.

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

The goal has been clarified to focus on the target of the actions and services, specifically PBL.

Goal C

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

C.3: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

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

i-Ready was implemented during 2018-2019. This assessment tool replaced SCANTRON.

Actions / Services

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

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.</p> <p>b) Pilot Reading program to increase reading levels of students (Max Scholar, iLIT)</p> <p>c) Assess students three times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math.</p>	<p>a) Staff has been trained in Constructing Meaning pedagogy which supports writing strategies. The adopted ELA curriculum supports students in developing writing strategies and teachers were trained in the use of the curriculum.</p> <p>b) CCPA staff used both Max Scholar and iLIT reading intervention and remediation programs. Max Scholar program was adopted by CCPA.</p> <p>c) Students have been tested by i-Ready twice this academic year; the third window of testing has just opened and will close June 30, 2019</p>	<p>\$10,000</p>	<p>\$2,583 College and Career Block Grant (cost included in Action 3)</p>

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, strategies, and use of data to better support ELs.	All staff has been trained on the use of Constructing Meaning and monthly MELD curriculum is distributed to teachers.	No Cost	No Cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teaching staff have been trained in the adopted Holt ELA curriculum and Constructing Meaning pedagogy which supports writing strategies. CCPA staff used Max Scholar and iLIT reading intervention and remediation programs to address the needs of students. Max Scholar was adopted and staff received two-hour training on this curriculum.

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

CCPA has implemented the Holt curriculum, staff has been trained and resources distributed to teachers. The Max Scholar reading program has been purchased and teachers have been trained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted amount for Action 17 was \$10,000 but the actual cost of i-Ready is \$2,583.

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

The goal has been clarified to focus on the target of the actions and services, specifically writing strategies and the use of i-Ready and MAXSCHOLAR.

Goal C

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

C.4: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development while maintaining appropriately assigned teachers.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

Number of EL students improving one level in ELPAC scores

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

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

No students met this criteria

Actions / Services

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

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) Revise ELD materials every two months based on staff input. b) Provide bi-monthly staff development and collaborative dialogue with staff on the implementation of designated and integrated ELD.	a) CCPA's Regional English Language Liaison attends bi-monthly RELL meetings with colleagues from other regions and develops MELD curriculum based on staff input. b) CCPA conducts monthly staff meetings where the RELL has time to distribute materials and train staff on newly developed MELD curriculum.	\$900	\$1,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

EL students are serviced in both integrated and designated EL strategies and curriculum. These strategies and curriculum provide students the opportunity to develop 21st century skills that will lead them on a pathway to success. CCPA offered teacher support in ways of getting more students to test on the ELPAC by offering a sub teacher to administer the test to students on site.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

The goal has been clarified to focus on the target of the actions and services, specifically ELD standards and ELD implementation of curriculum.

Goal C

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

C.5: Expand instructional and behavioral interventions and support services to address the critical needs of students.

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

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

Forty percent of students tested in the math portion on the i-Ready assessment tool, and since this is the first year using i-Ready, we will establish a baseline for improvements in scores of students within the 2019-2020 school year.

Decrease student drop-out rate

CCPA decreased the drop-out rate of students by 50%. In the academic year of 2018-2019, 20% of CCPA students were dropped due to non-attendance and lack of work completed. In the academic year of 2017-2018, the drop-out rate was 40%; therefore CCPA has met the goal of decreasing the student drop-out rate.

Actions / Services

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

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase in expenditures due to program growth and the need to hire additional academic support assistants.	Was submitted to Human Resources and not approved due to budget ePan Number: 5154	\$31,000	\$0

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) Gather data to determine causes of student dropout and attendance issues. b) Provide bus passes for qualifying students to increase and support school attendance.	a) CCPA school counselor reaches out to students who dropout or have attendance issues and maintains records of reasons for dropping out of the program. b) Daily bus passes were purchased to support students in improving school attendance.	\$4,950	\$5,000

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> a) Maintain ongoing case management of homeless students and families. b) Provide bus passes for qualifying students to increase and support school attendance. c) Provide qualifying pupils' basic school supplies as needed to complete assignments at home. 	<ul style="list-style-type: none"> a) An ACCESS Program Specialist is the case manager of homeless students and investigates the qualification for AB1806. b) Bus passes are provided to students to support school attendance. c) School supplies were purchased and distributed to students. 	\$4,900	\$4,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The position of the Academic Support Assistant was not filled due to program growth. CCPA provided students with academic planners to assist with time management for assignment completion and better attendance. As adult learners, the majority of CCPA students have many responsibilities that must be balanced while working to obtain their high school diploma. The two situational barriers most frequently reported by students as reasons for withdrawing from our program are lack of time due to employment and/or family obligations and transportation. In efforts to increase attendance and academic progress, CCPA provided over 700 bus passes to help with transportation needs and basic school supplies to students.

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

CCPA decreased the drop-out rate of students by 50%. In the academic year of 2018-2019, 20% of CCPA students were dropped due to non-attendance and lack of work completed. In the academic year of 2017-2018, the drop-out rate was 40%; therefore CCPA has met the goal of decreasing the student drop-out rate. Forty percent of students tested in the math portion on the i-Ready assessment tool, and since this is the first year using i-Ready, we will establish a baseline for improvements in scores of students within the 2019-2020 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the lack of projected program growth, the position of the Academic Support Assistant was not filled as found in Action 20.

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

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

Stakeholder Engagement

LCAP Year: 2019-2020

Involvement Process for LCAP and Annual Update

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

CCPA conducts monthly staff meetings where teachers and school staff examined the effectiveness of the actions and goals of the 2018-2019 LCAP. In these staff meetings, teachers and school staff also gave recommendations on the actions and goals of 2017-2020 LCAP. Surveys were conducted of CCPA students, teachers, staff, parents and community partners for input on actions and goals of the 2018-2019 LCAP and surveys were also conducted for the 2017-2020 LCAP.

CCPA Staff:

- The input from the monthly CCPA staff meetings informed the future of the 2018-2019, and 2019-2020 Actions and Services portion of this year's LCAP.
- The results of the electronic surveys from students, parents and community partners were utilized in developing the LCAP goals.
- The CCPA LCAP Writing Committee ensured the input and contributions of all stakeholders was represented in the document.
- Staff surveys confirm the positive impact our LCAP goals have had on student achievement.
- The identified areas of improvement from the 2018-2019 LCAP surveys were the following:
 - o The need for more hotspots (Kajeet) to provide connectivity to students.

- o To provide academic support assistant.
- o The need for transportation for students.

- o Improved implementation of state standards.

- These were the actions taken in the identified areas of improvement:

- o The need for more hotspots (Kajeet) to provide connectivity to students.

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

- o To provide academic support assistant.

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

- o The need for transportation for students.

In efforts to increase attendance and academic progress, CCPA provided over 700 bus passes to help with transportation needs.

- o Improved implementation of state standards.

Training was provided to teaching staff in the areas of lesson design, classroom management skills, and online based curriculums that promote 21st Century Skills. CCPA has adopted standards based curriculum in English/Language Arts (Collections Series), Social Science curriculum (Pearson Realize) and Common Core Algebra (Pearson Realize), staff have been trained in the components of these programs. In the area of science, we are waiting for state frameworks to be released before adopting a science curriculum.

CCPA Students:

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

- Love that the programs helps young adults with busy life and makes a time for every student love their staff and teachers
- I like how my teacher cares for my work helps me [want to] come in and get my homework done thank you
- Thank you guys for giving me this opportunity for a better future
- I believe all around College and Career Preparatory Academy is a really helpful program. My teacher Mrs. Sauvey is great and always reassures me she is here to help. The program is also flexible when it comes down to choosing a schedule that works for you.
- I am super thankful for my teacher and this program.

As a result of student input, the focus on technology and post-graduation/career advise will continue to be a priority. Every effort will be made to incorporate increased technology usage during the school day and encouraged at home. Teachers and staff will continue to focus on enrolling students in CTE programs and/or concurrent enrollment in colleges to prepare students for next steps after they graduate. One identified area of improvement is the increased sustained participation with their WIOA providers. CCPA will investigate opportunities to increase participation with WIOA providers.

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

Stakeholders:

Survey results were collected from ten stakeholders with responses to the LCAP survey. Stakeholders reported the following:

- All stakeholders acknowledge the need for educational service (high school diploma program) offerings to the identified age group of 18+.
- The WIOA partners affirmed that CCPA's goals are meeting the needs of students.
- Partnerships developed are exposing students to college and career pathways and are assisting them in job readiness skills.
- 100% of those surveyed, feel the school meets the educational needs of students and are preparing them for college, career, and life.
- The entire staff is wonderful and they are really dedicated to the students.
- Students are not responsive sometimes; perhaps we can discuss ways to collaboratively get creative with clientele retention.

Bargaining Units:

- Regularly scheduled meetings were held throughout 2018-19.
- In December 2018, the Orange County Department of Education embarked on an in-depth strategic planning process for the ACCESS Program that included bargaining unit members and officers. The 2018-2019 bargaining unit president was provided an overview of the LCAP with an opportunity to interface with the Assistant Superintendent of Alternative Education and provide input and feedback to the plan.
- OCDE management and representatives of Chapter 468 of the California School Employees Association (CSEA) met regularly during the course of the 2018-2019 school year. During these monthly meetings employee concerns, suggestions, and possible solutions related to LCAP implementation were shared and discussed. These monthly meetings also provided the opportunity for ACCESS and Special Schools to provide program updates and information on a variety of topics in order to better support program staff as they work to implement LCAP goals and object activities

- Management and CSEA representatives have maintained their collaborative approach to encouraging employee support and understanding of the LCAP.

Governance Council:

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

- Thursday September 27, 2018
- Tuesday January 28, 2019
- Thursday April 25, 2019
- Thursday May 24, 2018

Agenda items for these meetings include:

- Role of the Governance Council
- Review of LCAP and Governance Council input / vote on LCAP
- Discussion and Feedback from survey results
- CCPA Updates
- LCAP Update
- New members
- Networking with community partners, businesses and CCPA staff

Impact on LCAP and Annual Update

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

The major concern for the teaching staff was the ability to support student learning in the area of mathematics. Teachers have requested to bring on more support staff to address this need and additional devices and connectivity will be purchased to allow

students to participate in a blended learning model which provides scaffold support to the student. CCPA teaching staffs are involved in curriculum committees which are given the task to select division wide adoptions.

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

The positive feedback from the OCSEA and CSEA Bargaining Unit Members confirmed that the actions and services provided for students within the LCAP are in alignment with the goals of the OCDE Strategic Plan. CSEA Chapter 468 encourages employees to participate in site planning discussions, family nights, and similar events to facilitate an increased awareness and understanding of their contribution to the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal A

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Devices for in classroom use	Three devices per teacher caseload (2016-	Maintain baseline	Maintain baseline	Maintain baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2017)			
Device for student use at home	Seventeen devices per teacher caseload (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline
Hotspots for student use at home	Maintain hotspots per teacher caseload (2016-2017)	Maintain baseline	Number of hotspots based on 20% of our student population	Maintain number of hotspots based on 20% of our student population
Number of storage carts per site	One storage cart per site (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

2017-18 Actions/Services

Based upon the growth of the student population we will evaluate the need to increase:

- a) the number of devices for student use in the classroom
- b) Maintain the ongoing cost for site connectivity.
- c) the number of devices for student use at home
- d) the number storage carts per site
- e) the number of educational broadband hotspots

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

Modified

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

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

With the opening of each new site, it is now been determined that equipment and internet connectivity might need to be set up incurring additional costs for the establishment of wireless internet services.

Budgeted Expenditures

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

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

Unchanged

Goal A

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

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

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

Planned Actions / Services

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

Action 2

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Provide Professional development that promotes 21st Century skills through:

- a) Training for staff on adopted curriculum that have an online component.
- b) Utilizing Educational Tech User support from Curriculum and Learning to provide training for staff on pedagogy of the use of technology in the classroom.
- c) A CCPA model classroom that effectively utilizes technology in student learning and provide release time for colleagues to observe and integrate these practices and resources into their instruction.
- d) Opportunities for staff to attend conferences that focus on innovative technology usage in the classroom.

2018-19 Actions/Services

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

2019-20 Actions/Services

Due to the expected student enrollment increase, new teachers will be hired which will result in an increase in professional development costs from the prior year of approximately \$5,000.

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference	a) \$1870 (1000-1999 series) \$330 (3000-3999 series) b) No costs c) \$1870 (1000-1999 series) \$330 (3000-3999 series) d) \$3000 – (5230 Registrations) e) \$1870 (1000-1999 series) \$330 (3000-3999 series)	a) \$2370 (1000-1999 series) \$480 (3000-3999 series) b) No costs c) \$2370 (1000-1999 series) \$480 (3000-3999 series) d) \$3000 – (5230 Registrations) e) \$2370 (1000-1999 series) \$480 (3000-3999 series)	a) \$2370 (1000-1999 series) \$480 (3000-3999 series) b) No costs c) \$2370 (1000-1999 series) \$480 (3000-3999 series) d) \$3000 – (5230 Registrations) e) \$2370 (1000-1999 series) \$480 (3000-3999 series)

Action 3

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Unchanged

Goal B

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

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Kuder licenses	200 licenses (2016-2017)	Maintain baseline	Maintain baseline	New Baseline of 400 licenses has been established.
Number of WIOA	Six WIOA Partners	Increase by two	Increase by two	Increase by two

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
partners	(2016-2017)			
Number of students enrolled in community/partner programs	145 students enrolled in community/partner programs (2016-2017)	Increase by 5%	Increase by 10%	Increase by 15%
Number of students enrolled in GradPoint CTE courses	Two students enrolled (2016-2017)	Increase by 5%	Increase by 10%	New baseline has been established of 150 students enrolled

Planned Actions / Services

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

Action 4

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

2017-18 Actions/Services

- a) Evaluate the need to increase the number of Kuder Licenses to support the development of the Individualized Education Career Service Plan (IECSP).
- b) Maintain existing community partners that will support students in developing skills to enter the workforce or vocational training pathway.
- c) Increase community partners that will support students in developing skills to enter the workforce or vocational training pathways by two in 2017-2018 and to increase student community/partner program enrollment by 5%

2018-19 Actions/Services



2019-20 Actions/Services

- a) Maintain 400 Kuder Licenses to support the development of the Individualized Education Career Service Plan (IECSP).
- b) Maintain 40 community partners that will support students in developing skills to enter the workforce or vocational training pathway.
- c) Maintain eight community partners that will support students in developing skills to enter the workforce or vocational training pathways in 2019-2020 and to increase student community/partner program enrollment by 5%.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$3,500	\$4,500
Source	LCFF	LCFF	LCFF

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

Action 5

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 6

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

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

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500		
Source	LCFF		
Budget Reference	<ul style="list-style-type: none"> a) \$3,000 (5881 – Meeting Refreshments) b) \$1,000 (5210 – Mileage) \$500 (5820 – Field Trips) c) No Cost 		

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

Unchanged

Goal B.2

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

Goal B.2: Increase parent/family participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Recognizing that parent/family engagement and improved communication results in greater student achievement, enhanced collaboration and partnerships among stakeholders is needed.

Expected Annual Measureable Outcomes

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

Planned Actions / Services

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

Action 7

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

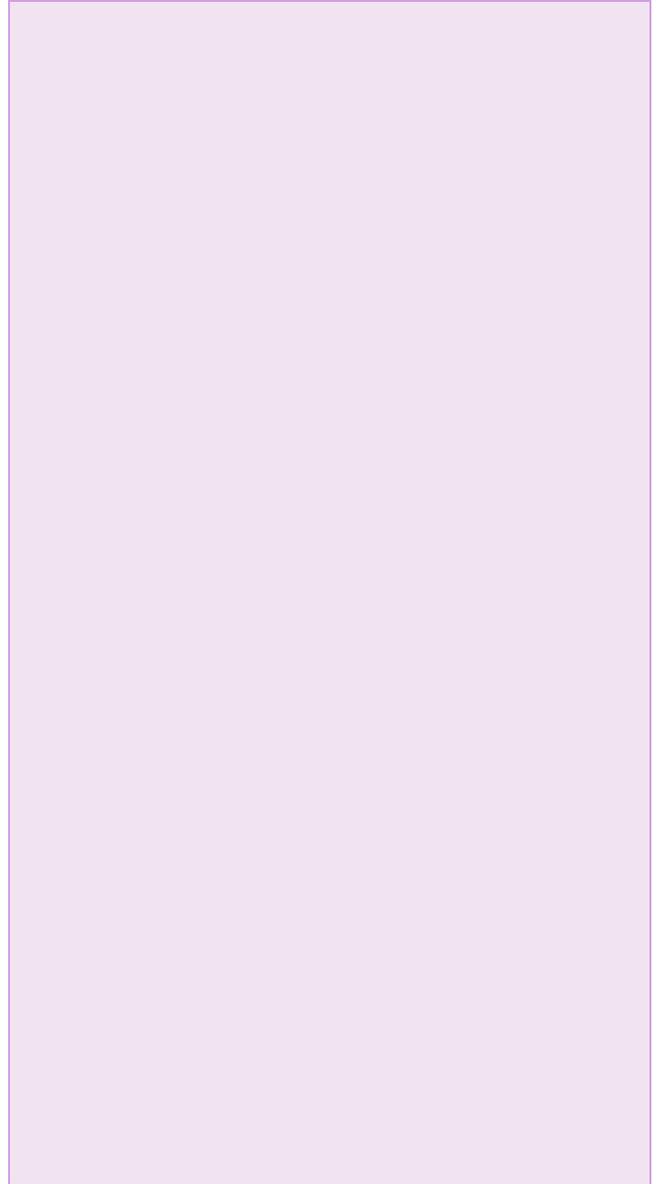
Increase parent/family participation by:

- a) Offering parenting classes, workshops, and trainings to encourage parent/family participation in the educational process.
- b) Designating funding for refreshments and interpretation/translation services to encourage parent/family participation.
- c) Utilizing the School Messenger System for communicating essential information to students and parents/family, and provide additional training for staff members to improve the utilization of School Messenger.
- d) Developing a resource web page, to include opportunities for community-based education, such as English as a Second Language classes, vocational training, and computer workshops, as well as opportunities for parents/family to have a greater role in the school community.
- e) With student's permission, notifying parents of services provided via Parent Letter
- f) Requesting survey feedback from parent/family regarding the effectiveness of the support services provided to students to determine areas in need of additional services.

2018-19 Actions/Services



2019-20 Actions/Services



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$850		\$1150
Source	LCFF		
Budget Reference	<ul style="list-style-type: none"> a) No cost b) \$300 (5881 – meeting refreshments) \$187 (2139 – Interpreter) \$13 (3000-3999 series) c) \$350 (5851 - consultants) d) No Cost e) \$300 (5910 – Postage) f) No cost 		<ul style="list-style-type: none"> a) No cost b) \$300 (5881 – meeting refreshments) \$187 (2139 – Interpreter) \$13 (3000-3999 series) c) \$350 (5851 - consultants) d) No Cost e) \$300 (5910 – Postage) f) No cost

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

Unchanged

Goal B

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

Goal B.3: Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Students need post-secondary education to enter the workforce.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of students dual enrolled	23 students (2016-2017)	Increase from baseline by 5%	Increase from baseline by 10%	A new baseline of two students per year to be dual enrolled, and will be maintained yearly.
Number of graduates enrolled in community	27 students (2016-2017)	Increase from baseline by 5%	Increase from baseline by 10%	A new baseline of 11 students has been established and will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
college				increase from baseline by 10%.
College and Career Resource Centers	One per site (2016-2017)	Maintain baseline	Maintain baseline	Maintain baseline

Planned Actions / Services

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

Action 8

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

- Prepare students for post-graduation by:
- a) Creating and maintaining college and career resource centers at each individual school site.
 - b) Conducting college tours and FAFSA workshops.
 - c) Continuing to administer exit interview and post-graduation plan for students who have completed the CCPA program.
 - d) Hiring transition support staff to help students fulfill their IECSP by collaborating with community partners.

2018-19 Actions/Services

- Prepare students for post-graduation by:
- a) Creating and maintaining college and career resource centers at each individual school site.
 - b) Conducting college tours and FAFSA workshops.
 - c) Continuing to administer exit interview and post-graduation plan for students who have completed the CCPA program.
 - d) Hiring transition support staff to help students fulfill their IECSP by collaborating with community partners.
 - e) Provide the opportunity for students to take the College Level Examination Program (CLEP)

2019-20 Actions/Services

- Increase in expenditures due to program growth.
- Added to d) Hire two Academic Support Assistants.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$87,000	\$87,000	\$169,500
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> a) \$5,000 (4301 – General Supplies) \$2,000 (4310 – Instructional supplies) b) No cost c) No cost d) \$80,000 (2910 – Classified Salaries, 3313 (1.45% for Medicare), 3501 (.05% for SUI), 3601 (1.7% worker comp) 3101 (Retirement 15.8%) 	<ul style="list-style-type: none"> a) \$5,000 (4301 – General Supplies) \$2,000 (4310 – Instructional supplies) b) No cost c) No cost d) \$80,000 (2910 – Classified Salaries, 3313 (1.45% for Medicare), 3501 (.05% for SUI), 3601 (1.7% worker comp) 3101 (Retirement 15.8%) e) \$2, 500 	<ul style="list-style-type: none"> a) \$5,000 (4301 – General Supplies) \$2,000 (4310 – Instructional supplies) b) No cost c) No cost d) \$160,000 (2000-3999 Series) e) \$2,500 (4301 – General Supplies)

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

Unchanged

Goal B.4

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

Goal B.4: Develop a marketing plan to inform the community, including local school districts, about CCPA options and opportunities it presents.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

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

Planned Actions / Services

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

Action 9

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue marketing agreement with firm to:

- a) Maintain advertising budget to reach the targeted population through various media outlets as defined in the approved marketing plan.
- b) Administer enrollment survey based upon the approved marketing plan to compile data to identify successful marketing strategies.
- c) Provide marketing materials to the community, and community partners, including local school districts.

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference	a) \$100,000 (OCDE supplemental budget) b) No cost c) \$2,000 (5711 – Printing Transfers)		

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

Unchanged

Goal B.5

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

Goal B.5: Governance Council is needed to review and advise on career preparation and workforce training.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Identify strategies on how education and industry work together to create high-quality career pathway programs which are aligned with local and regional needs of business and industry

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of community partners who are supporting CCPA students	Currently have 40 community partners (2016-2017)	Increase baseline by 10%	Increase baseline by 20%	A new baseline of 48 community partners has been established and will be maintained.

Planned Actions / Services

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

Action 10

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- a) Continue to outreach to the business community to increase partners to collaborate with established WIOA and other community partners to support our student population.
- b) Set calendar of quarterly meetings to review strategies on how education and industry work together to create high quality career pathway programs.
- c) Continue to provide funds for refreshments

- a) Continue to outreach to the business community to increase partners to collaborate with established WIOA and other community partners to support our student population.
- b) Set calendar of quarterly meetings to review strategies on how education and industry work together to create high quality career pathway programs.
- c) Continue to provide funds for refreshments
- d) Obtain a venue that will meet the need for the annual Governance Council Networking Meeting.

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> a) No cost b) No cost c) \$600 (5881 – Meeting Refreshments) 	<ul style="list-style-type: none"> a) No cost b) No cost c) \$600 (5881 – Meeting Refreshments) d) \$2,900 (5000 Series) 	

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

Unchanged

Goal C

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

C.1: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards as well as continue outreach to business partners and maintain quarterly meetings to support student learning and career pathways.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
implement California State Standards and civic awareness				

Planned Actions / Services

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

Action 11

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 13

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

- a) Based upon need and program growth, continue training and implementation of curriculum materials for Social Science six-year adoption for usage across CCPA.
- b) Based upon need and program growth, continue implementation and replenishment of curriculum materials for ELA for usage across CCPA.
- c) Implement and train staff on the adopted Science curriculum materials.
- d) Implement and train staff on the adopted Math curriculum materials.
- e) Implement health and art curriculum
- f) Investigate CTE curriculum to support student's IECSP to pilot.

2018-19 Actions/Services

- a) Based upon need and program growth, continue training and implementation of curriculum materials for Social Science six-year adoption for usage across CCPA.
- b) Based upon need and program growth, continue implementation and replenishment of curriculum materials for ELA for usage across CCPA.
- c) Implement and train staff on the adopted Science curriculum materials.
- d) Implement and train staff on the adopted Math curriculum materials.
- e) Implement health and art curriculum
- f) Investigate CTE curriculum to support student's IECSP to pilot.

