



# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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# Goals and Actions

## Goal

Goal #	Description
1	All UCCS students, especially language learners, will experience a rigorous, supportive and safe learning environment to prepare them for high school graduation, college, and/or career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Human Resources Records	80% of teachers credentials are appropriately assigned per AB 1505.	70% of teachers credentials are appropriately assigned per AB 1505.	90% of teachers credentials are appropriately assigned per AB 1505.	92% of teachers credentials are appropriately assigned per AB 1505.	100% of all teachers are assigned appropriately per AB 1505, meeting the requirement prior to the deadline.
Inventory of Classroom Materials	100% all classroom materials, online textbooks and online instructional resources are standards aligned	100% all classroom materials, online textbooks and online instructional resources are standards aligned	100% all classroom materials, on-line textbooks and online instructional resources are standards aligned	100% all classroom materials, online textbooks and online instructional resources are standards aligned.	100% of all classroom materials, online textbooks and online instructional resources are standards aligned with the incorporation of new online resources
Plant maintenance checklists	Facilities are appropriately maintained by custodians	All facilities are appropriately maintained by custodians.	All facilities are appropriately maintained by host agencies' custodial staff.	All facilities are appropriately maintained by host agencies.	Classrooms will remain safe and appropriately clean to provide a conducive learning environment
100% of teachers attended PBIS training.	All teacher participate in the school MTSS program called Progressive	3 of 7 (40%) of teachers attended PBIS training in 2021-2022.	Teachers attended PBIS training in 2022-2023.	10 out of 14 (71%) of teachers attended an external professional development training	100% of teachers will have attended 1-2 external PBIS trainings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Intervention. Teachers will continue to participate in PBIS training to improve supports provided to students.			aimed on improving PBIS strategies.	
Student progress on ELPAC & local assessments	80% of ELs demonstrated growth in EL advancement	English Learner Master Plan is adopted and identifies diagnostic & growth local assessments for Adult English Learners to demonstrate growth.	English Learner Master Plan was implemented. Remedial software such as Freckle and Newselaware added to aid in scaffolding. ELPAC testing was conducted for students under 22 yo, and a new assessment for students 22 years old and older was adopted- AAPPL. Our in-house assessment for initial placement and movement between levels was revised.	60% of ELs including ELPAC students (18 - 21 years old) and Adult English Learners (ages 22 and up) demonstrated growth in EL advancement via ELPAC assessments and local indicators.	80% of ELs demonstrate growth in EL level advancement including ELPAC (18-21 year old) local assessments to measure growth amongst Adult English Learners (22+ years old)
Graduation Rates	100% of students that complete job training requirements graduate	82% of students that entered their final (Seniors) semester graduated on time in 2021-2022.	86% of students that entered their final (Seniors) semester graduated on time in 2022-2023.	89% of students that entered their final (Seniors) semester graduated on time in 2023 - 2024.	100% of students that complete job training requirements graduate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator & local data	21% of ELs aged 18-21 are making progress towards English language proficiency	ELPI score does not yet include 2021-2022 Summative ELPAC.	44.4% are making progress toward English language proficiency. (per ELPI data)	Per the CA school dashboard, UCCS' ELPI shows 10.8% progress for students' English language proficiency.	50% of ELs are making progress towards English language proficiency (per ELPI and local measures for students 22 and older)

## Goal Analysis

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

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

In the previous 2022 - 2023 school year, UCCS laid the foundation for new protocols in the ELD department specifically closely monitor the growth of adult English learners. In the 2023 - 2024 school year, UCCS implemented and enforced policies that will help UCCS retain data on the school's adult English learner population using summative ELPAC scores, AAPPL scores, and local ELD progress data. UCCS hired four new teachers, who are assigned appropriately per their credential. Additionally, in an effort to move toward an MTSS aligned practice, UCCS staff has completed half of the statewide MTSS training.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The school nutrition program expenditures increased by \$12,000.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In the 2023 - 2024 school year, the most effective actions were in the areas of supporting English Learners. Although the ELPI decreased significantly, the proportion eligible students tested has increased in Year 3. The inventory of classroom materials and facility maintenance continue to be effective processes as UCCS was able to reach the desired outcome for the 2023 - 2024 school year. The efforts made towards improving graduation rates have been effective from Year 2 to Year 3 of the LCAP cycle. However, the current processes UCCS has implemented were overall ineffective at meeting the desired outcome for the 2023 - 2024 school year. A similar pattern of growth was evident in the action towards Human Resources Records and UCCS presents to be on track to meeting teacher credentialing requirements per AB

1505. While the percentage of UCCS staff trained in PBIS has increased in this 3 year LCAP cycle, the procedures towards this action were ultimately ineffective at meeting the desired goals.

