2020–21 Every Student Succeeds Act
Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

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

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

Eligible school for Comprehensive Support and Improvement (CSI):
College and Career Preparatory Academy (CCPA)

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

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

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

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

- Surveys/phone calls/meetings with stakeholders from school administration, Project Liaison, SRTs, and Counselor on a weekly basis.

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

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

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

All students have access to all program services and resources. It has been determined that no resource inequities have been identified.

Monitoring and Evaluating Effectiveness

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

A major concern expressed by our community partners is the social-emotional well-being of our students during this time. As such, CCPA will provide resources, strategies, and interventions to support engagement in learning and provide social-emotional consultation through Multi-Tiered System of Supports (MTSS). To support the needs of students, funding will be allocated to hire a short-term Community Resource Specialist, whose impact on the program will be measured. Follow-up surveys

and responses will be collected throughout the 2020-2021 school year to gather student feedback regarding connectedness to school, coping with stress, and questions to determine basic student needs. The Community Resource Specialist will connect CCPA students with community partners to ensure that they are taking advantage of community opportunities and will monitor the increased usage of services utilized by CCPA students. Additionally, the Community Resource Specialist will continue to monitor student needs and effectiveness by gathering data for student positive attendance rates and tracking student's post-graduation data including students planning to enroll in college or work full-time. This position will closely monitor the effectiveness of the CSI plan by tracking data such as improvements in student attendance and capture rates and utilization of community resources that support student's social-emotional needs. This tracking will be done through additional student surveys and follow-up on these surveys once student needs have been assessed and through monthly reports distributed by the Attendance and Records Center. The Principal will oversee that the Community Resource Specialist has had an impact on the evidenced based interventions such as increased participation in community partner's programs, increased student attendance and capture rates, and overall increased improvements with student's self-identified connectedness to school.

To keep stakeholders informed, updates on the SPSA plan will continue to be discussed and evaluated, as needed, regularly at all CCPA School Advisory Committee meetings. The School Advisory Committee consists 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. During these meetings, all stakeholders will have a chance to continuously monitor the plan and ask questions regarding further implementation actions and next steps.

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

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

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

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and

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

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

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than October 31, 2020. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at LCAPreview@cde.ca.gov no later than October 31, 2020.

The required details and prompts are as follows:
Provide the LEA's contact information in the space provided in the form:

- Name of the LEA
- Contact Name and Title
- Contact email address and phone number

Complete each prompt in the space provided.

- Schools Identified: Identify the schools within the LEA that have been identified for CSI.
- Support for Identified Schools: Describe how the LEA has or will support the identified schools in developing CSI plans.
- 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.

LEAs: Complete and return this form to your COE no later than October 31, 2020.

COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE: Complete and return this form to the CDE at LCAPreview@cde.ca.gov no later than October 31, 2020.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.

California Department of Education
September 2020