2019-20 Actions/Services

- a) Based upon need and program growth, continue training and implementation of curriculum materials for Social Science six-year adoption for usage across CCPA.
- b) Based upon need and program growth, continue implementation and replenishment of curriculum materials for ELA for usage across CCPA.
- c) Implement and train staff on the adopted Science curriculum materials.
- d) Implement and train staff on the adopted Math curriculum materials.
- e) Implement health and art curriculum
- f) Investigate CTE curriculum to support student's IECSP to pilot.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$128,000	\$128,000	\$128,000
Source	LCFF	LCFF, Mandated, Lottery	LCFF(\$91,775), Mandated (\$6,237) Lottery (\$29,988)
Budget Reference	a) \$30,000 (4110 – Books) b) \$35,000 (4110 – Books) c) \$22,000 (4110 – Books) d) \$22,000 (4110 – Books) e) \$14,000 (4110 – Books) f) \$5,000 (4110 – Books)	a) \$30,000 (4110 – Books) b) \$35,000 (4110 – Books) c) \$22,000 (4110 – Books) d) \$22,000 (4110 – Books) e) \$14,000 (4110 – Books) f) \$5,000 (4110 – Books)	a) \$30,000 (4110 – Books) b) \$35,000 (4110 – Books) c) \$22,000 (4110 – Books) d) \$22,000 (4110 – Books) e) \$14,000 (4110 – Books) f) \$5,000 (4110 – Books)

Action 14

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- a) Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.
- b) Administrators continue to assess teachers implementing California State Standards strategies that utilize technology, and share best practices based on an examination of data from the observation tool.

Budgeted Expenditures

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

Action 15

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit.

Budgeted Expenditures

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

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

Unchanged

Goal C

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

C.2: Provide professional development for certificated and classified staff that result in implementation of PBL assignments, staff workshops and meetings, and connect with our community partners to develop PBL experiences that align with career pathways.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

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

Planned Actions / Services

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

Action 16

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

- a) Develop, communicate, and schedule staff workshops, meetings, and events that focus on 21st century skills through Project-Based Learning (PBL).
- b) Provide access to examples on websites of PBL assignments that teachers can incorporate in the core content.
- c) Investigate and explore the opportunities with our community partners to develop PBL experiences that align with chosen career pathways.
- d) Teachers will incorporate PBL assignments into the curriculum.

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

Budgeted Expenditures

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

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

Unchanged

Goal C

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

C.3: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that focus on writing strategies, utilization of i-Ready, Maxscholar, iLit, and the implementation of designated ELD curriculum, MELD and integrated curriculum, Constructive Meaning.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students whose ELA scores on the SCANTRON Performance	Students average reading score is 6.8 and average math score is 5.5 (2016-2017)	Increase number of students by 2% whose score increases in ELA portion of the SCANTRON	Increase number of students by 2% whose score increases in ELA portion of the SCANTRON	Established new baseline based upon the scores for reading and math utilizing i-Ready

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

Planned Actions / Services

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

Action 17

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- a) Incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.
- b) Pilot Reading program to increase reading levels of students (Max Scholar, iLIT)
- c) Assess students three times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math.

- a) Incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.
- b) Implement Reading program to increase reading levels of students (Max Scholar, iLIT)
- c) Assess students three times a year using the SCANTRON Performance Series assessment tool to measure gains in the areas of ELA, reading and math.

- a) Incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.
- b) Implement Reading program to increase reading levels of students (Max Scholar, iLIT)
- c) Assess students three times a year using the i-Ready assessment tool to measure gains in the areas of ELA, reading and math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$10,000	\$3,000
Source	LCFF	College and Career Block Grant	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	a) No cost b) \$2,500 (4310 - instructional supplies) c) No cost	a) No cost b) \$10,000 (4310 - instructional supplies) c) No cost	a) No cost b) No cost c) \$3,000 (4310 - instructional supplies)

Action 18

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Unchanged

Goal C

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

C.4: Provide professional development for certificated and classified staff to implement California ELD Standards that results in instruction and assignments that integrate ELD materials and support into student assignments.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of EL students improving one level in ELPAC scores	Baseline, 1 of 3 qualified students from 2015-2016 to 2016-2017	increase by 2% the number of EL students who move up one level	increase by 2% the number of EL students who move up one level on the ELPAC	increase by 2% the number of EL students who move up one level on the ELPAC
Percentage of EL students whose ELA scores on the SCANTRON Performance Series increase	Baseline TBD in 2016-2017 school year	Increase number of EL students by 2% whose score increases in ELA portion of the SCANTRON Performance Series	Increase number of EL students by 2% whose score increases in ELA portion of the SCANTRON Performance Series	Establish a new baseline for students in the ELA portion of the i-Ready assessment tool

Planned Actions / Services

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

Action 19

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

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

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

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

Modified

Goal C

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

C.5: Expand instructional and behavioral interventions and support services to address the critical needs of students.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students whose Math scores on the SCANTRON Performance Series increase	Baseline TBD in 2016-2017 school year	Increase number of students by 2% whose score increases in Math portion of the SCANTRON Performance Series	Increase number of students by 2% whose score increases in Math portion of the SCANTRON Performance Series	Establish a new baseline for students in the Math portion of the i-Ready assessment tool
Decrease student drop-out rate	Drop-out rate (2016-2017)	Drop-out rate (2016-2017)	Decrease by 2%	Decrease by 2%

Planned Actions / Services

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

Action 20

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Action 21

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

- a) Gather data to determine causes of student dropout and attendance issues.
- b) Provide bus passes for qualifying students to increase and support school attendance.

2018-19 Actions/Services

Increase in expenditures due to projected program growth

2019-20 Actions/Services

Increase in expenditures due to projected program growth

Budgeted Expenditures

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

Action 22

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

Unchanged**Modified****Modified**

2017-18 Actions/Services

- a) Maintain ongoing case management of homeless students and families.
- b) Provide bus passes for qualifying students to increase and support school attendance.
- c) Provide qualifying pupil's basic school supplies as needed to complete assignments at home.

2018-19 Actions/Services

Increase in expenditures due to program growth

2019-20 Actions/Services

Increase in expenditures due to program growth

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> a) No cost b) \$2,600 (4301 – General Supplies) c) \$1,300 (4301 – General Supplies) 	<ul style="list-style-type: none"> a) No cost b) \$3,600 (4301 – General Supplies) c) \$1,300 (4301 – General Supplies) 	<ul style="list-style-type: none"> a) No cost b) \$4,600 (4301 – General Supplies) c) \$1,300 (4301 – General Supplies)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 694,950

36.85 %

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

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

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

Due to the extensive needs of our diverse population, we have chosen to use our Supplemental and Concentration Grant funding to strengthen and build our existing programs. The graduation rate for Orange County, at 85.3% is 6.8% higher than the state rate of 78.5%,(Data Quest) for that reporting period. Even with the state’s highest graduation and lowest dropout rates, Orange County is losing approximately 4,000 students annually. In response, OCDE established the College and Career Preparatory Academy (CCPA), a charter school specifically designed to address the academic and college to career workforce development needs of students at risk of

not earning a high school diploma. Given that more than 88% of our students qualify for Free and Reduced Price Lunches, are English Learners, and/or are foster youth, the majority of the actions and services listed above in this document are targeted to serve “All Students” because they address common academic and behavioral issues. Therefore, we plan to utilize additional LCFF funding in the following ways:

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

- A.1 Ensure students have access to technology and connectivity in the classroom and at home to utilize CCPA’s core curriculum and to develop 21st Century skills that will promote college and career readiness.
- A.2 Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments.

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

- B.1 Increase partnerships with community agencies to provide job readiness skills and vocational training.
- B.2 Increase parent/family participation and involvement in the educational process to align with current, proven research that B.3 validates the connection between parent involvement and student achievement.
- B.4 Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.
- B.5 Develop a marketing plan to inform the community, including local school districts, about CCPA options and opportunities it presents.
- B.6 Governance Council is needed to review and advise on career preparation and workforce training.

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

- C.1 Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards as well as continue outreach to business partners and maintain quarterly meetings to support student learning and career pathways.
- C.2 Provide professional development for certificated and classified staff that result in implementation of PBL assignments, staff workshops and meetings, and connect with our community partners to develop PBL experiences that align with career pathways.

- C.3 Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that focus on writing strategies, utilization of i-Ready, Maxscholar, iLit, and the implementation of designated ELD curriculum, MELD and integrated curriculum, Constructive Meaning.
- C.4 Provide professional development for certificated and classified staff to implement California ELD Standards that results in instruction and assignments that integrate ELD materials and support into student assignments.
- C.5 Expand instructional and behavioral interventions and support services to address the critical needs of students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 707,571.00

38.15 %

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

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

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

Due to the extensive needs of our diverse population, we have chosen to use our Supplemental and Concentration Grant funding to strengthen and build our existing programs. The graduation rate for Orange County, at 85.3% is 6.8% higher than the state rate of 78.5%, for that reporting period. Even with the state’s highest graduation and lowest dropout rates, Orange County is losing approximately 4,000 students annually. In response, OCDE established the College and Career Preparatory Academy (CCPA), a charter school specifically designed to address the academic and college to career workforce development needs of students at risk of not earning a high school diploma. Given that more than 88% of our students qualify for Free and Reduced Price Lunches, are English

Learners, and/or are foster youth, the majority of the actions and services listed above in this document are targeted to serve “All Students” because they address common academic and behavioral issues. Therefore, we plan to utilize additional LCFF funding in the following ways:

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

- A.1 Ensure students have access to technology and connectivity in the classroom and at home to utilize CCPA’s core curriculum and to develop 21st Century skills that will promote college and career readiness.
- A.2 Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments.

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

- Increase partnerships with community agencies to provide job readiness skills and vocational training.
- Increase parent/family participation and involvement in the educational process to align with current, proven research that validates the connection between parent involvement and student achievement.
- Increase student enrollment in community colleges with dual enrollment and enrollment upon graduation.
- Develop a marketing plan to inform the community, including local school districts, about CCPA options and opportunities it presents.
- Governance Council is needed to review and advise on career preparation and workforce training.

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

- Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century Skills of critical thinking/problem-solving, creativity, communication, collaboration, character development and career readiness while maintaining appropriately assigned teachers.
- Expand instructional and behavioral interventions and support services to address the critical needs of students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 797,974

7.3%

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

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

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

Due to the extensive needs of our diverse population, we have chosen to use our Supplemental and Concentration Grant funding to strengthen and build our existing programs. The graduation rate for Orange County, at 85.3% is 6.8% higher than the state rate of 78.5%, for that reporting period. Even with the state’s highest graduation and lowest dropout rates, Orange County is losing approximately 4,000 students annually. In response, OCDE established the College and Career Preparatory Academy (CCPA), a charter school specifically designed to address the academic and college to career workforce development needs of students at risk of not earning a high school diploma. Given that more than 88% of our students qualify for Free and Reduced Price Lunches, are English

Learners, and/or are foster youth, the majority of the actions and services listed above in this document are targeted to serve “All Students” because they address common academic and behavioral issues. Therefore, we plan to utilize additional LCFF funding in the following ways:

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

The End

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “High school dropout rate” shall be calculated as follows:

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

(2) The total number of cohort members.

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

APPENDIX C: SURVEY RESULTS

Local Control Accountability Plan Student Survey Results

May 2019

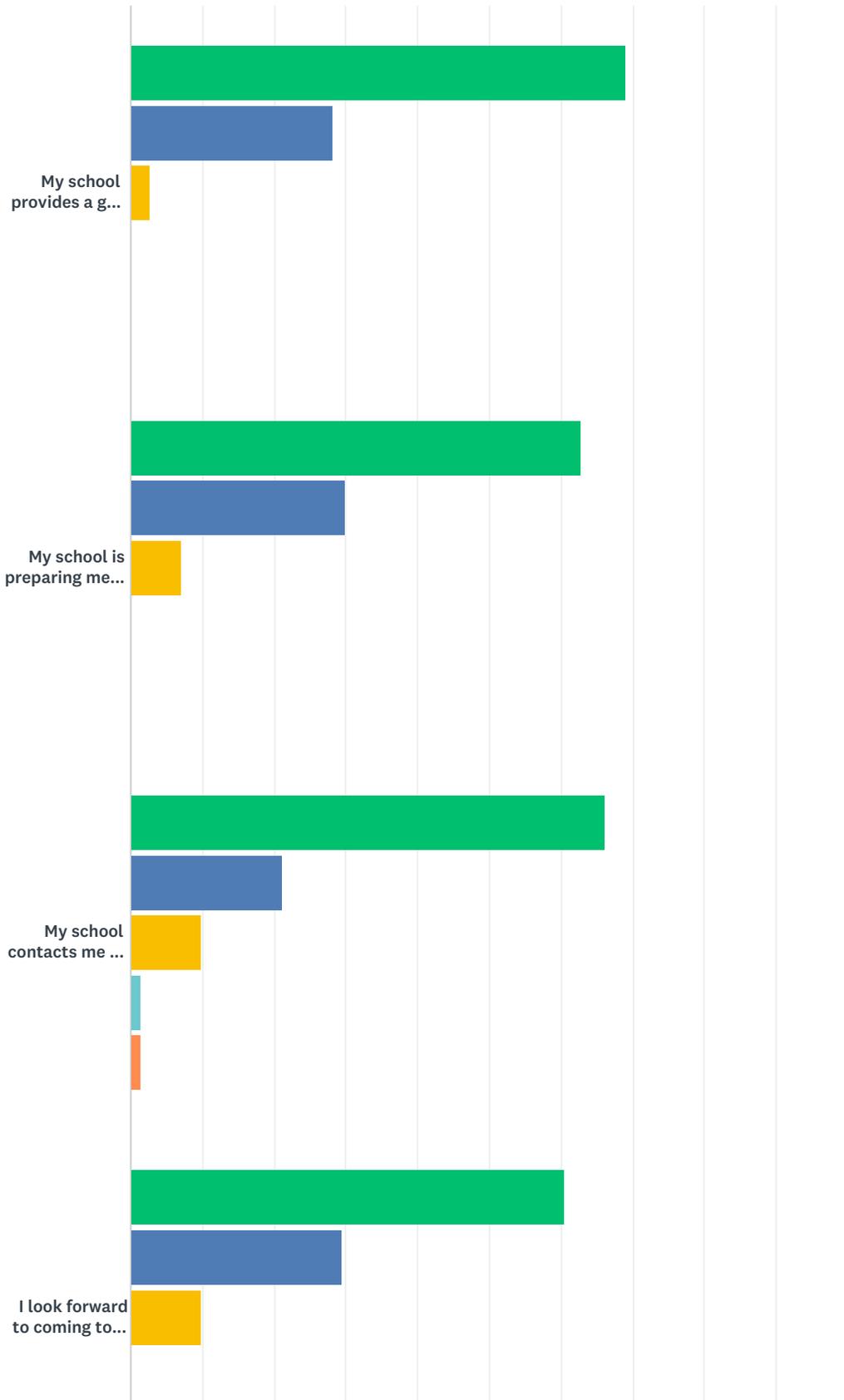
71 Total Surveys Received

CCPA Student Survey Results

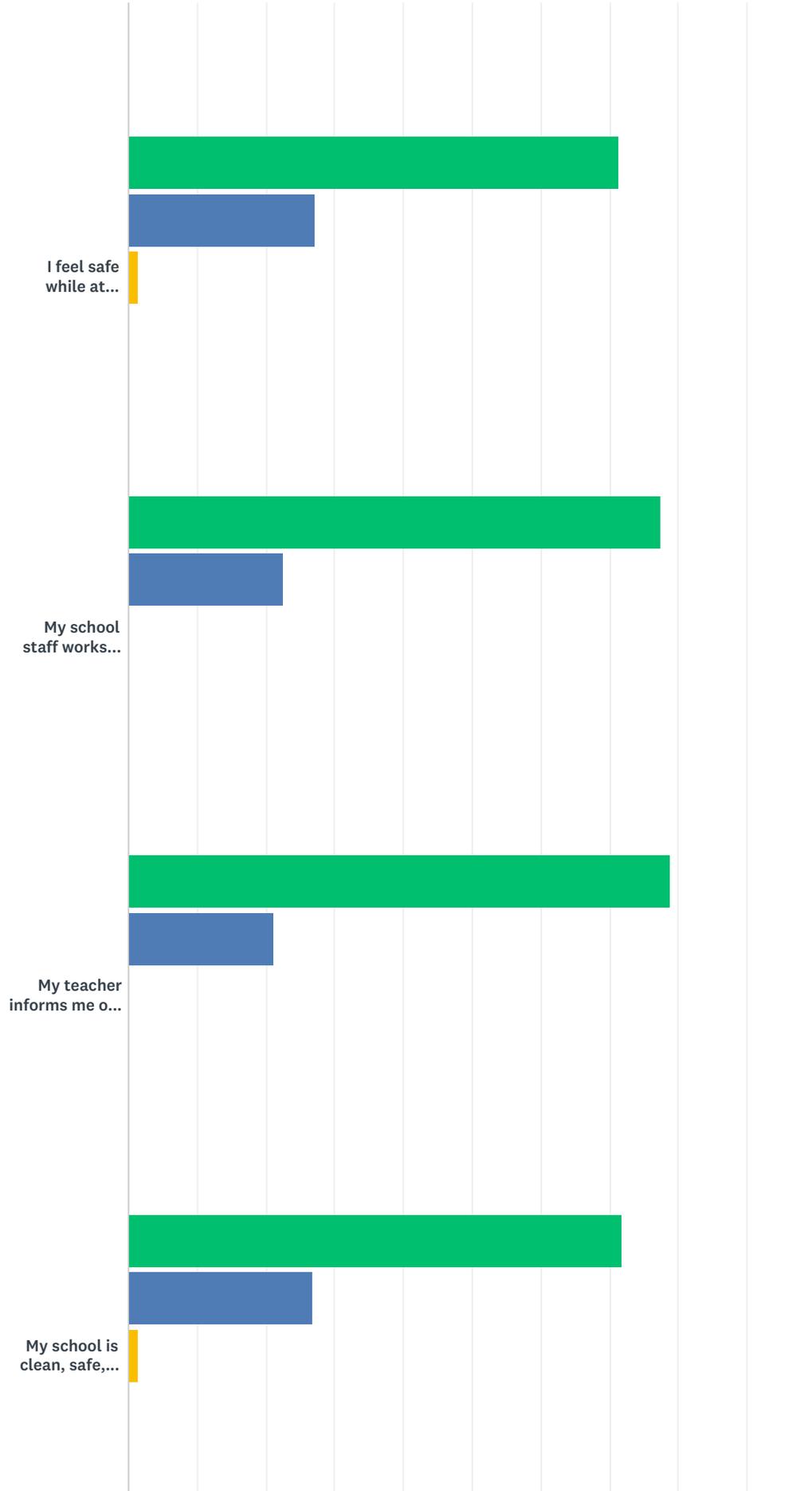
** Participants may choose to skip questions causing responses to total less than 100%. Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.*

Q1 Curriculum and Classes for the term:

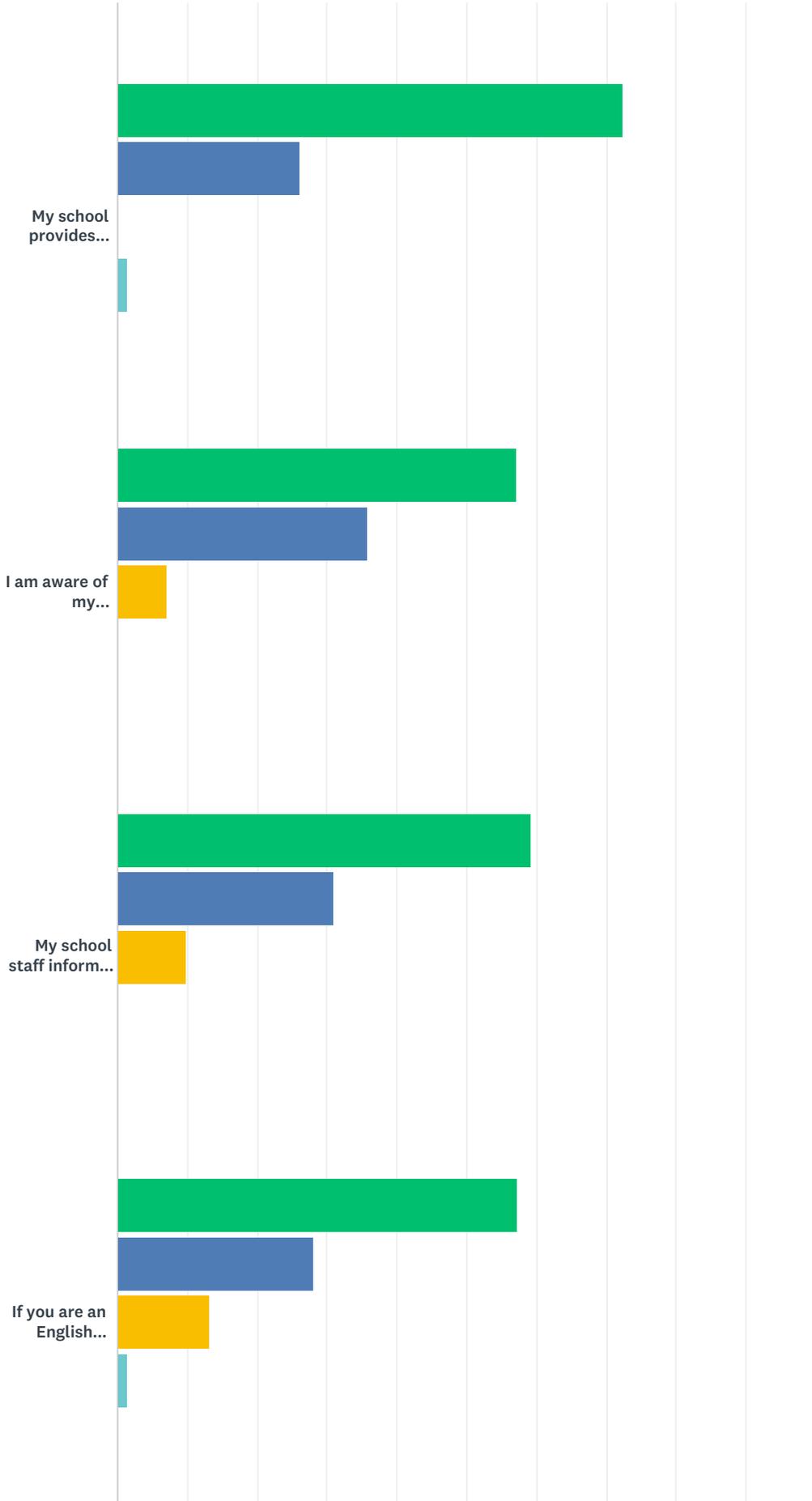
Answered: 71 Skipped: 0



Student Survey - 2018-2019 Local Control Funding Formula



Student Survey - 2018-2019 Local Control Funding Formula



Student Survey - 2018-2019 Local Control Funding Formula

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
My school provides a good education.	69.01% 49	28.17% 20	2.82% 2	0.00% 0	0.00% 0	71	1.34
My school is preparing me for future college and/or career paths.	62.86% 44	30.00% 21	7.14% 5	0.00% 0	0.00% 0	70	1.44
My school contacts me if I am often late to school or absent.	66.20% 47	21.13% 15	9.86% 7	1.41% 1	1.41% 1	71	1.51
I look forward to coming to school.	60.56% 43	29.58% 21	9.86% 7	0.00% 0	0.00% 0	71	1.49
I feel safe while at school.	71.43% 50	27.14% 19	1.43% 1	0.00% 0	0.00% 0	70	1.30
My school staff works with me to help me do my best.	77.46% 55	22.54% 16	0.00% 0	0.00% 0	0.00% 0	71	1.23
My teacher informs me of my progress.	78.87% 56	21.13% 15	0.00% 0	0.00% 0	0.00% 0	71	1.21
My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).	71.83% 51	26.76% 19	1.41% 1	0.00% 0	0.00% 0	71	1.30
My school provides textbooks and learning materials to meet my needs.	72.46% 50	26.09% 18	0.00% 0	1.45% 1	0.00% 0	69	1.30
I am aware of my Individualized Education Career Service Plan (IECSP)	57.14% 40	35.71% 25	7.14% 5	0.00% 0	0.00% 0	70	1.50
My school staff informs me of college, career, job fairs and workshop opportunities.	59.15% 42	30.99% 22	9.86% 7	0.00% 0	0.00% 0	71	1.51
If you are an English Learner, you are being taught to speak, read, and write in English.	57.35% 39	27.94% 19	13.24% 9	1.47% 1	0.00% 0	68	1.59