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

For the upcoming cycle, the metrics regarding PBIS training and graduation rates have moved to a new goal. However, the desired outcomes for both metrics remain about the same. Otherwise, UCCS is looking to carry this goal of students experiencing a rigorous, supportive and safe learning environment to prepare them for high school graduation, college, and/or career into the next LCAP cycle. To improve the learning environment for the general population and for English Language learners, UCCS is looking to modify action steps pertaining to this goal.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	UCCS will increase recruitment, retention and level of regular student attendance, as well as follow students to determine post-corps activities and levels of success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance records	2020-2021 Attendance Data - 73.3%	79.5% average schoolwide attendance	81% average schoolwide attendance.	81.7% average school wide attendance for Fall 2023.	Attendance will increase 5 % each year
Alumni Survey and Post Corps Follow Up	75% of alumni are fully employed or enrolled in college or trade school within 3 months of graduation	78% of alumni responded that they are employed or enrolled in school within 3 months of graduation.	81% of alumni responded that they are employed or enrolled in school within 3 months of graduation.	83% of UCCS alumni responded that they are employed or enrolled in school within 3 months of graduation.	Number of graduates fully employed or attending college/trade will increase by 2% each year
Recruitment and Enrollment	Total Enrollment: 158	Total Enrollment: 184	Total Enrollment: 231	Total Enrollment: 244	Increase enrollment to a total of 220.

## Goal Analysis

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

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

In comparison to the 2022 -2023 school year, UCCS has increase the number of personnel supporting student success and services. With the additional personnel such as classroom assistants and a Student Support Services Specialist, UCCS was able to improve upon its outcomes throughout the 3 years. However, the actions towards this goal were generally not enough to meet the desired outcomes for this LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The school spent an additional \$329,895 on staff salaries and benefits who were implementing MTSS strategies and developing individual learning plans.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The most effective actions towards goal 2 were in regards to recruitment, enrollment, and alumni post-corps follow up. Through it's recruitment efforts, UCCS was most effective in maintaining the number of students enrolled in school. In the 2023 - 2024 school year, UCCS surpassed the number of students enrolled from the school's initial target of 220 students to 244 students as of June 2024. Within this 3 year cycle, UCCS saw an increase in the proportion of graduates graduating each school year and has maintained a 2% increase each year in UCCS graduates that are fully employed or enrolled in school post graduation. While the UCCS attendance rate has also increased incrementally in this 3 year LCAP cycle, the actions were ultimately ineffective at improving the rate by the targeted goal of 5% each year. With the addition of new student support staff in the 2023 - 2024, additional attendance interventions have been implemented to help reduce absenteeism.

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

In the future, UCCS aims to adopt additional measures to improve attendance and maintain a steady enrollment. UCCS also hopes to look at additional prevention strategies to address and reduce absenteeism as well as strategies to improve graduation rates in the upcoming LCAP cycle.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



## Goals and Actions

### Goal

Goal #	Description
3	UCCS will provide students a broad course of study and opportunities for instruction to keep them engaged and eligible to meet the graduation requirements of the school.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Schedule	UCCS offers standard high school requirement courses	UCCS offers multiple Life Skills course options including social emotional learning, financial literacy, and career exploration. Courses added to the schedule in S2 2021-2022 included foundational mathematic courses that better meet the current student needs.	Courses added to the schedule in 2022-2023 included foundational Science courses and academic skills classes to better meet the current student needs.	With the influx of newcomer students at UCCS, there was a greater need to focus on foundational skills.	UCCS will offer additional elective courses to students including language and/or higher level math

### Goal Analysis

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

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

The UCCS course schedule offers standard high school required courses that are aligned with the CA high school graduation requirements. In the 2023 - 2024 school year, UCCS did not implement foundational Social Science courses, but expanded foundational English courses for low performing students. With UCCS' continuous enrollment period, the student population at UCCS is ever-changing. Given student academic baselines for the 2023 - 2024 school year and feedback from teaching staff indicated a significant need for foundational courses.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The school spent an additional \$20,000 on staff salaries and benefits who were working on CTE pathway objectives.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The process for developing and expanding the UCCS course schedule was ultimately ineffective at meeting the desired outcome of offering elective language courses for students. Although course offerings at UCCS have not expanded much beyond basic statewide graduation requirements in the 2023 - 2024 school year, UCCS has formulated and integrated various foundational courses to help mitigate student learning loss upon a student's enrollment at UCCS.

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

For the upcoming LCAP cycle, UCCS is dedicated to meeting the unique needs of all students. With the influx of newcomer students to UCCS, there has been a greater need to focus attention and resources on English language development. Therefore UCCS aims to build up extension courses to better address the needs of our students- especially English learners.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	N/A Charter Schools

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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## Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	N/A Charter Schools

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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## Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
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