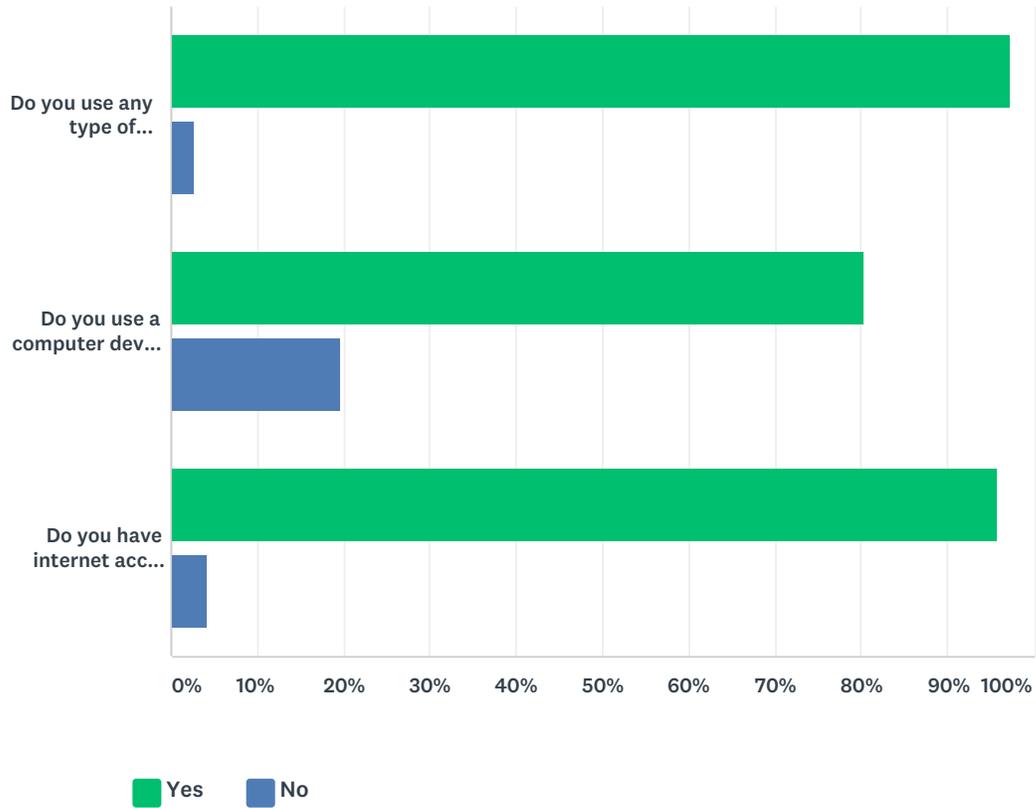
#	PLEASE SHARE YOUR IDEAS ON HOW THE SCHOOL CAN IMPROVE IN THESE AREAS.	DATE
1	i wish we can let more people become students i feel like its never to late to get your education, what im trying to say is that people older then 25 should be able to come in because this school is very helpful i know it can help other people too not only people under 25.	2/28/2019 12:48 PM
2	i have no opinions everything is amazing	2/28/2019 10:48 AM
3	I think the school no improvements on this area at the moment.	2/28/2019 10:11 AM
4	school should take to students individually if they don't understand a topic.	2/27/2019 4:29 PM
5	there isnt much work available offline everything is done through computers i prefer packets textbooks etc.	2/27/2019 12:52 PM
6	there all very good.	2/27/2019 11:54 AM
7	more information on college career workshops and FAFSA information	2/25/2019 9:51 PM
8	Ways to turn in homework online.	2/25/2019 7:11 PM
9	None at all school is awesome	2/25/2019 12:42 PM
10	i think it doesnt need anything to be fixed	2/25/2019 12:07 PM

Student Survey - 2018-2019 Local Control Funding Formula

11	nothing at all	2/20/2019 1:08 PM
12	Nothing, school is great.	2/14/2019 7:21 PM
13	it fine just how it is to me.	2/13/2019 3:46 PM
14	great school	2/12/2019 1:56 PM
15	i think it can't improve more because this school is more than i expected	2/12/2019 1:29 PM
16	school is great the way it is	2/12/2019 12:26 PM
17	N/A	2/12/2019 10:48 AM
18	This is the best program.	2/8/2019 2:04 PM

Q2 Technology:

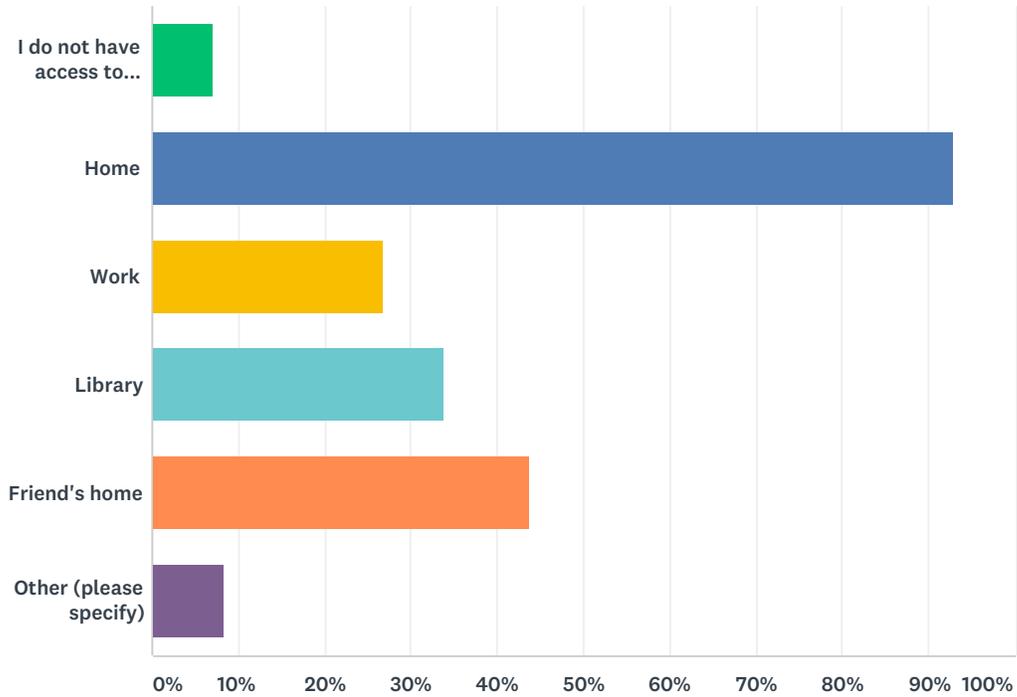
Answered: 71 Skipped: 0



	YES	NO	TOTAL	WEIGHTED AVERAGE
Do you use any type of computer device, like a smart phone, tablet, etc., at home?	97.18% 69	2.82% 2	71	1.03
Do you use a computer device any time during the school day to work on your assignments?	80.28% 57	19.72% 14	71	1.20
Do you have internet access when you are not in school?	95.77% 68	4.23% 3	71	1.04

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

Answered: 71 Skipped: 0

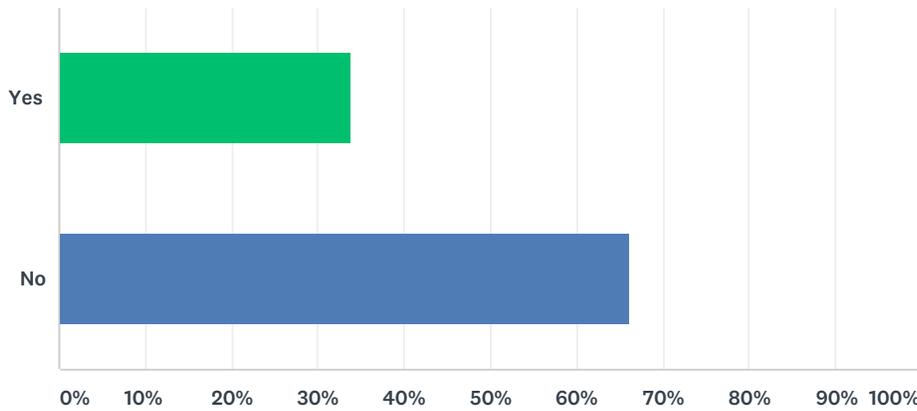


ANSWER CHOICES	RESPONSES	
I do not have access to internet outside of school	7.04%	5
Home	92.96%	66
Work	26.76%	19
Library	33.80%	24
Friend's home	43.66%	31
Other (please specify)	8.45%	6
Total Respondents: 71		

#	OTHER (PLEASE SPECIFY)	DATE
1	local coffee shops	2/25/2019 9:51 PM
2	Smart phone	2/25/2019 3:53 PM
3	phone mobile hotspot	2/12/2019 1:56 PM
4	phone	2/12/2019 1:29 PM
5	N/A	2/12/2019 10:48 AM
6	coffee shop	2/8/2019 1:33 PM

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

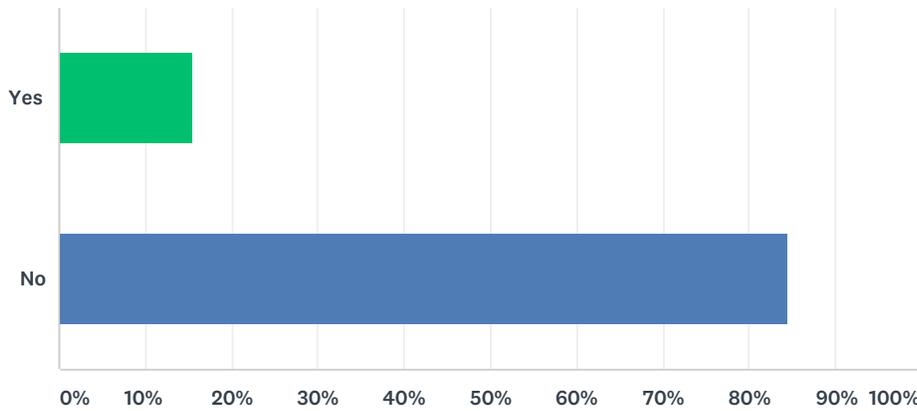
Answered: 71 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	33.80%	24
No	66.20%	47
TOTAL		71

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

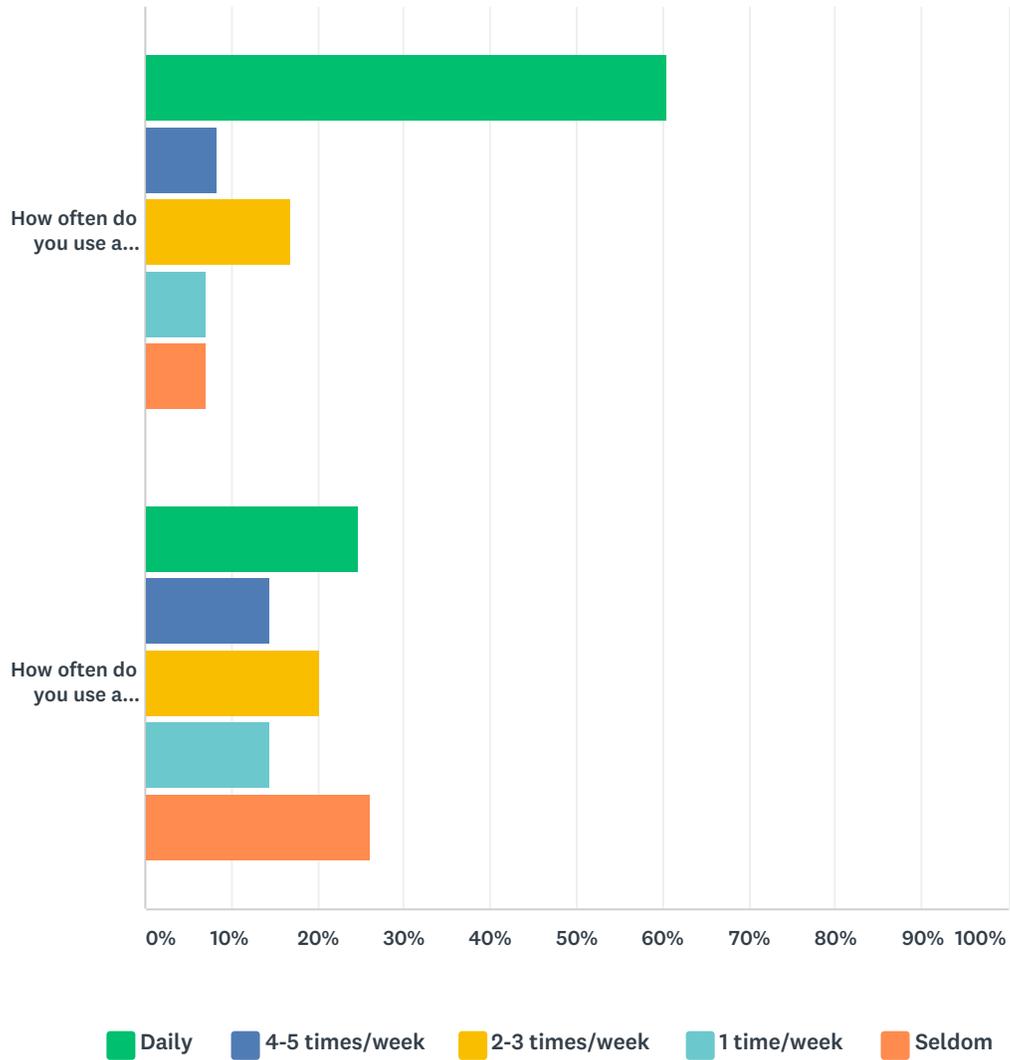
Answered: 71 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	15.49%	11
No	84.51%	60
TOTAL		71

Q6 Technology use:

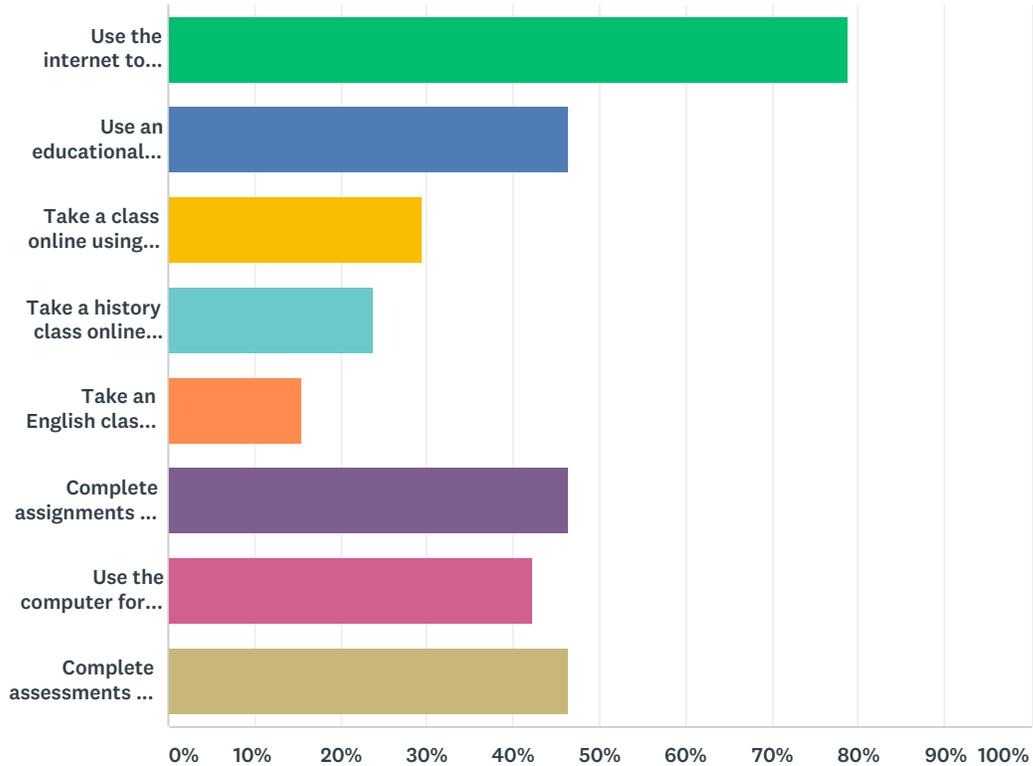
Answered: 71 Skipped: 0



	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?	60.56% 43	8.45% 6	16.90% 12	7.04% 5	7.04% 5	71	1.92
How often do you use a computer or other device to complete your assignments?	24.64% 17	14.49% 10	20.29% 14	14.49% 10	26.09% 18	69	3.03

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

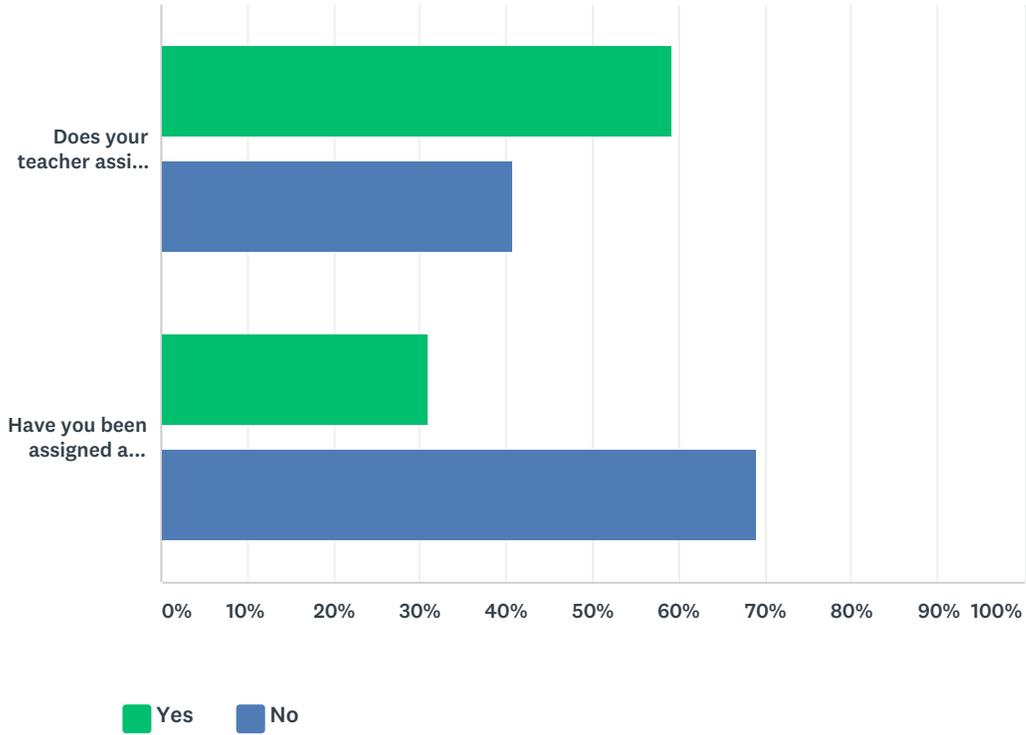
Answered: 71 Skipped: 0



ANSWER CHOICES	RESPONSES	
Use the internet to find information	78.87%	56
Use an educational software	46.48%	33
Take a class online using GradPoint Curriculum	29.58%	21
Take a history class online using Pearson Social Studies Curriculum	23.94%	17
Take an English class online using Collections series	15.49%	11
Complete assignments on the computer	46.48%	33
Use the computer for writing	42.25%	30
Complete assessments on the computer	46.48%	33
Total Respondents: 71		

Q8 Instruction:

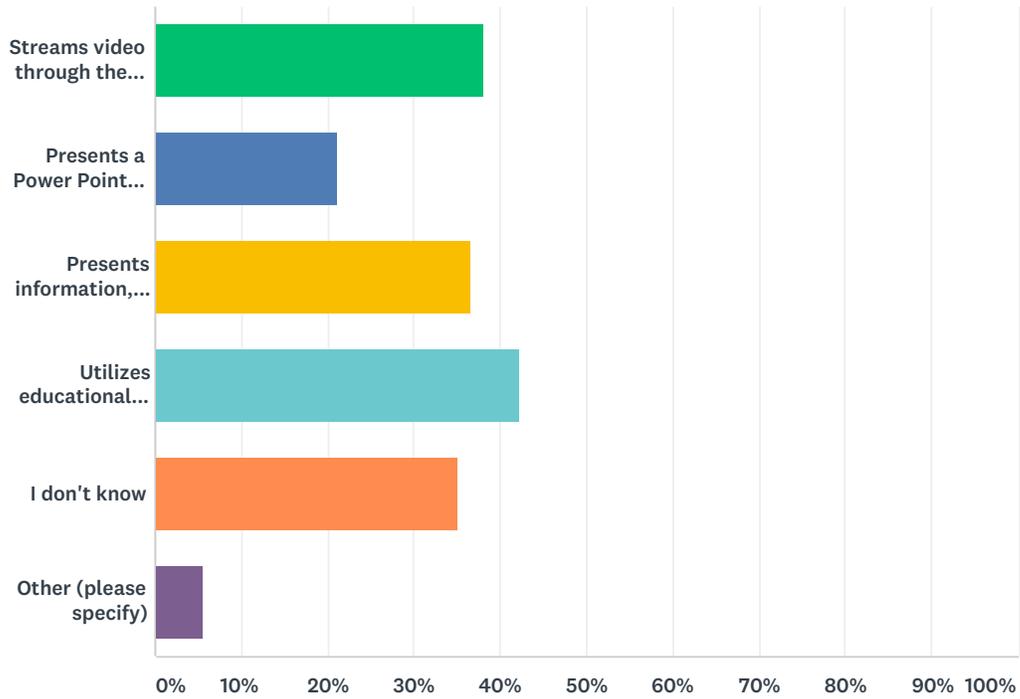
Answered: 71 Skipped: 0



	YES	NO	TOTAL	WEIGHTED AVERAGE
Does your teacher assign you online curriculum?	59.15% 42	40.85% 29	71	1.41
Have you been assigned a Career Technical Education (CTE) course through GradPoint?	30.99% 22	69.01% 49	71	1.69

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

Answered: 71 Skipped: 0

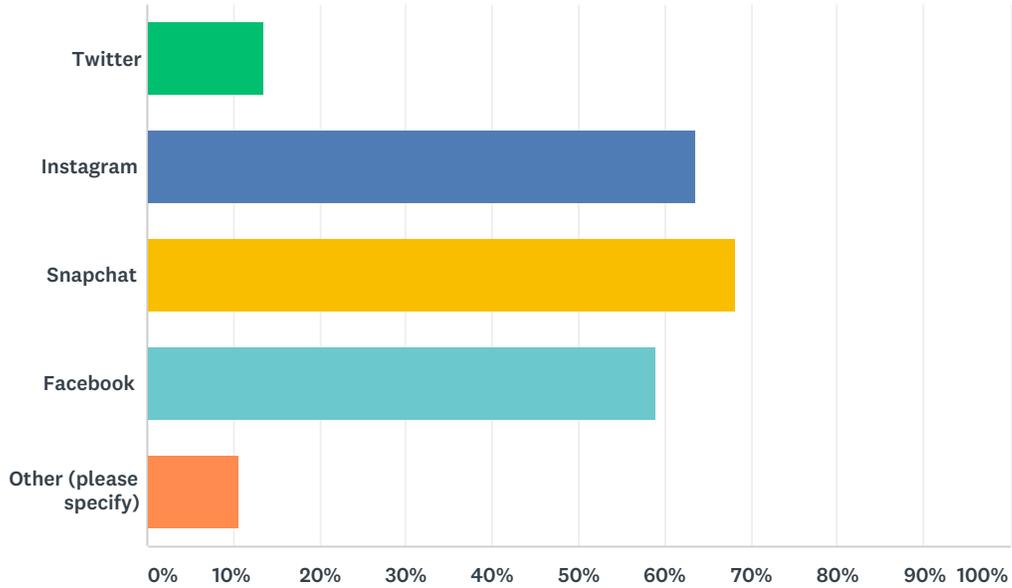


ANSWER CHOICES	RESPONSES
Streams video through the computer	38.03% 27
Presents a Power Point presentation	21.13% 15
Presents information, pictures or primary sources	36.62% 26
Utilizes educational software programs	42.25% 30
I don't know	35.21% 25
Other (please specify)	5.63% 4
Total Respondents: 71	

#	OTHER (PLEASE SPECIFY)	DATE
1	this does not apply to me	2/25/2019 9:51 PM
2	Doesn't	2/25/2019 8:14 PM
3	Don't use a classroom, teaching is one-on-one take home a packet type thing.	2/12/2019 11:40 AM
4	Placement test	2/8/2019 1:36 PM

Q10 I use the following social media sites:

Answered: 66 Skipped: 5

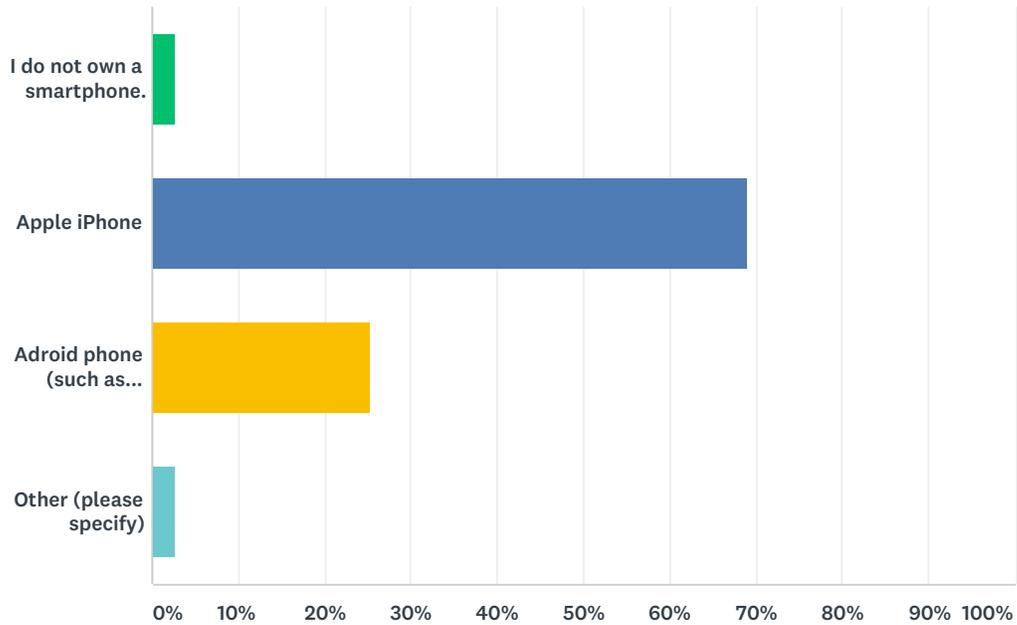


ANSWER CHOICES	RESPONSES	
Twitter	13.64%	9
Instagram	63.64%	42
Snapchat	68.18%	45
Facebook	59.09%	39
Other (please specify)	10.61%	7
Total Respondents: 66		

#	OTHER (PLEASE SPECIFY)	DATE
1	Tumblr	2/25/2019 9:51 PM
2	none	2/25/2019 7:11 PM
3	other type of app	2/25/2019 9:51 AM
4	none	2/21/2019 1:35 PM
5	none	2/15/2019 4:18 PM
6	none	2/15/2019 4:17 PM
7	I only use my computer for my assessments	2/12/2019 11:28 AM

Q11 What type of smartphone do you own?

Answered: 71 Skipped: 0

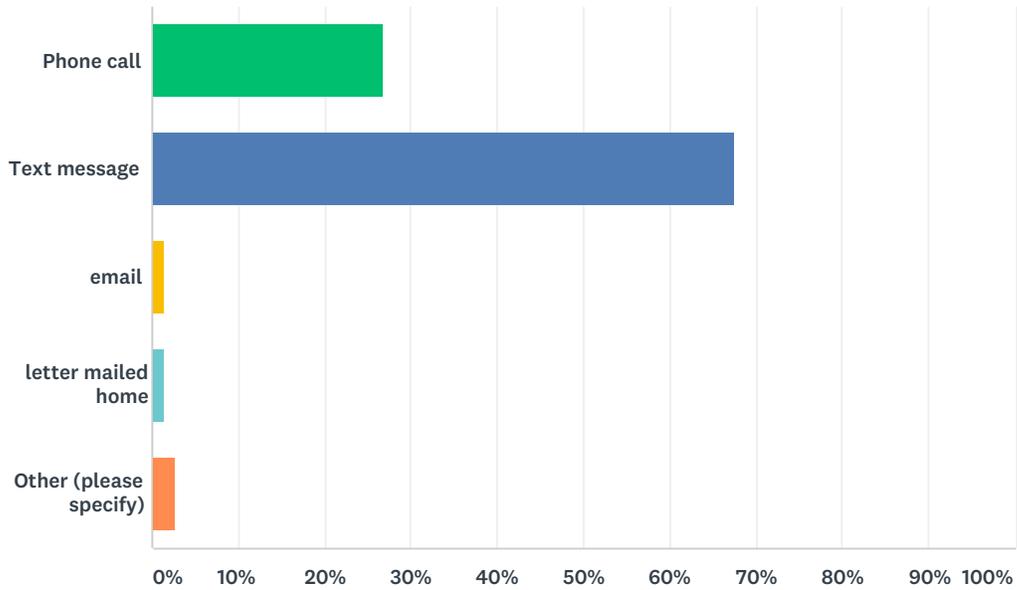


ANSWER CHOICES	RESPONSES
I do not own a smartphone.	2.82% 2
Apple iPhone	69.01% 49
Adroid phone (such as Samsung Galaxy)	25.35% 18
Other (please specify)	2.82% 2
TOTAL	71

#	OTHER (PLEASE SPECIFY)	DATE
1	an android phone	3/4/2019 10:11 AM
2	android	2/25/2019 12:07 PM

Q12 Which is the best way to communicate with you?

Answered: 71 Skipped: 0

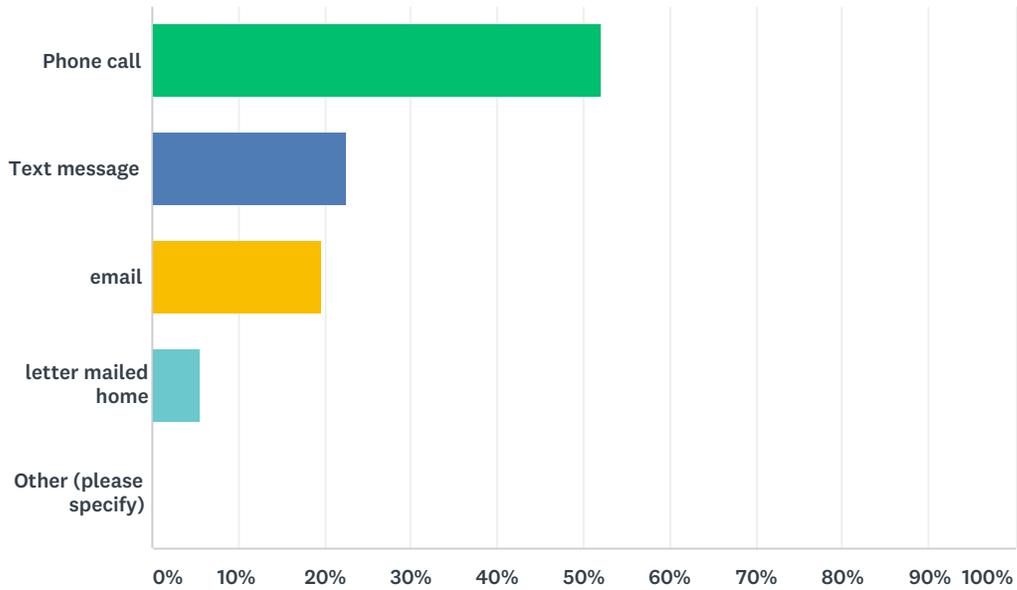


ANSWER CHOICES	RESPONSES	
Phone call	26.76%	19
Text message	67.61%	48
email	1.41%	1
letter mailed home	1.41%	1
Other (please specify)	2.82%	2
TOTAL		71

#	OTHER (PLEASE SPECIFY)	DATE
1	all of the above besides the mail	3/4/2019 10:11 AM
2	@xandermartinez3@gmail.com	2/21/2019 1:35 PM

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

Answered: 71 Skipped: 0

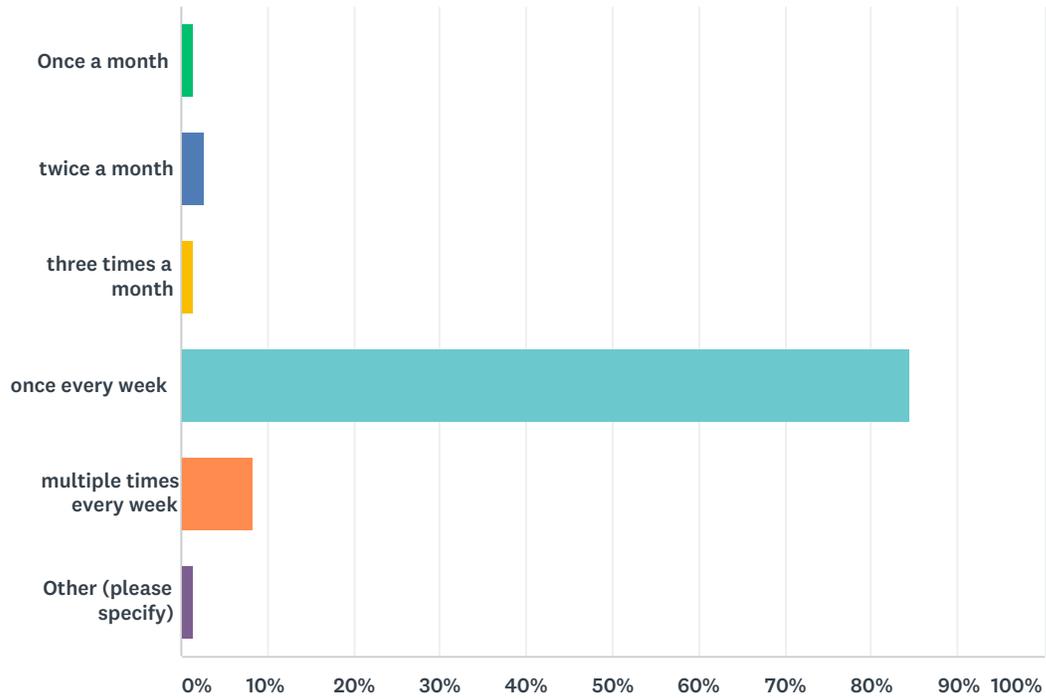


ANSWER CHOICES	RESPONSES	
Phone call	52.11%	37
Text message	22.54%	16
email	19.72%	14
letter mailed home	5.63%	4
Other (please specify)	0.00%	0
TOTAL		71

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q14 How often do you attend school?

Answered: 71 Skipped: 0

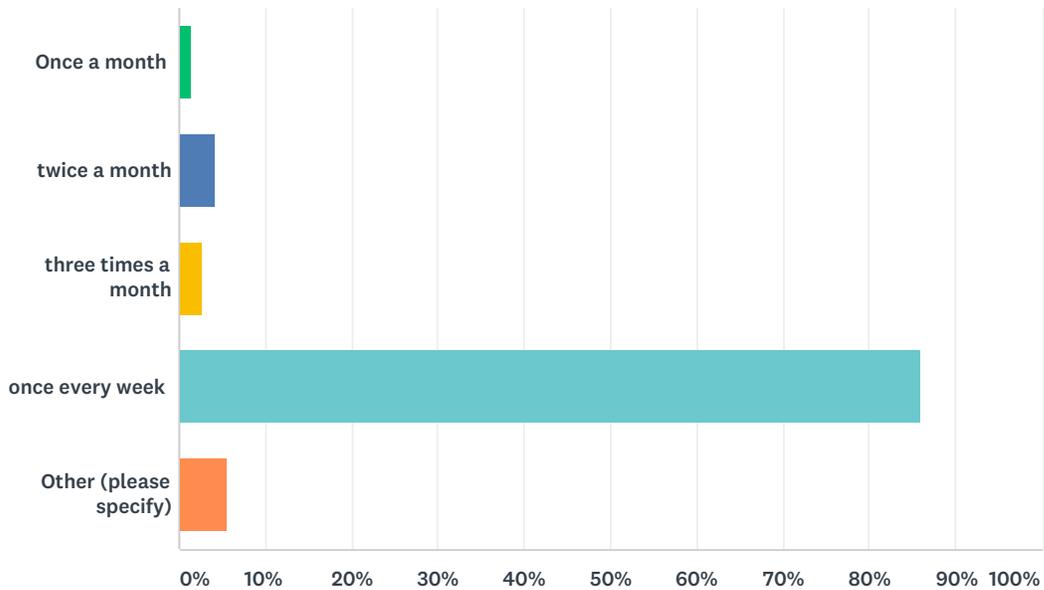


ANSWER CHOICES	RESPONSES	
Once a month	1.41%	1
twice a month	2.82%	2
three times a month	1.41%	1
once every week	84.51%	60
multiple times every week	8.45%	6
Other (please specify)	1.41%	1
TOTAL		71

#	OTHER (PLEASE SPECIFY)	DATE
1	i try to come into school as much as i can	3/4/2019 10:11 AM

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

Answered: 71 Skipped: 0

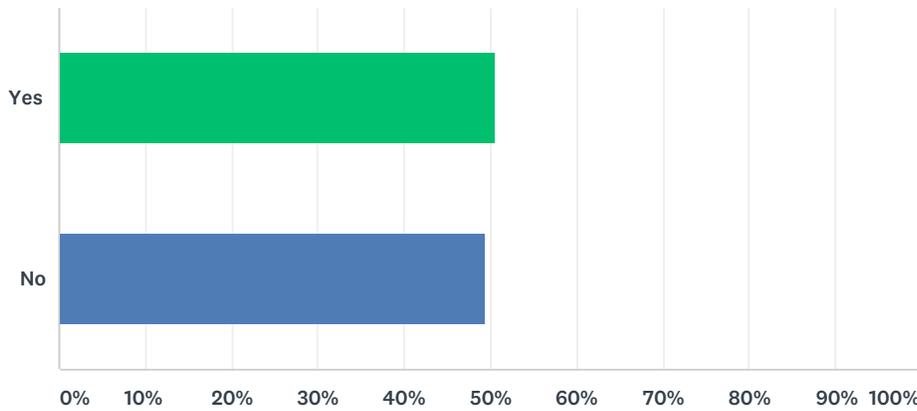


ANSWER CHOICES	RESPONSES
Once a month	1.41% 1
twice a month	4.23% 3
three times a month	2.82% 2
once every week	85.92% 61
Other (please specify)	5.63% 4
TOTAL	71

#	OTHER (PLEASE SPECIFY)	DATE
1	one time a week but sometimes can't make it	2/28/2019 9:46 AM
2	almost every day	2/25/2019 12:07 PM
3	2 times a week	2/20/2019 12:50 PM
4	I do assignments at home.	2/14/2019 7:21 PM

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

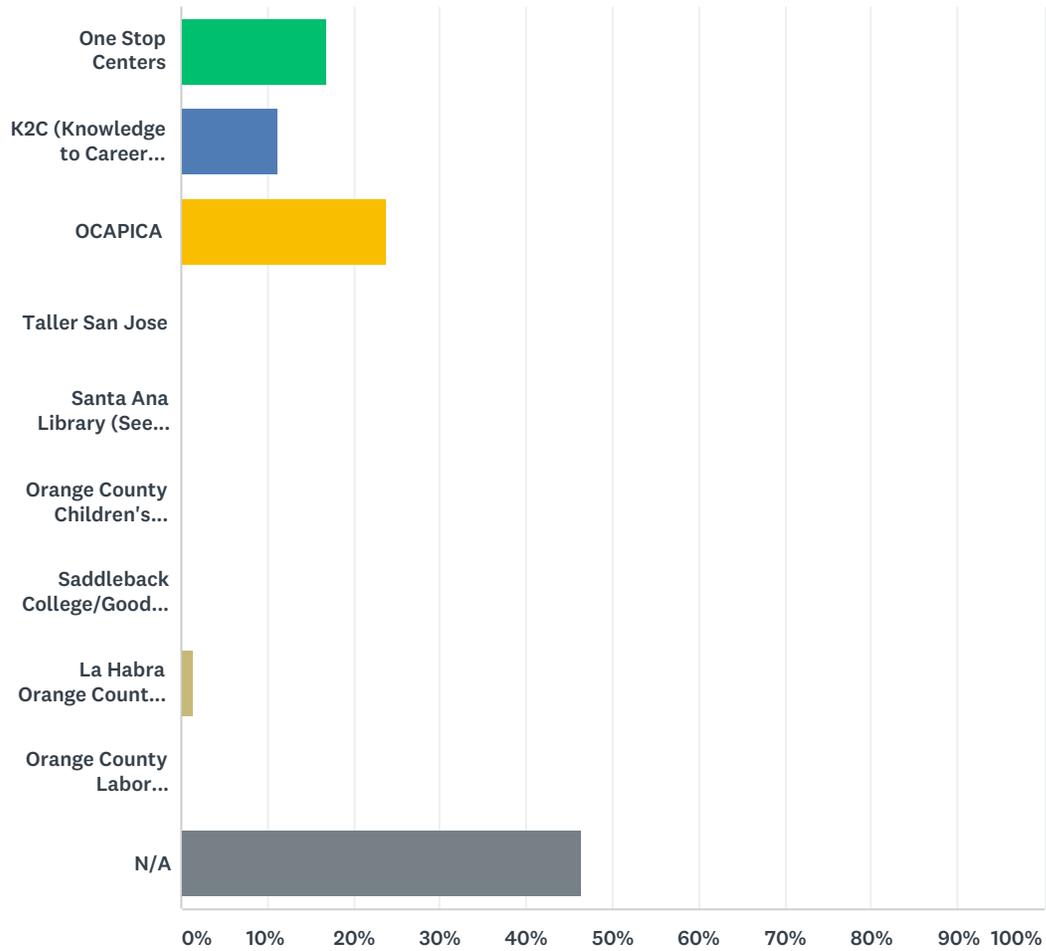
Answered: 71 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.70%	36
No	49.30%	35
TOTAL		71

Q17 Which WIOA partner are you working with?

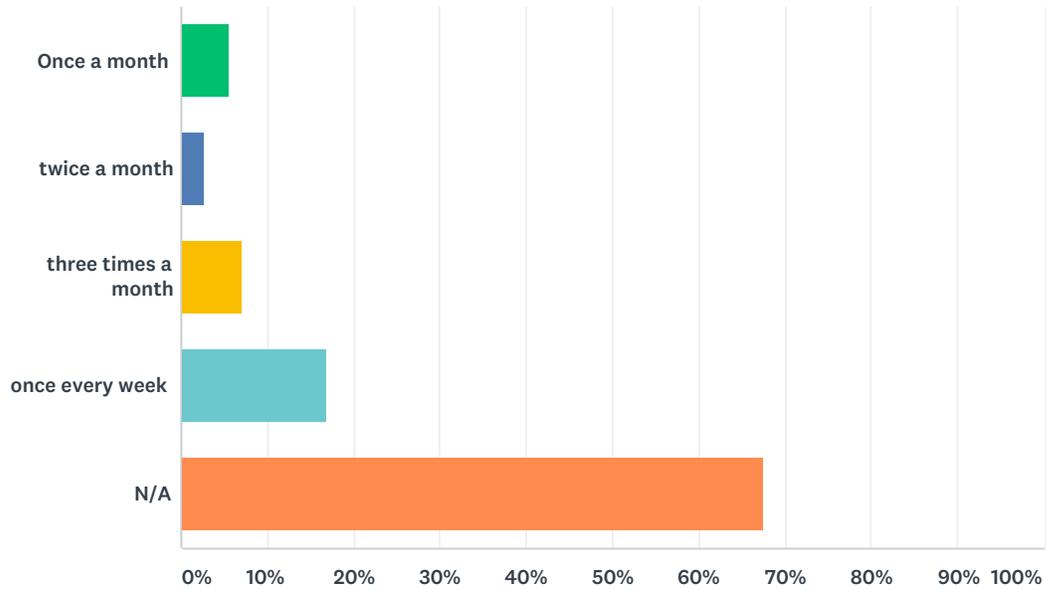
Answered: 71 Skipped: 0



ANSWER CHOICES	RESPONSES	
One Stop Centers	16.90%	12
K2C (Knowledge to Career Academy)	11.27%	8
OCAPICA	23.94%	17
Taller San Jose	0.00%	0
Santa Ana Library (Seeds to Trees Program)	0.00%	0
Orange County Children's Therapeutic Arts Center (OCCTAC)	0.00%	0
Saddleback College/Goodwill Industries	0.00%	0
La Habra Orange County Youth Center	1.41%	1
Orange County Labor Federation	0.00%	0
N/A	46.48%	33
TOTAL		71

Q18 How often do you meet with your WIOA partner?

Answered: 71 Skipped: 0



ANSWER CHOICES	RESPONSES	
Once a month	5.63%	4
twice a month	2.82%	2
three times a month	7.04%	5
once every week	16.90%	12
N/A	67.61%	48
TOTAL		71

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

Answered: 50 Skipped: 21

#	RESPONSES	DATE
1	More help in the classroom.	3/21/2019 2:48 PM
2	more online classes	3/4/2019 10:11 AM
3	Offer more classes through saddleback to get me prepared for college	3/1/2019 11:43 AM
4	Always make sure we discuss what we want to study and find pros and cons.	3/1/2019 12:08 AM
5	they can help me improve my spelling that way when i go to college i won't have a problem writing my essays.	2/28/2019 12:48 PM
6	just keep giving me my assignments	2/28/2019 11:20 AM
7	N/A everything this school does is on point, just my personal life is all over the place	2/28/2019 10:48 AM
8	School can help me get better at stuff like math, English, etc. this could help me in my future a lot.	2/28/2019 10:11 AM
9	making a plan to finish	2/28/2019 9:46 AM
10	whatever they are doing now is fine	2/27/2019 5:52 PM
11	talk individual	2/27/2019 4:29 PM
12	fafsa, help finding a job.	2/27/2019 1:09 PM
13	provide other ways to complete homework other than computers	2/27/2019 12:52 PM
14	Nothing they already help me.	2/27/2019 11:54 AM
15	Guide me in the right direction	2/27/2019 12:23 AM
16	provide more information for students looking to attend a 4 year university and earn their bachelors degree	2/25/2019 9:51 PM
17	nothing, everything is good	2/25/2019 8:14 PM
18	Easier ways to turn in homework.	2/25/2019 7:11 PM
19	explain college and what i classes to take	2/25/2019 2:10 PM
20	Teach me more buisness math	2/25/2019 12:42 PM
21	make homework easyer	2/25/2019 12:07 PM
22	get all my work done.	2/25/2019 9:51 AM
23	exactly what they are doing.	2/22/2019 1:41 PM
24	give me more work	2/21/2019 2:36 PM
25	Be patient, Make learning comfortable	2/21/2019 1:35 PM
26	helps me out already	2/21/2019 3:29 AM
27	nothing	2/20/2019 1:08 PM
28	nothing it is perfect	2/20/2019 1:04 PM
29	make myself do better and be able to get my high school diploma	2/20/2019 12:50 PM
30	i need to help myself and attend school every week. there is nothing the school can help me with the school is great itself	2/20/2019 11:24 AM
31	nothing else they can do.	2/19/2019 1:40 PM
32	take time and i learn slow and i try my best to not fail in class.	2/16/2019 2:20 PM

Student Survey - 2018-2019 Local Control Funding Formula

33	everything is great already	2/15/2019 4:18 PM
34	nothing	2/15/2019 4:17 PM
35	by helping me when needed	2/15/2019 2:55 PM
36	I Don't Know Yet.	2/15/2019 1:21 AM
37	Just guiding me into the right direction is enough help.	2/14/2019 7:21 PM
38	textbooks	2/14/2019 12:15 PM
39	power points	2/13/2019 11:30 AM
40	Have more informational work related seminars available to students.	2/12/2019 5:00 PM
41	school is great	2/12/2019 1:56 PM
42	have more time with the teacher to explain your homework	2/12/2019 1:29 PM
43	move on and have a better life	2/12/2019 12:26 PM
44	They help me stay in track.	2/12/2019 11:28 AM
45	It could help me be more directed into the career path I so choose	2/12/2019 10:48 AM
46	help me out more	2/8/2019 4:44 PM
47	child care	2/8/2019 4:30 PM
48	Positive energy	2/8/2019 2:04 PM
49	Getting my high school diploma and to better the chance of going to college.	2/8/2019 1:36 PM
50	School forces me to apply myself and focus for extended periods of time to complete the assignments . i will need that type of focus/ concentration for college and the career i want to pursue	2/8/2019 1:33 PM

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

Answered: 46 Skipped: 25

#	RESPONSES	DATE
1	Not at the moment	3/4/2019 10:11 AM
2	no thanks	3/1/2019 12:08 AM
3	n/a	2/28/2019 11:20 AM
4	N/A	2/28/2019 10:48 AM
5	I have no question to ask at the moment.	2/28/2019 10:11 AM
6	no	2/28/2019 9:46 AM
7	no	2/27/2019 5:52 PM
8	N/A	2/27/2019 4:29 PM
9	the best super helpful	2/27/2019 1:09 PM
10	no	2/27/2019 12:52 PM
11	IM very happy with my teacher mrs. heidi	2/27/2019 11:54 AM
12	No	2/27/2019 12:23 AM
13	Mrs. Lowe is amazing!	2/25/2019 9:51 PM
14	love that the programs helps young adults with bussy life and makes a time for every student love their staff and teachers	2/25/2019 8:18 PM
15	No	2/25/2019 8:14 PM
16	no.	2/25/2019 7:11 PM
17	Heidi is an amazing teacher and I love my weekly visits with her.	2/25/2019 3:53 PM
18	i like how my teacher cares for my work helps me wanna come in and get my homework done thank you	2/25/2019 2:10 PM
19	N/A	2/25/2019 12:42 PM
20	no	2/25/2019 12:07 PM
21	no	2/22/2019 1:41 PM
22	thank you for helping me get my high school diploma.	2/22/2019 12:47 PM
23	no	2/21/2019 1:35 PM
24	no	2/21/2019 3:29 AM
25	no	2/20/2019 1:08 PM
26	no	2/20/2019 1:04 PM
27	i love t5his program =]	2/20/2019 11:24 AM
28	no I don't.	2/19/2019 1:40 PM
29	i am really happy to have mr.charlton as a teacher he is the best	2/18/2019 4:19 PM
30	every single time i study for homework my mom thinks im not smart and need to learn more. would you please help me with that. do you have reunions after i graduate. i live in irvine and where im going for CCPA is in mission veijo and thats far would you maybe in the future have a place in irvine so i dont have to drive so far. drivers ED?	2/16/2019 2:20 PM

Student Survey - 2018-2019 Local Control Funding Formula

31	I love Mrs. Francis	2/15/2019 4:18 PM
32	no	2/15/2019 4:17 PM
33	N/A	2/15/2019 2:55 PM
34	No.	2/15/2019 1:21 AM
35	No, Thank you guys for giving me this opportunity for a better future.	2/14/2019 7:21 PM
36	n/a	2/14/2019 12:15 PM
37	no, i'm good.	2/13/2019 3:46 PM
38	no	2/13/2019 11:30 AM
39	I believe all around College and Career Preparatory Academy is a really helpful program. My teacher Mrs. Sauvey is great and always reassures me she is here to help. The program is also flexible when it comes down to choosing a schedule that works for you.	2/13/2019 10:24 AM
40	no	2/12/2019 1:56 PM
41	no	2/12/2019 1:29 PM
42	no	2/12/2019 12:26 PM
43	N/A	2/12/2019 10:48 AM
44	N/A	2/8/2019 4:30 PM
45	I am super thankful for my teacher and this program.	2/8/2019 3:55 PM
46	No	2/8/2019 2:04 PM

Local Control Accountability Plan Stakeholder Survey Results

May 2019

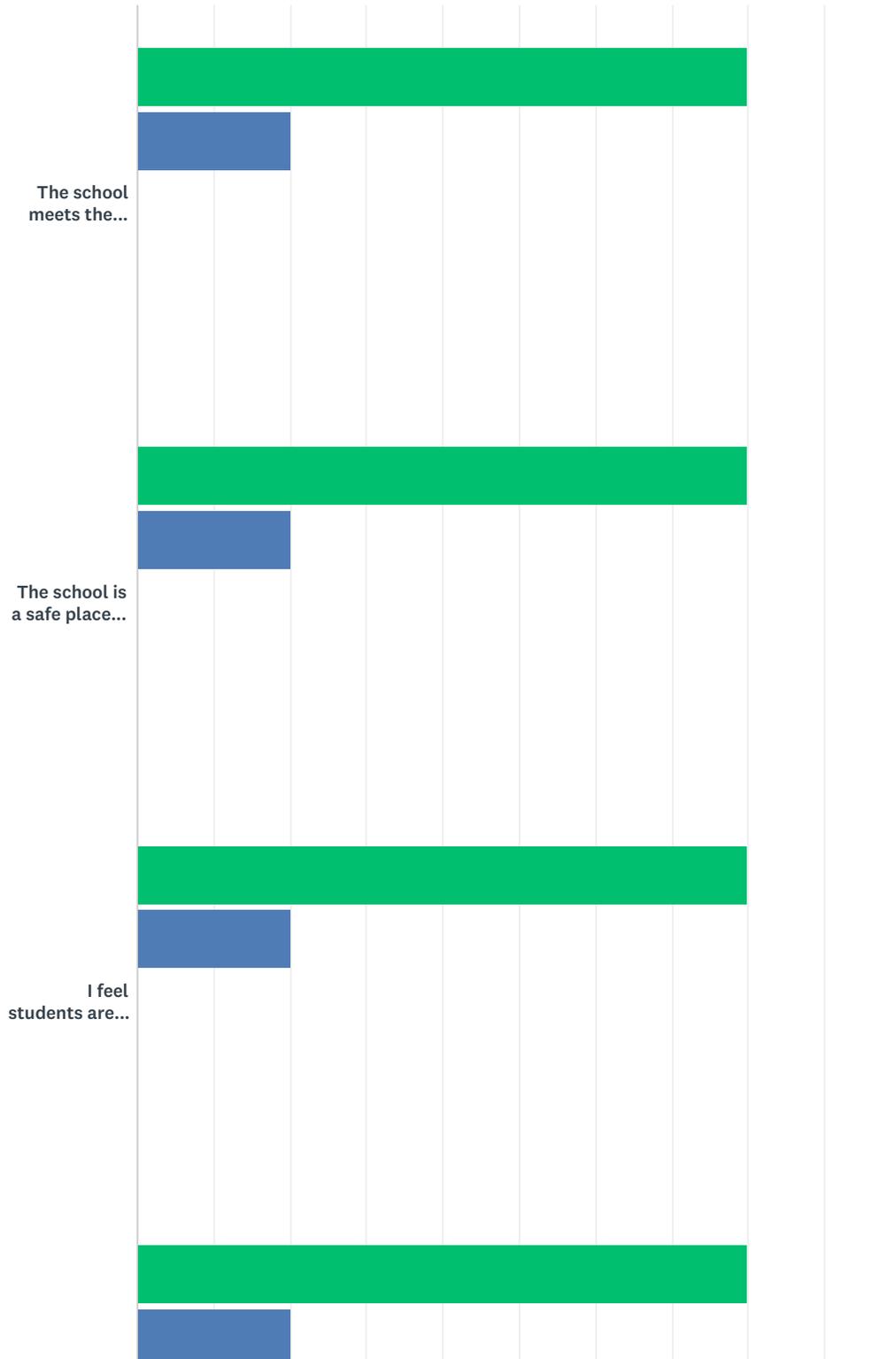
5 Total Surveys Received

CCPA Stakeholder Survey Results

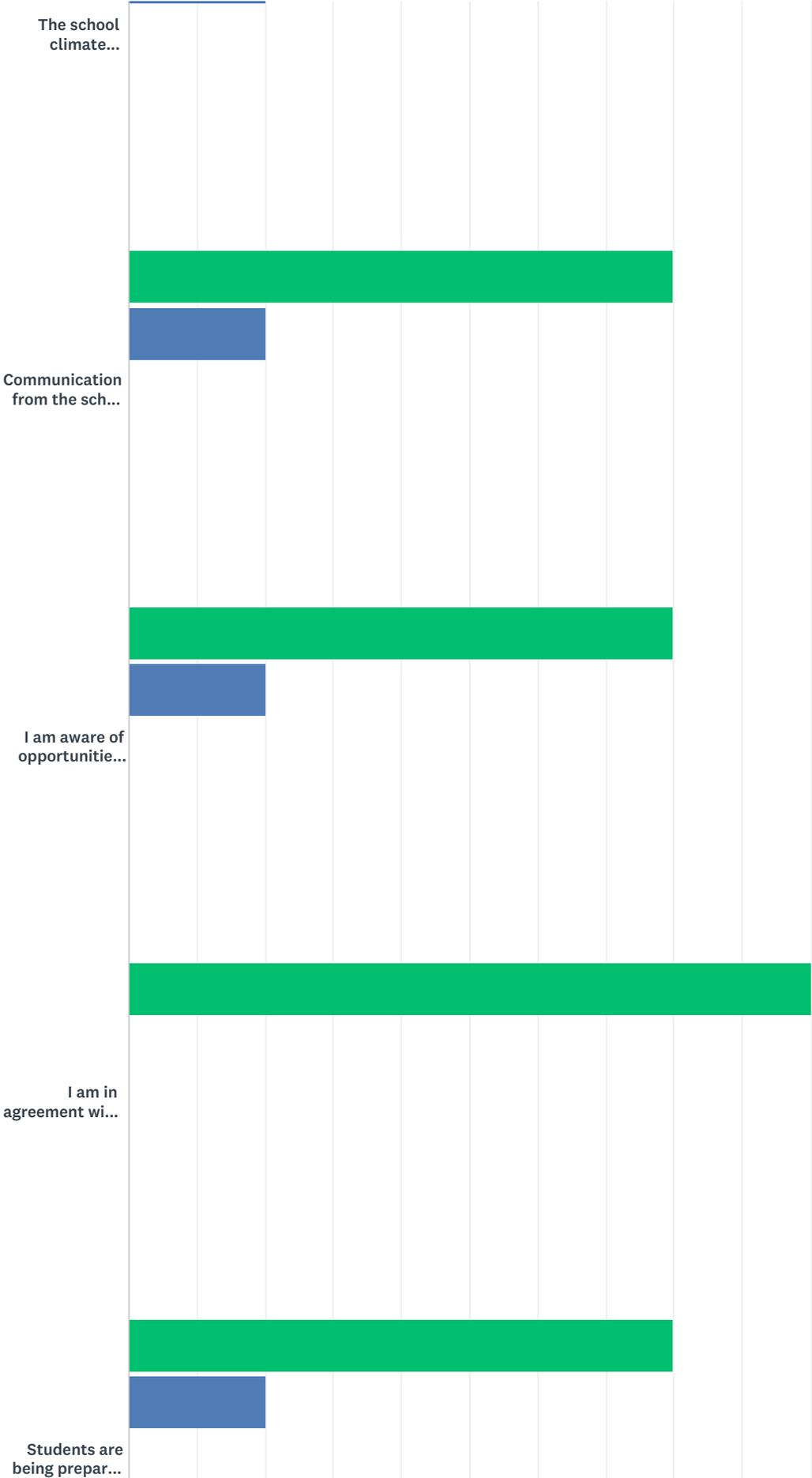
** Participants may choose to skip questions causing responses to total less than 100%. Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.*

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.

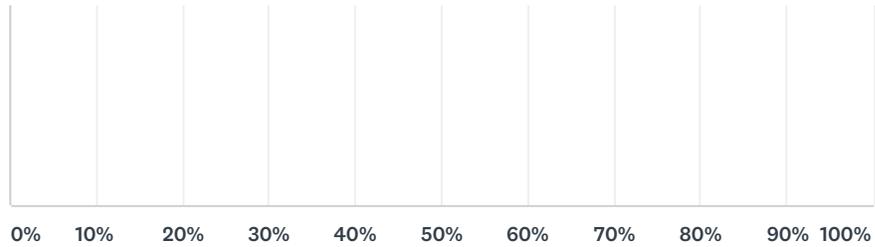
Answered: 5 Skipped: 0



Stakeholder Survey - 2018-2019 Local Control Funding Formula



Stakeholder Survey - 2018-2019 Local Control Funding Formula

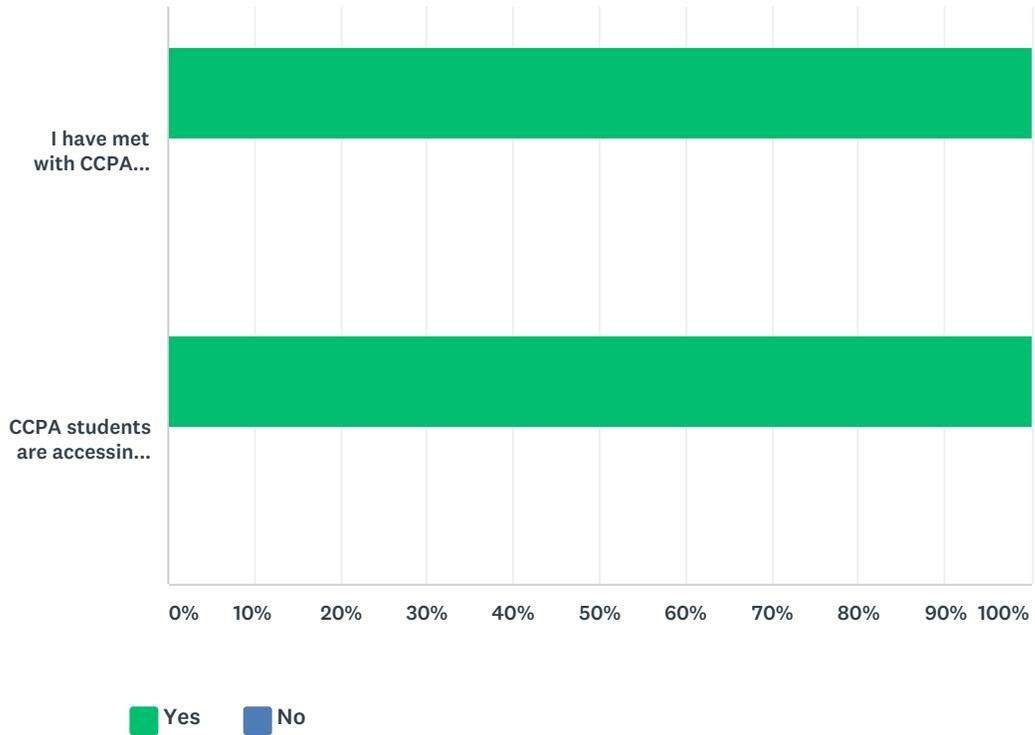


■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
The school meets the educational needs of students.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5	1.20
The school is a safe place for students.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5	1.20
I feel students are making academic progress.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5	1.20
The school climate supports student learning.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5	1.20
Communication from the school is timely and consistent.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5	1.20
I am aware of opportunities to collaborate with CCPA if interested.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5	1.20
I am in agreement with the priorities of the CCPA program.	100.00% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5	1.00
Students are being prepared for college, career, and/or life.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5	1.20

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.	100.00% 5	0.00% 0	5	1.00
CCPA students are accessing services I provide.	100.00% 5	0.00% 0	5	1.00

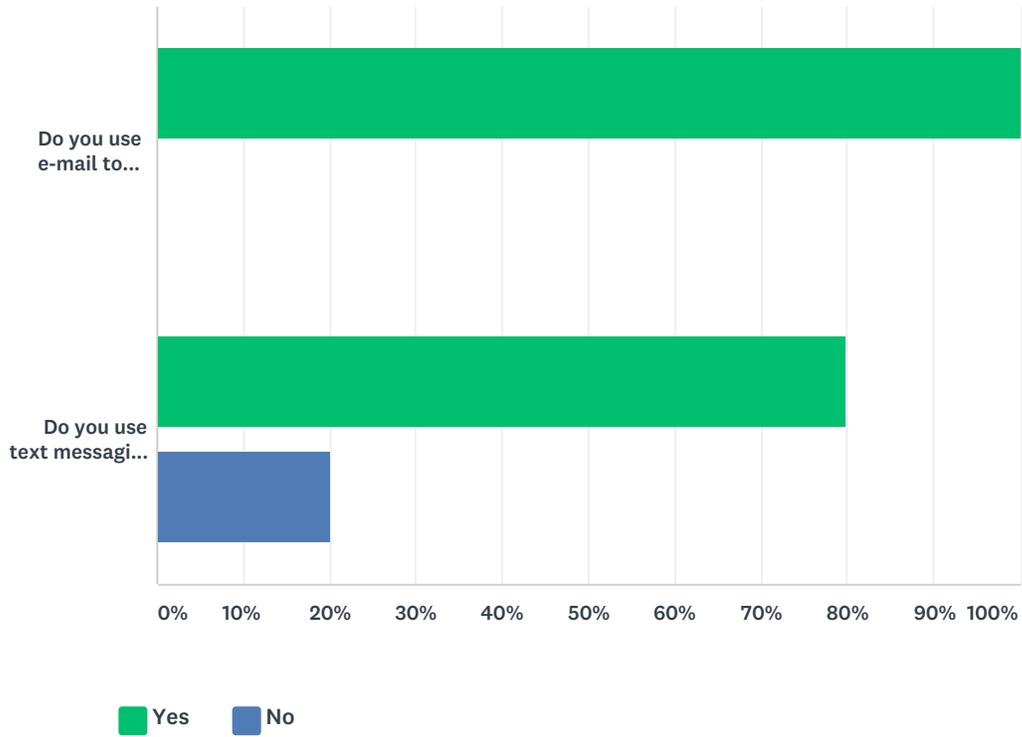
Q3 List events CCPA students have attended that were provided by your program:

Answered: 2 Skipped: 3

#	RESPONSES	DATE
1	Students have participated in paid work experience (OCAPICA) along with over 20 career exploration events that we have organized. I can provide a more detailed list if needed.	3/19/2019 10:29 AM
2	Job training at our facility and interviews with prospective employers opened through our Employment services.	3/5/2019 2:41 PM

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

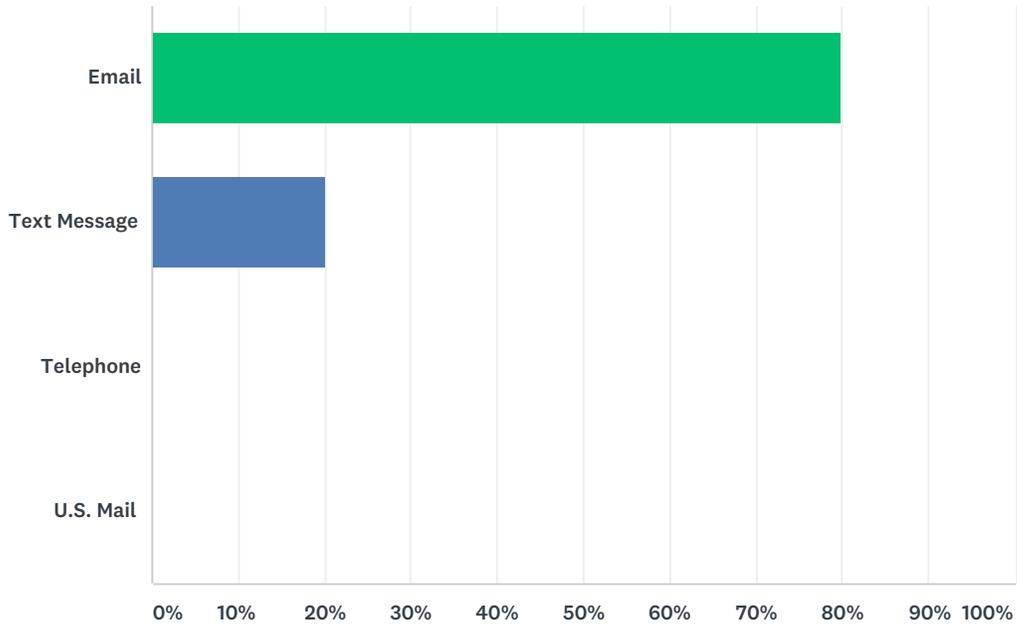
Answered: 5 Skipped: 0



	YES	NO	TOTAL	WEIGHTED AVERAGE
Do you use e-mail to communicate with students?	100.00% 5	0.00% 0	5	1.00
Do you use text messaging to communicate with students?	80.00% 4	20.00% 1	5	1.20

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

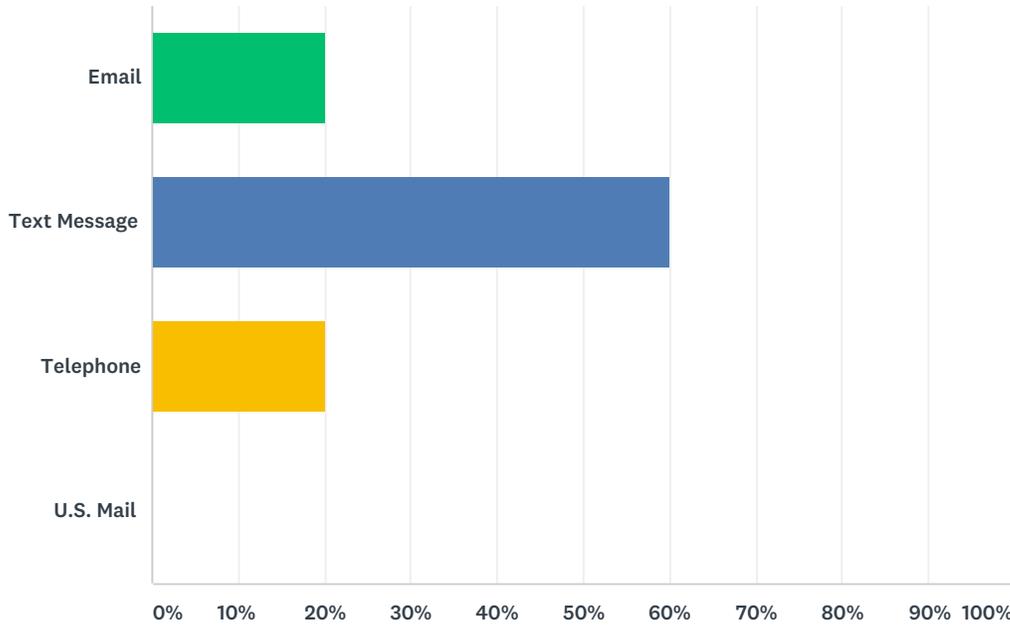
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Email	80.00%	4
Text Message	20.00%	1
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?

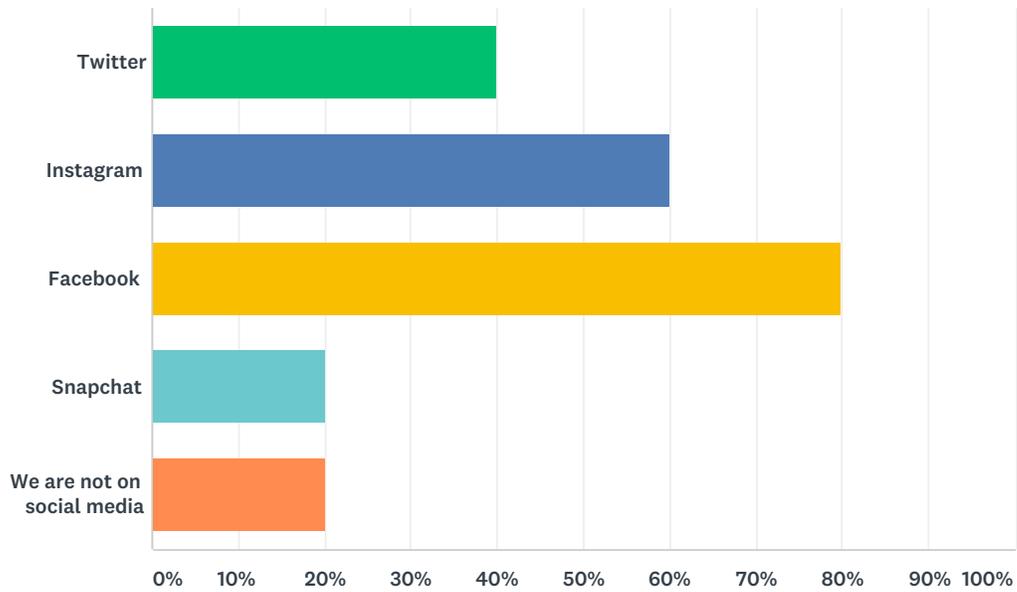
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Email	20.00%	1
Text Message	60.00%	3
Telephone	20.00%	1
U.S. Mail	0.00%	0
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	80.00% 4
Snapchat	20.00% 1
We are not on social media	20.00% 1
Total Respondents: 5	

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

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

Answered: 1 Skipped: 4

#	RESPONSES	DATE
1	Joint outreach at appropriate events	3/5/2019 2:44 PM

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

Answered: 2 Skipped: 3

#	RESPONSES	DATE
1	great partnership.	3/21/2019 2:40 PM
2	You guys are doing a great job. Thank you for all your assistance.	3/19/2019 10:30 AM

Local Control Accountability Plan Parent Survey Results

May 2019

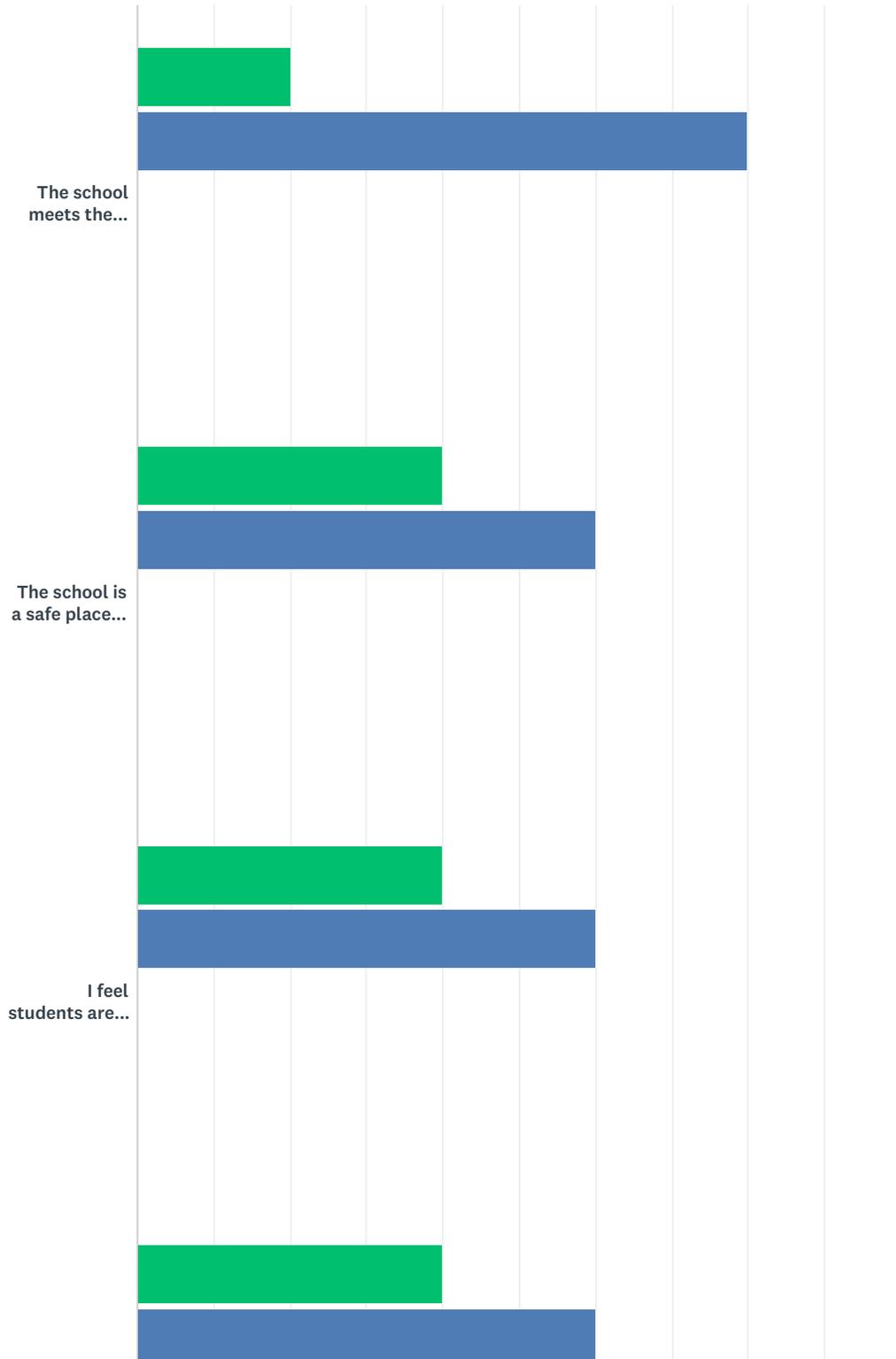
5 Total Surveys Received

Parent Survey Results

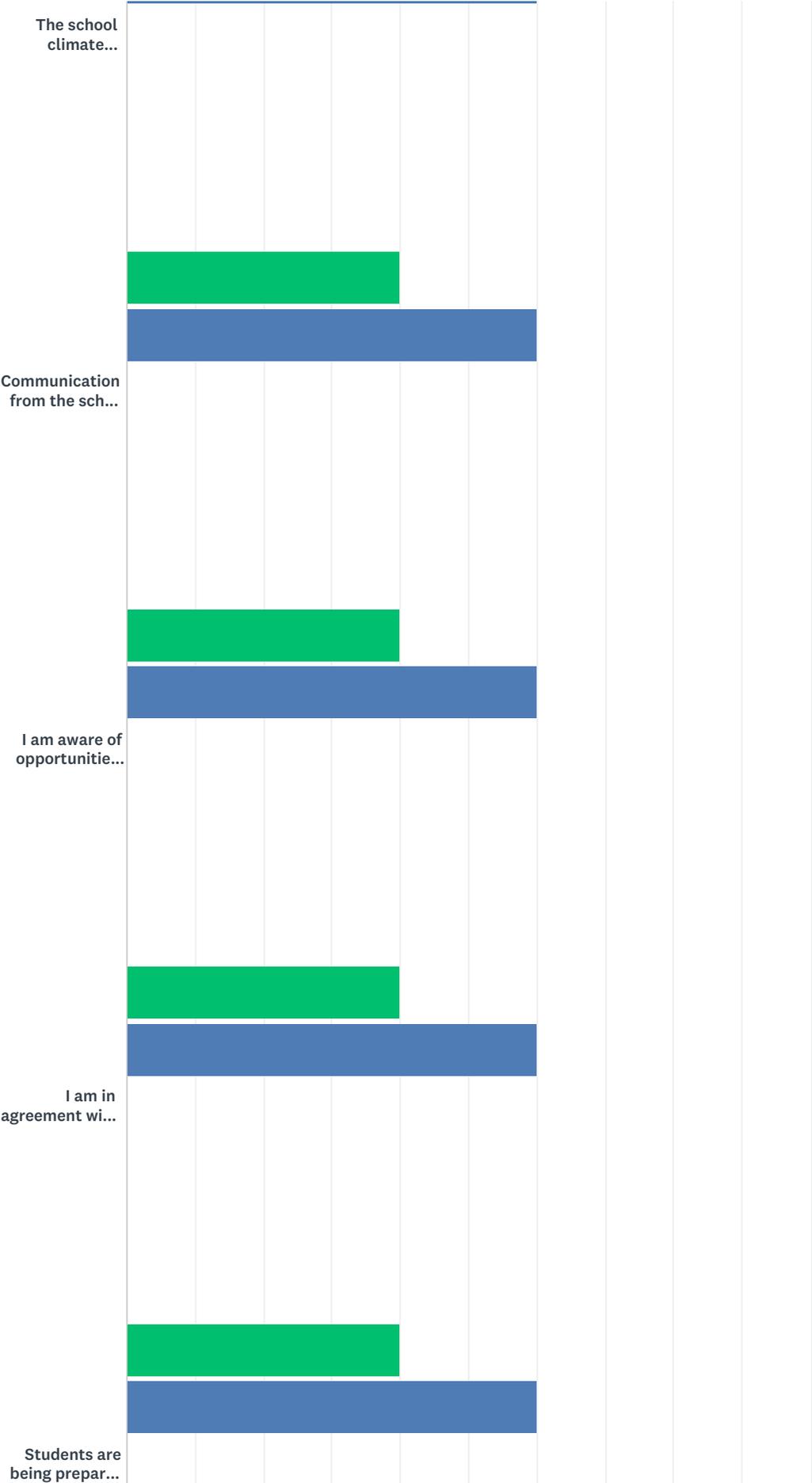
** Participants may choose to skip questions causing responses to total less than 100% Similarly, on multiple select questions participants are allowed to select "all that apply," therefore the total number of responses can add up to more than 100%.*

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

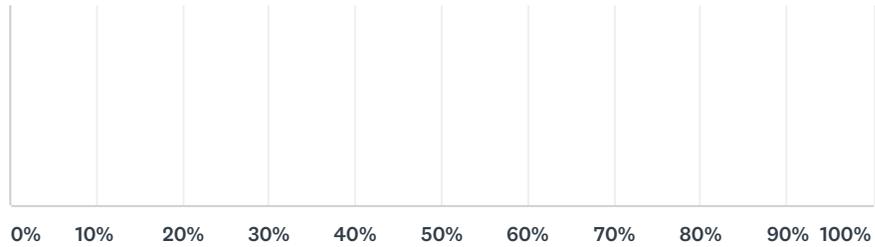
Answered: 5 Skipped: 0



Parent Survey - 2018-2019 Local Control Funding Formula



Parent Survey - 2018-2019 Local Control Funding Formula

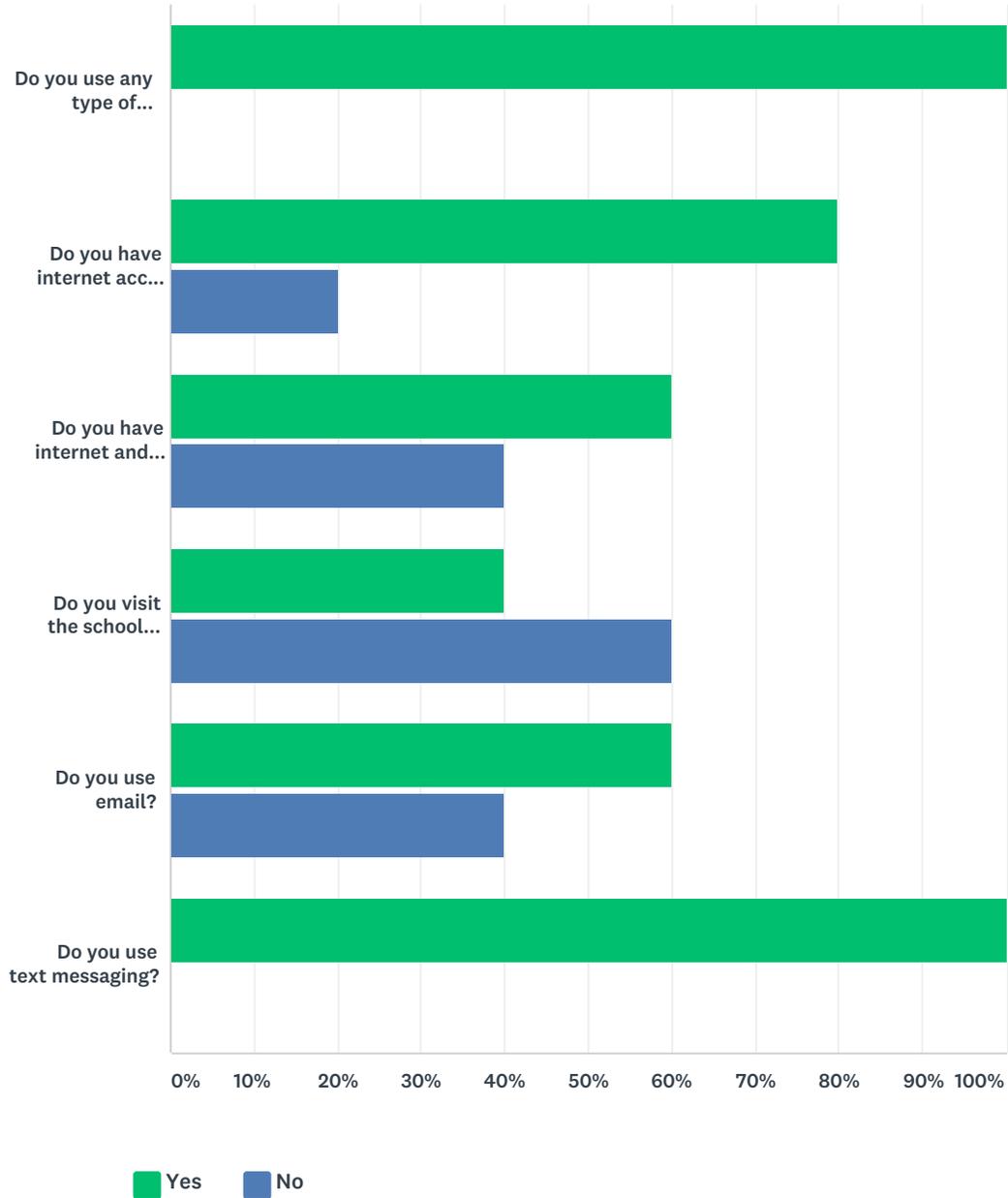


■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
The school meets the educational needs of students.	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5	1.80
The school is a safe place for students.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5	1.60
I feel students are making academic progress.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5	1.60
The school climate supports student learning.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5	1.60
Communication from the school is timely and consistent.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5	1.60
I am aware of opportunities to be involved with the school if interested.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5	1.60
I am in agreement with the priorities of the CCPA school program.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5	1.60
Students are being prepared for college, career, and/or life.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5	1.60

Q2 Technology:

Answered: 5 Skipped: 0



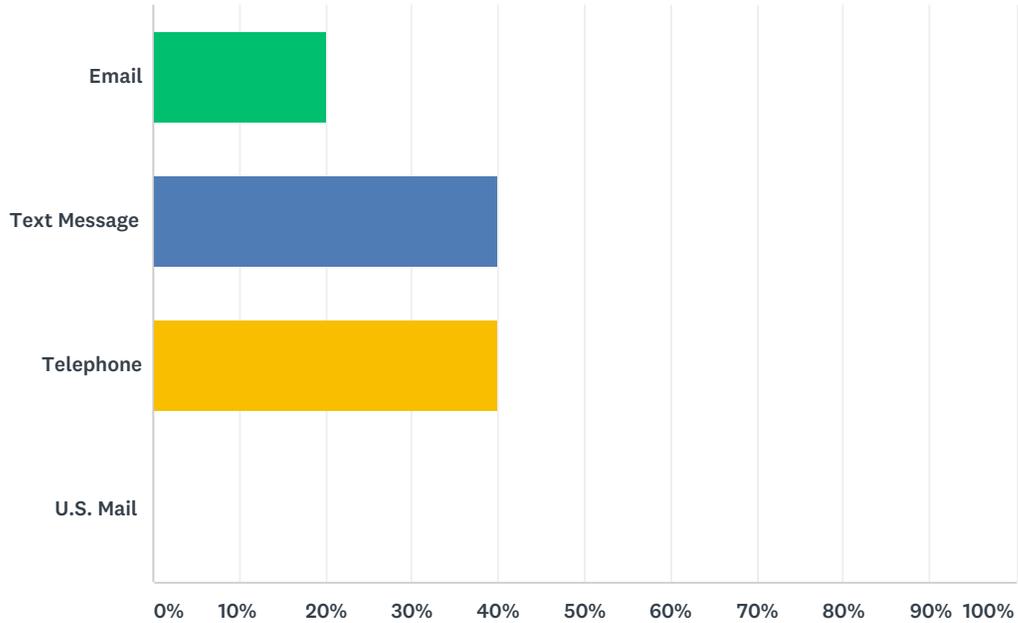
	YES	NO	TOTAL
Do you use any type of computer device, like a smart phone, tablet, etc., at home?	100.00% 5	0.00% 0	5
Do you have internet access at home	80.00% 4	20.00% 1	5
Do you have internet and computer access at work for communicating with the school?	60.00% 3	40.00% 2	5
Do you visit the school website at www.ocde.us/ccpa ?	40.00% 2	60.00% 3	5

Parent Survey - 2018-2019 Local Control Funding Formula

Do you use email?	60.00%	40.00%	
	3	2	5
<hr/>			
Do you use text messaging?	100.00%	0.00%	
	5	0	5

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

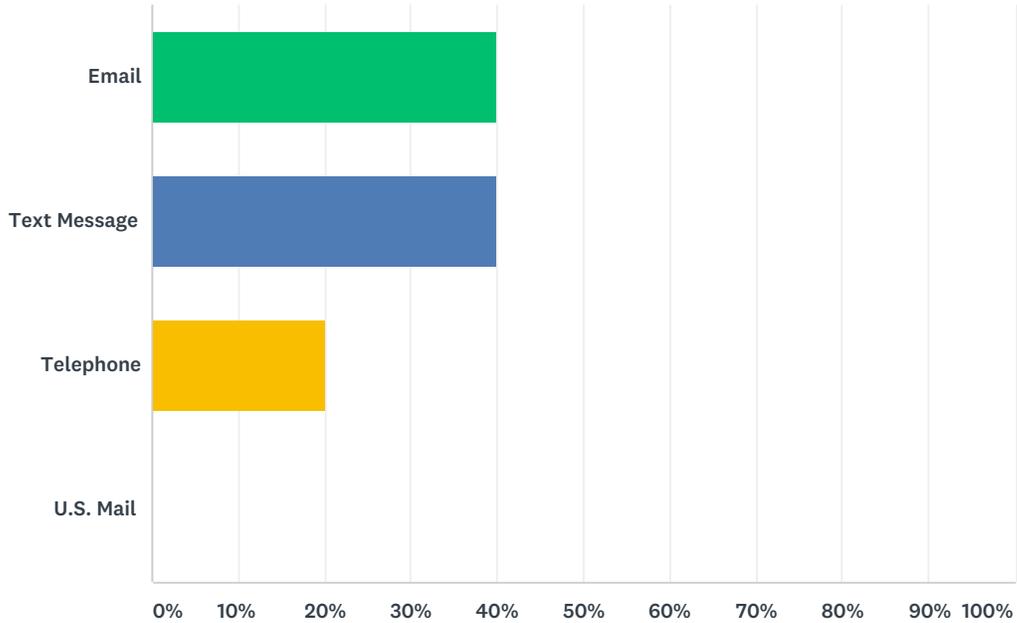
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Email	20.00%	1
Text Message	40.00%	2
Telephone	40.00%	2
U.S. Mail	0.00%	0
TOTAL		5

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

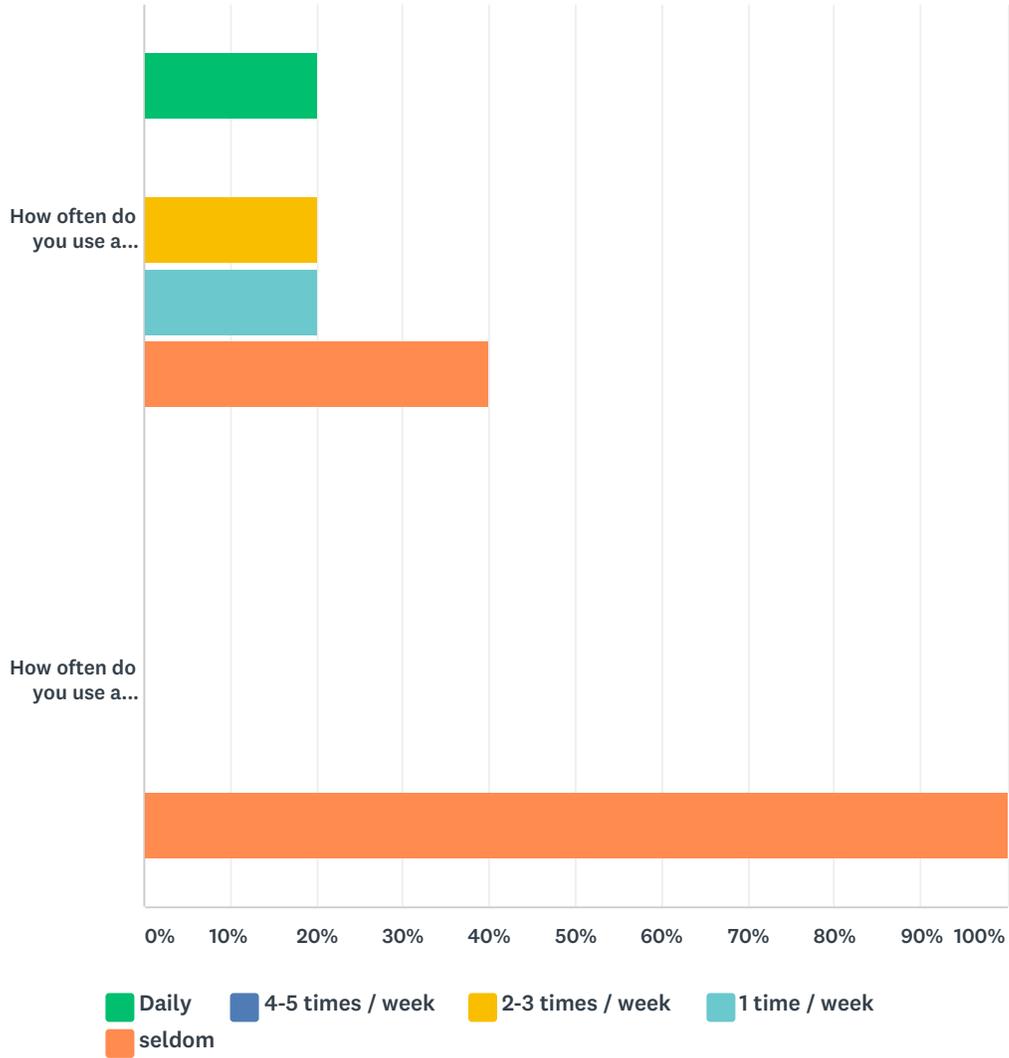
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Email	40.00%	2
Text Message	40.00%	2
Telephone	20.00%	1
U.S. Mail	0.00%	0
TOTAL		5

Q5 Technology

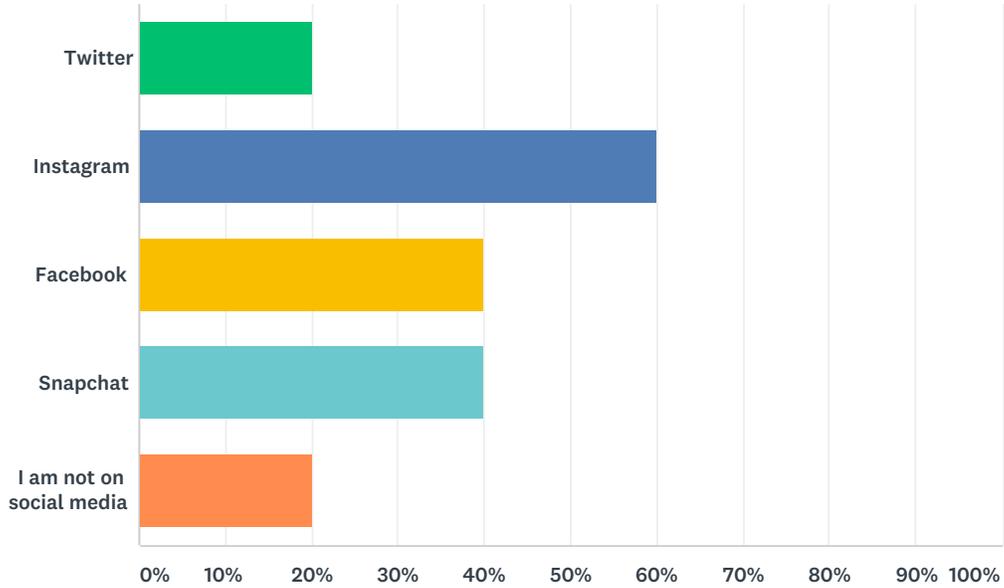
Answered: 5 Skipped: 0



	DAILY	4-5 TIMES / WEEK	2-3 TIMES / WEEK	1 TIME / WEEK	SELDOM	TOTAL
How often do you use a computer at home?	20.00% 1	0.00% 0	20.00% 1	20.00% 1	40.00% 2	5
How often do you use a computer at work?	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 5	5

Q6 Are you on any of the following social media sites (mark all that apply):

Answered: 5 Skipped: 0

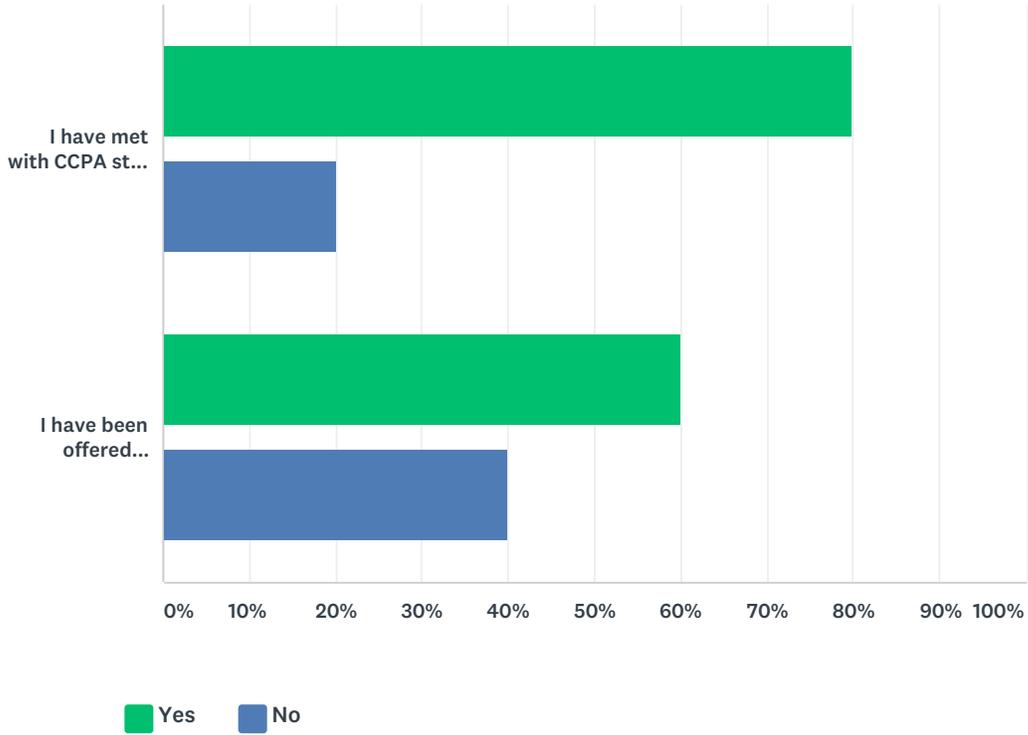


ANSWER CHOICES	RESPONSES
Twitter	20.00% 1
Instagram	60.00% 3
Facebook	40.00% 2
Snapchat	40.00% 2
I am not on social media	20.00% 1
Total Respondents: 5	

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

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

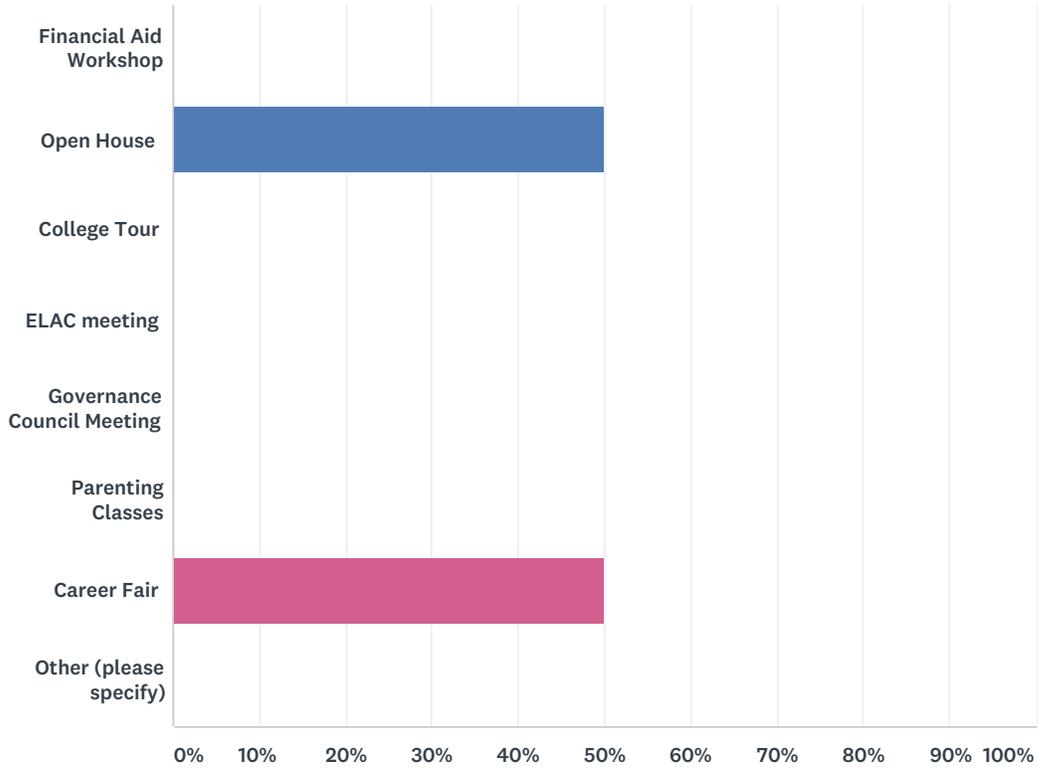
Answered: 5 Skipped: 0



	YES	NO	TOTAL	WEIGHTED AVERAGE
I have met with CCPA staff or teachers	80.00% 4	20.00% 1	5	1.20
I have been offered opportunities to attend workshops such as, career fairs, financial aid workshops, college tours or parenting classes.	60.00% 3	40.00% 2	5	1.40

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

Answered: 2 Skipped: 3



ANSWER CHOICES	RESPONSES
Financial Aid Workshop	0.00% 0
Open House	50.00% 1
College Tour	0.00% 0
ELAC meeting	0.00% 0
Governance Council Meeting	0.00% 0
Parenting Classes	0.00% 0
Career Fair	50.00% 1
Other (please specify)	0.00% 0
Total Respondents: 2	

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

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

Answered: 0 Skipped: 5

#	RESPONSES	DATE
	There are no responses.	

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

Answered: 0 Skipped: 5

#	RESPONSES	DATE
	There are no responses.	

APPENDIX D: Governance Council Members

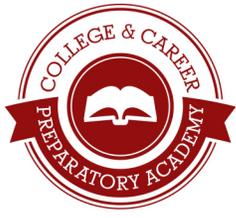
Members	Title	Organization
Dave Connor	CCPA Principal	CCPA
Scott Williams	President	Winwater Works
Erik Wadsworth	Division Director	Orange County Probation Department
Stan Shcharber	President	Schorr Metals, Inc.
John Gutierrez	Program Director	OCAPICA
David Brager	Vice President	Citizen's Business Bank
Dina Francis	CCPA Teacher	CCPA
Janet Gamache	CCPA IPA	CCPA
Anthony Sandoval	CCPA Student	CCPA

APPENDIX E: ACRONYMS AND ABBREVIATIONS LCAP ANNUAL UPDATE

ADA	Average Daily Attendance
CCPA	College and Career Preparatory Academy
CSS	California State Standards
CELDT	California English Language Development Test
CLEP	College Level Examination Program
COE	County Office of Education
CSEA	California School Employees Association
CTE	Career Technical Education
DELAC	District English Learner Advisory Committee
EADMS	Educator's Assessment Data Management System
EDMS	Equitable Distribution Monitoring System
ELA	English Language Arts
ELD	English Language Development
ELDA	English Language Development Assistant
FAFSA	Free Application for Federal Student Aid
FYSP	Foster Youth Services Plan
GB	Gigabyte
HQT	Highly Qualified Teacher
IECSP	Individualized Education Career Service Plan
IPA	Instructional Programs Assistant
LACOE	Los Angeles County Office of Education
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency
LLP	Laptop Loan Program
MB	Megabyte
MELD	Monthly English Language Development
NCRC	National and Career Readiness Certificate
NME	Neurosequential Model in Education
OCDE	Orange County Department of Education
OCSEA	Orange County Schools Educators Association
PBL	Project Based Learning

PPS	Pupil Personnel Services
R-FEP	Re-designated-Fluent English Proficient
SES	Special Education Services
SRT	Student Records Technician
STEM	Science, Technology, Engineering, and Math
UC	University of California
VM Ware	Virtual Machine Ware
VPSS	Verification Process for Specialized Settings
WASC	Western Association of Schools and Colleges
WIOA	Workforce Innovation and Opportunity Act

Prepared by the California Department of Education, October 2016



College and Career Preparatory Academy



February 19, 2020

Dear Ms. Chastain,

I am writing you to request a material revision to the College and Career Preparatory Academy (CCPA) charter school petition. Due to the residences of the students enrolling in CCPA, as well as the geographical proximity to key partners and workforce opportunities for our students, it is necessary to make adjustments to the initial school sites identified in Phases 1 and 2 of the petition. After reviewing the lottery process, adjustments to the student admission policies and procedures have been made to better meet the needs of potential students.

CCPA will operate geographically throughout Orange County, at the following OCDE locations under one CDS code as part of a single school with multiple locations:

Current Sites:

Fullerton: 1548 E. Walnut Avenue, Fullerton, CA 92831
17th & Ross: 509 W. 17th Street, Santa Ana, CA 92706
San Juan: 31522 El Camino Real, San Juan Capistrano, CA 92675 (Will close in May 2020)
Wilshire Education Center: 1715 E. Wilshire Avenue, Suite 714, Santa Ana, CA 92705
Southwest Harbor: 15872 S. Harbor Blvd., Fountain Valley, CA 92708
Silverado: 25632 Peter A. Hartman Way, Mission Viejo, CA 92691
CA Job ChalleNGe Program: 4022 Saratoga Avenue, Bldg. 55, Los Alamitos, CA 90720
Taller San Jose Hope Builders: 801 N. Broadway Santa Ana, CA 92701
Taller San Jose Hope Builders: 810 Poinsettia, Santa Ana, CA 92701

Possible Future Sites:

All ACCESS school sites are possible future sites for CCPA (Appendix 8 of Charter Petition)

STUDENT ADMISSION POLICIES AND PROCEDURES

CCPA operates year round and will have open enrollment throughout the year. A student wishing to attend CCPA may apply for admission at any time. All students wishing to attend CCPA will be granted admission if they meet minimum requirements and capacity permits. If applications exceed capacity, a public random drawing will be held to determine admission. Existing students shall be exempt from the single public random drawing. Preference shall be given to the following:

1. Siblings of students admitted to or attending CCPA who reside within Orange County
2. In-county residents
3. All other applicants



College and Career Preparatory Academy



Student applicants will be admitted in order of the preferences listed in the renewal petition. If the number of applicants within a given preference category exceeds the number of spaces at CCPA, a public random lottery will be held for that preference category. When applicants in that category exceed spaces, a second public random lottery will be held. Admissions will continue in this manner through each successive preference category until all seats are filled. The waiting list will only be maintained for the current school year, and students who have not been admitted will be required to apply again for the next school year like all other interested students. Students who are enrolled shall not be required to reapply for the next school year if they maintain continuous enrollment. Admission to CCPA shall be on a voluntary basis.

All application forms will be date and time stamped. It is the student's responsibility to update their contact information continuously with the charter school. CCPA shall not be responsible for failed attempts to contact a wait-listed applicant due to expired contact information.

Once notified of an available space, an applicant will have the following options:

1. Accept the available space within five business days of the offer.
2. Decline the available space and be removed from the wait-list.
3. Decline the available space and be placed at the end of the wait-list.
4. If the school does not receive a response within five business days of the offer, the school will deem the applicant to have declined the available space and remove the applicant from the wait-list.

CCPA will actively recruit a diverse student population from the surrounding areas who understand and value the vision, mission, and core values of CCPA. In general, CCPA will serve those students who have not found success in traditional schools and/or have dropped out of school.

Upon approval by the Board, the charter petition will be revised to reflect these site and admissions process changes. Thank you for your consideration. Please do not hesitate to contact me with any questions or concerns.

Sincerely,

David Connor
Principal
College and Career Preparatory Academy
(714) 796-8795

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.

The charter will operate 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.

College and Career Preparatory Academy Locations

College and Career Preparatory Academy will operate geographically throughout Orange County, at the following OCDE locations under one CDS code as part of a single school with multiple locations:

Current Sites:

Fullerton:	1548 E. Walnut Avenue, Fullerton, CA 92831
17th Street and Ross:	509 W. 17th Street, Santa Ana, CA 92706
San Juan:	31522 El Camino Real, San Juan Capistrano, CA
92675 Wilshire Education Center:	1715 E. Wilshire Ave., Suite 714, Santa Ana, CA 92705
Southwest Harbor:	15872 S. Harbor Blvd., Fountain Valley, CA 92708
Silverado:	25501 Peter A Hartman Way, Mission Viejo, CA
CA Job Challenge Program:	4022 Saratoga Avenue, Bldg. 55, Los Alamitos, CA 90720
Taller San Jose/Hope Builders:	810 N. Poinsettia St. Santa Ana, CA 92701
Taller San Jose/Hope Builders:	801 North Broadway Santa Ana, CA 92701

Possible Future Sites:

All ACCESS school sites are possible future sites for CCPA (Appendix 8)

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.

The charter will operate 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.

College and Career Preparatory Academy Locations

College and Career Preparatory Academy will operate geographically throughout Orange County, at the following OCDE locations under one CDS code as part of a single school with multiple locations:

~~The following sites are now open~~Current Sites:

- ~~Fullerton:~~ 1548 E. Walnut Avenue, Fullerton, CA 92831
- 17th Street and Ross: 509 W. 17th Street, Santa Ana, CA 92706
- ~~CCPA-San Juan:~~ 31522 El Camino Real, San Juan Capistrano, CA 92675
- Wilshire Education Center: 1715 E. Wilshire Ave., Suite 714, Santa Ana, CA 92705
- ~~CCPA-Anaheim~~ 313 W. Cerritos Ave., Anaheim, CA 92805
- ~~CCPA-Harbor Learning Center~~Southwest Harbor: 15872 S. Harbor Blvd., Fountain Valley, CA 92708
- ~~CCPA-Silverado:~~ 25501 Peter A Hartman Way, Mission Viejo, CA
- CA Job ChalleNGe Program: 4022 Saratoga Avenue, Bldg. 55, Los Alamitos, CA 90720
- Taller San Jose/Hope Builders: 810 N. Poinsettia St. Santa Ana, CA 92701
(Construction)
- Taller San Jose/Hope Builders: 801 North Broadway Santa Ana, CA 92701
(Business Applications)
- ~~Taller San Jose/Hope Builders~~ 100 N. Harbor Blvd. Suite 200, Anaheim, CA 92705
(Informational Technology)

Phase 1: Expansion dependent upon enrollment needs.

- ~~CCPA Fullerton~~ 1548 E Walnut Ave., Fullerton, CA 92831

La Habra Education Center — 1261 S. Harbor Blvd., La Habra, CA
90631 Grand Avenue Education Center — 2428 N. Grand Ave., Santa Ana,
CA 92705
San Juan Education Center — 31894 Plaza Drive, San Juan Capistrano, CA
92675 Euclid Learning Center — 14351 Euclid Ave., Garden Grove, CA 92843
17th Street and Ross — 509 W. 17th Street, Santa Ana, CA 92706
Harbor Learning Center — 15872 S. Harbor Blvd., Fountain Valley, CA 92708

Phase 2: Expansion dependent upon enrollment needs.

Fountain Valley Education Center: 9555 Garfield Ave., Fountain Valley, CA 92708
Placentia Education Center: — 5223 Orangethorpe Ave., Anaheim, CA
92806 Anaheim West: — 2929 W. Ball Rd., Anaheim, CA 92804
Harbor Site — 607 S. Harbor Blvd., Anaheim, CA
92805 Mission Viejo Education Center: 23436 Madero, Mission Viejo, CA
92691

Possible Future Sites:

All ACCESS school sites are possible future sites for CCPA (Appendix 8)

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College and Career Preparatory Academy

Orange County Department of Education

ELEMENT 8: ADMISSIONS REQUIREMENT

"Admissions Requirements, if applicable" Ed. Code §section 47605 (b)(5)(H)

STUDENT ADMISSION POLICIES AND PROCEDURES

All students who wish to attend College and Career Preparatory Academy (CCPA) will be admitted, subject to space limitations.

The following categories of eligible students shall be exempt from the single public random drawing and may be admitted without participation in the lottery:

- Existing students of Orange County Department of Education/Alternative, Community, Correctional, Education, Schools and Services; (ACCESS) and;
- Siblings of students admitted to or attending College and Career Preparatory Academy (CCPA).

CCPA will have the capacity to serve a maximum of 1200 students at all locations, once fully operational. CCPA operates year round and will have open enrollment throughout the year. A student wishing to attend CCPA may apply for admission at any time. All students wishing to attend CCPA will be granted admission if they meet the minimum eligibility requirements and capacity permits. If applications exceed capacity, a single public random drawing will be held to determine the order of admission. All names of eligible Existing students requesting admission will shall be placed in a container, except for those categories of students exempt from the lottery-single public random drawing. Preference shall be given to the following:

- Siblings of students admitted to or attending CCPA who reside within Orange County
- In-county residents
- All names other applicants

Student applicants will be pulled and sequentially numbered. Placements into admitted in order of the program preferences listed in the renewal petition. If the number of applicants within a given preference category exceeds the number of spaces at CCPA, a public random lottery will be made in numerical order held for that preference category. When applicants in that category exceed spaces, a second public random lottery will be held. Admissions will continue in this manner through each successive preference category until all openings seats are filled. The remaining numbered students will be placed on a waiting list and will be offered, in sequential order, an opportunity to attend CCPA if space becomes available. The waiting list will only be maintained for the current school year, and students who have not been admitted will be required to apply again for the next school year like all other interested students. Students who are enrolled shall not be required to reapply for the next school year if they maintain continuous enrollment. Admission to CCPA shall be on a voluntary basis.

All application/enrollment forms will be date and time stamped. It is the parent/caregiver/adult student's responsibility to update their contact information continuously with the charter school. CCPA shall not be responsible for failed attempts to contact a wait-listed parent/caregiver/adult applicant due to expired contact information.

Once notified of an available space, a parent/caregiver/adult applicant will have the following options:

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College and Career Preparatory Academy

Orange County Department of Education

1. 1. Accept the available space within 2five business days of the offer.
2. 2. Decline the available space and be removed from the wait-list.
3. 3. Decline the available space and be placed at the end of the wait-list.
4. 4. If the school does not receive a response within 2five business days of the offer, the school will deem the parent/caregiver/adult applicant to have declined the available space and remove the studentapplicant from the wait-list.

College and Career Preparatory Academy (CCPA)

CCPA will actively recruit a diverse student population from the surrounding areas who understand and value the vision, mission, and core values of CCPA. In general, CCPA will serve those students who have not found success in traditional schools and/or have dropped out of school. CCPA will distribute flyers and provide presentations, as permitted, but not limited to:

CCPA will distribute flyers and provide presentations, as permitted, but not limited to:

1. 1. OC Probation Department.
2. 2. OC Sheriff's Re-entry Division Department.
3. 3. Local workforce development providers who wish to partner with CCPA as an education option for their participants.
4. 4. Local Business Councils throughout Orange County.
5. 5. Local school districts that may have 18 year olds in need of an educational option.
6. 6. Local community college districts that choose to refer a student who is not progressing in their program, but with additional support through CCPA may complete a high school diploma program, while participating in workforce and career skills development and be better prepared to transition back to the community college setting.

CCPA shall be nonsectarian in programs, admission policies, employment practices, and all other operations. CCPA shall not charge tuition. It shall not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or one's association with a person with those characteristics.

Prospective students and parents/caregivers will be oriented regarding instructional and operational philosophies and practices of CCPA and given a summary of the student policies. There may be public or private meetings with the CCPA staff. Students and their parents/caregivers (unless the student is 18 years of age) will be required to sign, verifying receipt of the Parent/Student Handbook (see Appendix H10) indicating their agreement to maintain CCPA attendance and behavioral standards. Those students 18 years of age and older will sign all documents and make all decisions related to school. However, our adult students 18 years and older will be encouraged to include parents/caregivers in school activities and home/school communication, to build positive family and community relationships. Students failing to meet school attendance and behavioral standards, as outlined in the Parent/Student Handbook may be dismissed from CCPA in accordance with due process procedural safeguards.

Step 1: Application

Students interested in attending CCPA may apply online or in-person. All students who meet the minimum

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ACCESS Site Directory: 2019-2020

ACCESS Sites - By AREA

Administrative Unit	Site	Address	City	Zip	Ext.	Phone	Fax	Notes
ACCESS - Administration	ACCESS Admin Office	1669 E. Wilshire Ave., Suite 607,608	Santa Ana	92705	6402	(714) 245-6402	(714) 662-8798	
ACCESS - Administration	Attendance & Records	1669 E. Wilshire Ave., Suites 601, 602	Santa Ana	92705	2514	(714) 547-9972	(714) 547-2344	
ACCESS - Administration	Facilities & Operations	200 Kalmus Dr.	Costa Mesa	92628		(714) 966-4070	(714) 557-5363	
ACCESS - Educational Programs & Services (EPS)	Admin Office - EPS	1669 E. Wilshire Ave., Suite 608	Santa Ana	92705	2593	(714) 647-2593	(714) 662-7564	
ACCESS - Educational Programs & Services (EPS)	Assessment & Accountability	1735 E. Wilshire Ave., Suite 806	Santa Ana	92705	2516	(714) 835-2776	(714) 835-3861	
ACCESS - Educational Programs & Services (EPS)	Curriculum & Learning	1715 E. Wilshire Ave., Suite 701,702	Santa Ana	92705	2593	(714) 647-2593	(714) 543-8962	
ACCESS - Educational Programs & Services (EPS)	Educational Programs & Services	1715 E. Wilshire Ave. Suite 701,702	Santa Ana	92705	2593	(714) 647-2593	(714) 543-8962	
ACCESS - Educational Programs & Services (EPS)	Title III/English Learner Services	1735 E. Wilshire Ave., Suite 806	Santa Ana	92705	2506	(714) 836-3389		
ACCESS - Student Services	Admin Office - Student Services	1715 E. Wilshire Ave., Suites 702, 704-710	Santa Ana	92705	2509	(714) 547-7931	(714) 796-8811	
ACCESS - Student Services	Foster Youth Services Coordinating Program	800 N. Eckhoff St., Bldg. 124	Orange	92868	2511	(714) 835-4909		FAX (714) 939-7806
ACCESS - Student Services	Health Services	1715 E. Wilshire Ave., Suites 704,706	Santa Ana	92705	6609	(714) 245-6609	(714) 664-0745	California Nutrition Grant
ACCESS - Student Services	Special Education	1715 E. Wilshire Ave., Suites 702,704-710	Santa Ana	92705	2509	(714) 547-7931	(714) 547-9814	
ACCESS - Title I Programs	Admin Office - Title I Programs	1735 E. Wilshire Ave., Suites 801, 802	Santa Ana	92705	2512	(714) 836-0301	(714) 836-1920	
AREA 1 - Southwest Harbor	Admin Office - A1	15872 Harbor Blvd.	Fountain Valley	92708	6535	(714) 245-6535	(714) 966-1685	
AREA 1 - Southwest Harbor	Fountain Valley Education (A1 - Satellite A)	9555 Garfield Ave., Suites B, G	Fountain Valley	92708	6640	(714) 245-6640	(714) 378-1071	
AREA 1 - Southwest Harbor	Harbor Learning Center - A1	15872 Harbor Blvd.	Fountain Valley	92708	6535	(714) 245-6535	(714) 966-1685	
AREA 1 - Southwest Harbor	Mesa Verde (A1 - Satellite A)	1525 Mesa Verde Dr. E, Suites 108,109	Costa Mesa	92626	6541	(714) 245-6541	(714) 662-1897	
AREA 1 - Southwest Harbor	Mission Viejo (A1 - Satellite B)	23436 Madero, Suites 100A , 100B	Mission Viejo	92691	2170	(949) 425-2170	(949) 830-2204	
AREA 1 - Southwest Harbor	San Clemente (A1 - Satellite C)	1306 N. El Camino Real	San Clemente	92672	2240	(949) 425-2240	(949) 361-5853	
AREA 1 - Southwest Harbor	San Juan (A1 - Satellite C)	31894 Plaza Dr., Suite A1	San Juan Capistrano	92675	2190	(949) 425-2190	(949) 496-5266	
AREA 2	Admin Office - A2	505 N. Euclid St., Suite 500	Anaheim	92801	6795	(714) 245-6795	(714)781-5891	
AREA 2	Anaheim West (A2 - Satellite A)	2929 & 2933 W. Ball Rd.	Anaheim	92804	8730	(714) 796-8730	(714) 226-0643	
AREA 2	Century Day School - A2	13252 Century Blvd., Suites A,B,C,H,M,N,O	Garden Grove	92843	6630	(714) 245-6630	(714) 530-9981	
AREA 2	Enrollment Office - A2	12822 Garden Grove Blvd. Ste. D	Garden Grove	92843	6450	(714) 245-6450		
AREA 2	Haster - A2	12918,12920,12922,12924 Haster St.	Garden Grove	92840	6651	(714) 245-6651	(714) 740-1564	
AREA 2	IRC - Intake Release Center (A2 - Satellite C)	550 N. Flower St.	Santa Ana	92706	8740	(714) 796-8740	(714) 966-2349	
AREA 2	IRC/Theo Lacy-Satellite Office	2428 N. Grand Avenue Ste. G	Santa Ana	92705		(714) 796-8740	(714) 966-2349	Old Grand Site
AREA 2	La Habra (A2 - Satellite B)	1261 S. Harbor Blvd., Suites F, H-K	La Habra	90631	6586	(714) 245-6586	(714) 525-7483	
AREA 2	Magnolia Learning - A2	13110 Magnolia, Suites, A, B & E	Garden Grove	92844	6660	(714) 245-6660	(714) 534-9563	
AREA 2	Southwest Anaheim - A2	1895 W. Katella Ave., Suites A-F	Anaheim	92804	6600	(714) 245-6600	(714) 774-2637	
AREA 2	Theo Lacy (A2 - Satellite C)	501 City Drive South	Orange	92868	8740	(714) 796-8740	(714) 966-2349	
AREA 3	17th & Ross - A3	511, 515 W. 17th St.	Santa Ana	92706	6705	(714) 245-6705	(714) 558-8062	
AREA 3	Academic Center of Tustin (ACT) - A3	580 W. 6th St.	Tustin	92780	6710	(714) 245-6710	(714) 832-9630	
AREA 3	Admin Office - A3	1277 S. Lyon St., Ste. 501	Santa Ana	92705	6680	(714) 245-6680	(714) 731-7269	Enrll Fax (714) 731-7180
AREA 3	Anaheim North (A3 - Satellite C)	1169, 1173,1175,1177 N. Euclid St.	Anaheim	92801	6575	(714) 245-6575	(714) 533-8621	
AREA 3	El Modena Community Center (A3 - Satellite A)	18672 E. Center St.	Orange	92869	6730	(714) 245-6730	(714) 744-4398	

Administrative Unit	Site	Address	City	Zip	Ext.	Phone	Fax	Notes
AREA 3	Enrollment Office - A3	12822 Garden Grove Blvd. Ste. #D	Garden Grove	92843	6450	(714) 245-6450		
AREA 3	Mary's Academy - A3	13922 Prospect Ave.	Santa Ana	92705		(714) 734-7754	(714) 734-7756	
AREA 3	Placentia (A3 - Satellite C)	5223, 5227, 5237, 5247 E. Orangethorpe Ave	Anaheim	92806	6595	(714) 245-6595	(714) 695-1595	
AREA 3	Santiago Creek/Grand - A3	2428 N. Grand Ave., Suite L	Santa Ana	92705	6755	(714) 245-6755	(714) 542-0762	
AREA 3	Shaffer Education Center (A3 - Satellite C)	321 E. Grove Ave.	Orange	92865	6765	(714) 245-6765	(714) 921-5241	
AREA 3	Tustin Main - A3	174 E. Main St.	Tustin	92780	6770	(714) 245-6770	(714) 505-3179	
AREA 3	Wilshire Classroom - A3	1715 E. Wilshire Ave., Suites 716, 717	Santa Ana	92705	6775	(714) 245-6775	(714) 560-0238	
AREA 4 - Juvenile Court Schools & Adult Educational Programs	Admin Office - A4	331 City Drive South	Orange	92868		(714) 935-7651	(714) 935-6339	
AREA 4 - Juvenile Court Schools & Adult Educational Programs	Central YRC - Youth Resource Center	1001 S. Grand Ave.	Santa Ana	92705		(714) 667-7772	(714) 667-7621	
AREA 4 - Juvenile Court Schools & Adult Educational Programs	Fischer School	331 City Drive South	Orange	92868		(714) 935-7651	(714) 935-6339	
AREA 4 - Juvenile Court Schools & Adult Educational Programs	Lyon School (William Lyon)	401 City Drive South	Orange	92868		(714) 935-7668	(714) 935-6617	
AREA 4 - Juvenile Court Schools & Adult Educational Programs	Rio Contiguo - YGC	3030 N. Hesperian St.	Santa Ana	92706		(714) 836-2770	(714) 836-2771	
AREA 4 - Juvenile Court Schools & Adult Educational Programs	Youth Leadership Academy	3155 Justice Way	Orange	92868		(714) 935-7651	(714) 935-6339	
AREA 5 - Community Home Education Program (CHEP)	Admin Office - A5 (CHEP)	14262 Franklin Ave., Suite 200	Tustin	92780	1000	(714) 327-1000	(714) 327-1030	
AREA 5 - Community Home Education Program (CHEP)	CHEP - Community Home Education Program	14262 Franklin Ave., Suite 200	Tustin	92780	1010	(714) 327-1010	(714) 327-1035	
AREA 5 - Pacific Coast High School (PCHS)	Admin Office - A5 (PCHS)	14262 Franklin Ave., Suite 100	Tustin	92780	6500	(714) 245-6500	(714) 508-0215	
AREA 5 - Pacific Coast High School (PCHS)	PCHS	14262 Franklin Ave., Suite 100	Tustin	92780	6500	(714) 245-6500	(714) 508-0215	
AREA 5 - Skyview	Skyview Elem and Middle School - A5	339,341,343,345,347 E. Grove Ave.	Orange	92865	6760	(714) 245-6760	(714) 998-8609	
AREA 6 - Sunburst Youth Academy (SYA)	Admin Office - A6 (SYA)	4022 Saratoga Ave., Bldg. 25	Los Alamitos	90720		(714) 796-8780	(714) 662-8770	
AREA 6 - Sunburst Youth Academy (SYA)	Sunburst Youth Academy	4022 Saratoga Ave., Bldg. 25	Los Alamitos	90720		(714) 796-8780	(714) 662-8770	
AREA 7 - College & Career Preparatory Academy (CCPA)	Admin Office - A7 (CCPA)	1669 E. Wilshire Ave., Suite 605	Santa Ana	92705	8795	(714) 796-8795	(714) 547-8674	
AREA 7 - College & Career Preparatory Academy (CCPA)	CCPA 17th & Ross	509 W. 17th St.	Santa Ana	92706	8795	(714) 796-8795		
AREA 7 - College & Career Preparatory Academy (CCPA)	CCPA Fullerton	1548 E. Walnut Ave.	Fullerton	92831	8795	(714) 796-8795		
AREA 7 - College & Career Preparatory Academy (CCPA)	CCPA San Juan	31522 El Camino Real	San Juan Capistrano	92675	8795	(714) 796-8795		
AREA 7 - College & Career Preparatory Academy (CCPA)	CCPA Silverado	25632 Peter A. Hartman Way	Mission Viejo	92691	8795	(714) 796-8795		
AREA 7 - College & Career Preparatory Academy (CCPA)	CCPA Southwest Harbor A1	15872 S. Harbor Blvd., Bldg. A, Room 110	Fountain Valley	92708	8795	(714) 796-8795		
AREA 7 - College & Career Preparatory Academy (CCPA)	CCPA Wilshire	1715 E. Wilshire Ave., Suite 714	Santa Ana	92705	8795	(714) 796-8795		

ORANGE COUNTY DEPARTMENT OF EDUCATION
Costa Mesa, California

SUPERINTENDENT'S POLICY

100-10

Bullying

The Orange County Department of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Orange County Department of Education employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, cyber sexual bullying, or other harmful texts, sounds, video, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in Orange County Department of Education schools may be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable Orange County Department of Education and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, Orange County Department of Education schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of Orange County Department of Education and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the Orange County Department of Education will provide students with instruction, in the classroom or other educational settings, that promotes effective

communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or an Orange County Department of Education compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the Orange County Department of Education compliance officer identified in Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or an Orange County Department of Education compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the UCP. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the Orange County Department of Education's uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with Orange County Department of Education policies and procedures.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Orange County Department of Education policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

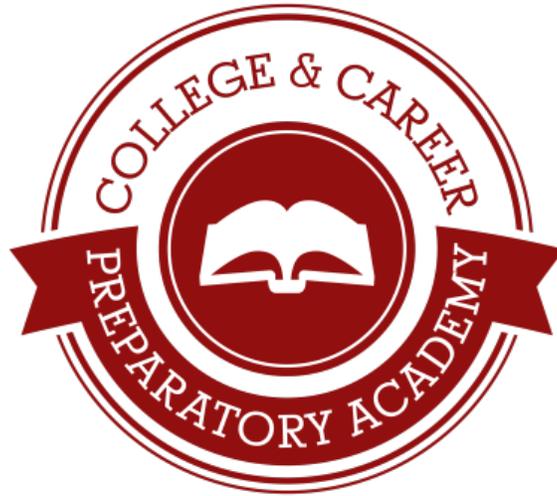
48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
UNITED STATES CODE, TITLE 47
254 Universal service discounts (e-rate)
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age



College and Career Preparatory Academy Student Handbook

Our Pledge

All students in College and Career Preparatory Academy will graduate from high school well prepared for college and the workforce.



Welcome Message

Welcome to College and Career Preparatory Academy (CCPA), a high school diploma program for adults 16 to 25 who want to move forward in their education and career. We encourage you to view our school as the opportunity for a fresh start and to prepare for a positive educational experience with us. Our school provides an alternative education environment that is different from the traditional school that you may have experienced in the past. CCPA is designed to meet the individual needs of our students.

Our exemplary staff is committed to the success of every student. Upon enrollment, students are assessed in math and reading to determine appropriate placement in classes and to identify any special needs. Students meet with a school counselor who assists in developing an Individualized Education Career Service Plan (IECSP).

Our Western Association of Schools and Colleges (WASC) accredited program includes California standards-based core instruction, and elective classes designed to help students develop their career goals and interests.

We invite you to join our learning community and become involved with your school while we strive to support you in reaching your full potential. In this handbook, you will find basic guidelines that help our school operate smoothly. You will also find suggestions about how you can become involved in our learning community. Our Advisory Board and English Language Advisory Committee provide students and community members a voice regarding academic goals and how school funds are spent in support of these goals.

We hope this handbook will answer many of your questions about our school. Our staff welcomes your questions and comments. Thank you for joining the team dedicated to preparing students for college and the 21st Century workforce.

***If interested in further information or for any questions, please contact
College and Career Preparatory Academy at (714) 796-8795.***



History

CCPA opened its doors at one school site in November 2015 under the administration of the Orange County Department of Education (OCDE). Since that time, we have opened many locations throughout Orange County providing a high school diploma program for at-promise young adults. Created specifically for adults with busy schedules, full-time jobs and family responsibilities, we develop an individualized study program to help you earn the credits you need to graduate. CCPA and our collaborative partners will help you earn your diploma and provide you with career planning and workforce preparation for high demand jobs in today's market.

Vision Statement

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 Statement

CCPA will immediately reduce the dropout 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.

Goals

Our goal is to prepare students for success by providing a supportive school environment that focuses on increasing academic, workforce, and pro-social skills and behaviors, while providing functional life-skills instruction and career readiness.

Pledge

All students in CCPA will graduate from high school well prepared for college and the workforce.



CCPA is a WASC accredited program. In the WASC accreditation process, school staff, students, and stakeholders developed the CCPA Expected Schoolwide Learning Outcomes.

Expected Schoolwide Learning Outcomes (ESLOs)

- **Communication and Collaboration – our students shall:**
 - communicate accurately and clearly through speaking, listening, writing and 21st century technology skills.
 - collaborate with CCPA staff, students, and community partners to achieve academic and personal goals.

- **Critical Thinkers – our students shall:**
 - analyze, synthesize and evaluate information to formulate an opinion or solution in independent and/or group settings
 - search for appropriate solutions for difficult problems
 - reach conclusions logically based on sufficient evidence

- **Preparedness for College, Career, and Life – our students shall:**
 - obtain the academic skills to be college, career, and life ready
 - acquire the technology skills to be successful in the 21st century
 - persevere by identifying, evaluating, and determining possible solutions to problems in order to overcome obstacles to complete their Individualized Education Career Service Plan

- **Advocate for Self – our students shall:**
 - become self-directed learners
 - assess personal and academic strengths and interests to set achievable goals
 - take advantage of opportunities offered through their community
 - become empowered in their education and life



Student Registration, Enrollment, and Attendance

CCPA Student Eligibility

- Be between the ages of 16 and 25
- Have a desire to return to school and earn a high school diploma
- Be willing to create short and long-term goals for graduation and transition plans to college, trade school, Career Technical Education and/or employment
- Be willing to work in an independent study format and meet with the teacher as required
- Agree to enroll with a workforce provider as applicable

Registration

Once admitted, all students begin the registration process by setting an enrollment appointment with the Student Records Technician (SRT). Students will need to bring the following documents with them to their enrollment appointments:

- Transcripts

For those students who are 18 and over, the following documents will be needed:

- California ID / Driver's License
- Social Security Card or right to work documents

On the scheduled enrollment date, students will meet with the SRT and school counselor to complete enrollment forms, review their transcripts, graduation requirements and general student expectations. For those students who have not been continuously enrolled in school, they will be referred to a workforce partner.

Records and Transcripts

Students may request official copies of their transcripts by contacting the Attendance and Records Department at their former district of residence.

Attendance

Student attendance and achievement are directly related. All student work is submitted per the course contract agreement to the teacher in order for the student to receive attendance credit for work completed independently. Work must be submitted for each of the curricular areas covered in the assignment sheet.

No more than one attendance period may lapse between the date an assignment is made by a teacher and the date it is due. Temporary changes may be made to the assignment sheet that incorporates two or more weeks to complete the assignment.



Students will complete assignments during the term of the agreement as they are outlined in the curriculum and the Master Assignment's sheet. Students agree to complete four hours of instruction per school day and to complete assignments for the length of time they are enrolled in CCPA.

Academic credit shall be given only when a student's supervising teacher has received completed assignments, a signed compensatory log and the student has attended a student-teacher conference. No attendance credit can be given unless work completion is verified on or before the due date. Student agrees to ensure responsibility for submission of completed assignments necessary for evaluation.

Students who are not attending will be notified via mail of the attendance requirements of the program. Three notification letters will be sent to the students' address on file. If the attendance requirements of CCPA are not met, students will be dropped from the program.

Student Expectations

The following guidelines provide a safe and positive experience for all students and families who visit our CCPA sites for regular meetings with the supervising teacher, to access resources, or to participate in a CCPA sponsored class, activity, or special event.

At CCPA sites, we strive to provide:

- A welcoming and friendly environment.
- A focus on the academic progress of all students.
- Mutual respect, courtesy, and kindness to all.
- Collaborative relationships.
- An inclusive environment that promotes encouragement and understanding.

Student Behavior Expectations:

- Students are responsible for arriving for appointments on time and are expected to attend all appointments.
- Students must comply with all directives given by school staff.
- Students are responsible for all materials and equipment assigned to them by the school. All textbooks, computers, equipment and school materials provided by the school will be returned to school staff. Students may be held financially responsible for any damaged or lost school property.
- Students are financially responsible for any acts of vandalism, tagging or destruction to school property.
- The school provides an education free of sexual harassment and bullying. All complaints of alleged harassment or bullying will be investigated and dealt with appropriately.
- A verbal or physical altercation between students and staff is cause for immediate disciplinary action.
- The school campus is an ALCOHOL, DRUG, and TOBACCO-FREE ZONE.



Academic Honesty

CCPA is committed to maintaining academic honesty.

It is considered cheating if:

- A student uses anyone else’s knowledge or work and says it is his/her own.
- A student turns in an assignment that someone else has completed.
- A student cheats on an exam.
- A student commits plagiarism.

Once the teacher determines that cheating has occurred, the assignment will be graded with an “F” and a zero will be recorded in the grade book. Students violating the honesty policy will be referred to the principal and appropriate disciplinary action will be taken.

Testing

Students are required to participate in standardized tests multiple times throughout the year. It is imperative that students prepare for these tests and perform to the best of their ability. Information from these tests allows CCPA to determine a student’s placement in core classes and in academic intervention classes. The following is a list of tests administered during the school year.

Test Name	Dates Administered	Purpose
i-Ready Math and Reading assessment test	Required of all students at enrollment and every 90 days afterwards.	To measure academic levels and academic growth.
English Language Proficiency Assessment for California (ELPAC)	May	State requirement to measure English Language acquisition for English Language Learners only.
California Assessment of Student Performance and Progress (CAASPP)	Spring: Required of all 11 th grade students	State required tests to measure student proficiency in core subjects.
California Science Test (CAST)	Spring: Required of all 12 th grade students	

Fire and Disaster Drills

Procedures have been established to evacuate the buildings in case of fire, earthquake, or other emergencies. An evacuation chart is posted in each classroom and the teacher will inform you of the proper procedure for each emergency. Your cooperation in treating these drills seriously could save your life.

The principal is directed to establish appropriate regulations for this policy to ensure the policy is applied in a consistent and equitable manner.



Anti-Bullying Policy

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation and bullying.

- CCPA prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).
- School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so.
- Acts of discrimination or bullying should be brought to the attention of the principal.
- You may make an anonymous complaint by contacting the principal. If there is sufficient corroborating information, the Orange County Department of Education will commence an investigation.
- Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information to investigate effectively.
- Students who violate the CCPA policies on bullying or discrimination may be subject to discipline, including suspension and expulsion.
- CCPA prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

Academic Expectations

Individualized Education Career Service Plan

Upon enrollment in CCPA, students will meet with a school counselor to review their current academic level. Academic achievement goals will be determined based on transcripts from previous schools and other relevant sources. These goals and the supports identified for meeting them will be incorporated into the student's Individualized Education Career Service Plan (IECSP). The IECSP will guide the student's academic program at CCPA.

Earning Credits towards High School Graduation

Students usually work on one course at a time. Upon successful completion of a course, the student will earn five credits towards graduation requirements. Typically, these courses run three to six weeks, depending on the student. Students who are working or participating in a workforce partner's career readiness workshop have the ability to earn elective credits in work experience or career exploration.

Intervention Courses

Students who test below grade level on the math and reading assessments will be placed in intervention courses in math and reading. Additional academic support may be offered as applicable.



Report Cards, Grades and Grading Periods

Report cards are issued each December and June. Course completion credit is given in five credit blocks. If a student leaves the class or fails to complete all five credits, partial credits may be issued.

Graduation Requirements

CCPA requires 220 credits to graduate. The following table lists the credit requirements in each subject area.

English/Language Arts	40.00
Fine Arts/Foreign Language	10.00
Mathematics	10.00
Algebra	10.00
Physical Education	20.00
Life Science	10.00
Physical Science	10.00
US History	10.00
World History	10.00
American Government	5.00
Economics	5.00
Health Science	5.00
Electives	75.00
Total	220.00

Student Support Services and Programs

CCPA strives to provide a full range of support services to our students and their families.

English Language Learners

All CCPA teachers are credentialed to provide specialized instruction to English Language Learners (ELL). ELL students participate in mainstream core curriculum classes with modified instruction based on their English language ability. ELL students may also be placed in research-based intervention classes designed to accelerate English language skills. The student's English development is assessed yearly with the ELPAC test. Support services for ELL students may include but are not limited to modified lessons and testing, individualized instruction or additional academic support in their primary language.



English Learner Re-designation Criteria

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC. The minimum expectations are Level 4 or 5 on ELPAC with no individual language domains less than a Level 3.
- Input from the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance levels and basic skills (based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils whose native language is English).

English Learner (EL) students on Individual Education Plans (IEPs) must not have "alternate criteria." Each EL on an IEP must be treated individually and the IEP team must decide to reclassify or not based on their analysis of the student's disabilities, performance, and assessments. Once an IEP team has this discussion, notes, and minutes must be taken and be part of the IEP forms.

Special Education

All special education students receive the services identified in their Individual Education Plan (IEP). Services are provided by a credentialed special education teacher who is responsible for implementing the goals and objectives identified in the IEP. Individual Education Plans are reviewed annually by the IEP team, which consists of the teacher, administrator, and student. Other support people may be included in the IEP team. Support services for special education students may include but are not limited to modified lessons and testing, individualized instruction, and career transition services.

Foster Youth Services

The OCDE Foster Youth Services Program (FYSP) is an educational advocacy program that provides services to dependents residing in group homes, foster homes, and in homeless situations. The purpose of the FYSP is to provide advocacy and other services designed to help increase academic achievement and decrease truancy. Goals of the FYSP include improving educational access and outcomes for foster youth.

FYSP provides support for foster care providers, foster care agencies, group homes, and all foster youth throughout Orange County. The services include:



- Tutoring
- Advocate services to assist students who are experiencing delays in enrollment
- Assistance to placing agencies and care providers for meeting legal obligations when foster youth are placed in a new school
- Assistance to schools
- Assistance in mediation between group homes, school districts and placing agencies
- Collaboration with county departments and agencies including local colleges and Independent Living Programs
- Training for all stakeholders on critical issues, including educational rights, legal mandates, special education and other school related topics
- Various educational and motivational programs and events to assist youth with successful transition from foster care

Career Technical Education

Career Technical Education (CTE) helps students gain the training and experience needed to get a job. CTE courses are a combination of classroom instruction and on-the-job training taught by industry professionals who are credentialed by the State of California to teach in their areas of expertise. Students may have the opportunity to actually train in a community-based business. Upon successful demonstration of competency, students receive a Certificate of Training. CTE Student Services Representatives provide career guidance, aptitude and interest testing, educational and occupational information. Some CTE courses offer the opportunity for placement or credit at local community colleges.

Concurrent Enrollment

Concurrent enrollment provides high school students the opportunity to take college level courses at their local community college. Students must complete the admission process for concurrent enrollment at the college. Students in concurrent enrollment courses earn credit towards both high school graduation and college.

Work Experience

Students may participate in the work experience program to earn credits toward their high school graduation. A teacher at the school site will monitor work experience completed by the student. Every 15 hours of work is one elective credit. Students will also be enrolled in a required academic course while enrolled in the work experience program. Students must be attending their scheduled appointments and successfully completing their assignments.

Credit Exemptions

Students who are identified as formerly incarcerated juveniles, homeless or foster youth have special rights in California to help keep them on track to graduate. Under new state laws, students may be eligible for an exemption from local graduation requirements if they meet certain conditions. Students who are granted this exemption must still complete the minimum state graduation requirements in order to receive a diploma. These requirements include



courses in the subject areas of English Language Arts; mathematics; science; social studies; visual or performing arts, foreign language or technical education; and physical education. Students also have the right to remain enrolled in high school for a fifth year, if needed, to complete CCPA graduation requirements.

Student and Family Involvement

School Advisory Committee

If you are interested in contributing to the Local Control Accountability Plan, school policy or budgets, you might enjoy serving on our School Advisory Committee. The School Advisory Committee made up of business partners, teachers, parents, classified employees, and students that work with the principal to develop, review and evaluate school improvement programs and school budgets. To promote participation, all School Advisory Committee meetings are live-streamed at each CCPA school site.

English Learner Advisory Committees

If you are interested in school policy and budgets supporting ELLs, you are encouraged to participate in the English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC).

To learn more about the School Advisory Committee, ELAC or DELAC, attend a meeting or speak with the school principal. Meeting dates and minutes will be posted at all school sites and can be viewed on the CCPA website at www.ocde.us/ccpa.

ORANGE COUNTY DEPARTMENT OF EDUCATION
Costa Mesa, California

SUPERINTENDENT'S POLICY

100-31

Discipline

The Orange County Department of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Orange County Department of Education believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at Orange County Department of Education schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of Orange County Department of Education discipline policies and practices.

In addition, the Superintendent or designee's strategies shall reflect the Orange County Department of Education's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Orange County Department of Education policy and procedures. The Orange County Department of Education shall review the approved school discipline rules for consistency with Orange County Department of Education policy and state law. Site-level disciplinary rules shall be included in the Orange County Department of Education's comprehensive safety plan.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the Orange County Department of Education's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for Orange County Department of Education schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

Orange County Department of Education goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the Orange County Department of Education's local control and accountability plan, as required by law.

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49330-49335 Injurious objects

52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

ORANGE COUNTY DEPARTMENT OF EDUCATION
Costa Mesa, California

SUPERINTENDENT'S POLICY

100-32

Suspension and Expulsion/Due Process

The Orange County Department of Education desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Orange County Department of Education shall develop policies and procedures setting the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying procedure.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any Orange County Department of Education school or school district, regardless of when it occurs, including, but not limited to, the following:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

Orange County Department of Education staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the Orange County Department of Education's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910.

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct.

Authority to Expel

A student may be expelled only by the governing board of the student's district of residence.

As required by law, the governing board of the school district of residence shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds:

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations, the school district of residence shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the governing board of the school district

of residence shall order the student expelled only if it makes a finding of either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student by the governing board of the school district of residence shall be taken in a public session. The governing board of the school district of residence may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying procedure. No student shall be expelled for disruption or willful defiance.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths