Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Urban Corps of San Diego County Charter	Dan Thomas Executive Director	dthomas@uccharter.org 619-235-6884

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
100% of teachers' credentials are appropriately assigned (1A). 100% of students will have standards aligned materials (1B). Facilities will all be appropriately maintained by plant custodians (1C).	All expected outcomes were met.
100% of teachers attended professional development on the Common Core (2A). 80% of EL students will demonstrate growth across the EL levels (2B/4D/4E)	Common Core PD was attended by 100% of teachers (goal met) (2A). 85% of EL students demonstrated growth across EL levels (2B/4D/4E) (goal met).

Expected	Actual
100% of students who complete workforce requirements will graduate (4C).	91% of students who completed workforce requirements graduated (4C).
Baseline data of EL students' lexile levels and performance on TESOLwriting samples will be determined (4D).	This outcome was not pursued as the curriculum and testing measures were changed so this outcome was no longer relevant.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
With assistance from Mono County Office of Education, review all teacher credentials to ensure appropriate credentials are held for assigned classes.	$89,000	$85,766
School Director will monitor classroom instruction to ensure that all lessons are aligned to the Common Core Standards.	$89,000	$85,766
EL/Unduplicated students will develop goals for their own progress in English to ensure that they eventually reach proficiency.	$2500	$2500
Establish emergency response program to prepare for potential disaster situations.	no cost	no cost
Technology and instructional materials to support 21st century learning skills and access to rigorous curriculum will be provided.	$30,000	$ 18,298

Goal Analysis

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

Funds budgeted were implemented as intended.

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

Several goal were successfully met. The goal set for 2019-2020 were exceeded including 85% progression in ELD levels(2B/4D/4E). Additionally, instruction and curriculum were improved as addressed in Action #2 and #5.
One challenge was 100% graduation for students that completed workforce requirements. Only 91% of students who completed workforce requirements graduated. This continues to be an area of growth.

Goal 2

UCCS will increase recruitment, retention and level of regular student attendance, as well as follow students to determi

State and/or Local Priorities addressed by this goal:

State Priorities: 5 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The attendance rate for the 18/19 school year will increase	The attendance rate from 17/18 to 18/19 decreased by 2.91%
A survey of alumni would take place to determine the numb currently employed or attending school (6C)	Due to the transient nature of our students paper and maile survey's were found to be inadequate in collecting informati former students. It was determined the best medium for cor students was social media, therefor an alumni group was cr Facebook and Instagram in which case managers research recruited former students to collect survey data. This metho to be successful.
Determine the number and frequency of wraparound servic	18/19 35% of students participated in the counseling progra
Priorities:5C: Middle school dropout rates6A: Pupil suspens	The priorities listed above to do not apply to Urban Corps C as there are no middle school students in attendance; pupil attend.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
UCCS staff will follow? up withstudents when they do not showup at school as documented by	$119,100	$119,100
UCCS Staff will revise the alumni survey to focus on college enrollment and job placement activities of former students for the purpose of tracking the school's success, as well as a method of motivating current students.	$119,100	$119,100
UCCS will support students invidious ways (e.g. counseling, transportation) to ensure students can get to school each day.	$98,850 Dir Student Se $298,344 NSLP	$98,835 Dir of Student $280,891 NSLP
UCCS will work with Urban Corps to seek out job opportunities so that students have incentive to attend school and will maintain the policy that if students are not in school they may not work.	$119,100	$119,100

Goal Analysis

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

Funds were used as planned.

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

Overall, actions and services were implemented as planned. Small changes to actions (ex. mailed surveys vs online outreach) enabled the school to achieve it's outcome. One area of continued focus continues to be attendance. While it it still an area of focus, case management and services provided continue to help improve and maintain student attendance and engagement.

Goal 3

UCCS will offer students a broad course of study and opportunities for instruction to keep them engaged and eligible to requirements of the school.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 7 8

Local Priorities: School will provide free nutritional services (breakfast and lunch) to students.

Annual Measurable Outcomes

Expected	Actual
CTE pathways will be developed, as there none at this time	Urban Corps actually offers a workforce development progr that are part of the "work" program of the school.
The school will investigate offering of A? G online classes should any student be able to enroll and succeed in these types of clas	It has been determined that this action does not fit with the mission of the school. The students that attend Urban Corp the foundational skills necessary to be successful in an A? G curriculum. They come to the school substantially below grade level, so not even speaking a word of English. A? G curriculum does not fit the needs of our students.
School will offer free breakfast and lunch services to all of i	School served: 19,075 breakfast meals; 32,944 lunch meals; 23,238 snacks during the 2017? 2018 school year

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School will work with MCOE and the corporate Urban Corps to develop one CTE pathway based upon a current job program at that the Corps offers (e.g. recycling)	None	None
School will investigate online A ?-G classes.	None	None

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
UCCS will continue to provide free breakfasts and lunches to allstudents.	$298,344	$280,891

Goal Analysis

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

Much of this goal was not completed, however, this did not impact budgeted funds. Funds budgeted for NSLP to provide breakfast and lunch were used as planned.

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

CTE and A-G courses continue to be areas of growth that UCCS is investigating. However, these may be implemented in the future as we learn more about the requirements and how it fits the work school model that currently exists. Meals provided to students are an asset that help to improve student attendance and engagement. It is a service that students rely on and the school will continue to prioritize.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase and deployment of materials to support safety protocols including mask/face shields, sanitation products, social distancing decals/tape, and safety/hygiene signage.	$7,388.00	$15,833	N

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

Funds were used as planned to ensure safe environment for students and staff. The initial budget underestimated the needs for preparing office and classroom spaces in addition to personal protective equipment initially identified.

Analysis of In-Person Instructional Offerings

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

In-Person instruction was offered throughout the year. However, with San Diego county being identified in the purple tier, in-person offerings for small group instruction and designated in-person classes were put on hold for portions of the school year. During this time, additional Zoom support conferences were added. Additionally, during online courses some technology hub locations were made available on site for student struggling with internet access. Starting April, in-person instruction was resumed for English Learners and students with additional needs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Internet enabled wifi hotspots for students to participate in distance learning	$74,000	72,131.00	Y
Chromebook devices for students to participate in distance learning	$11,998.67	$ 59,444.83	Y
Google Education Licenses	$1,300.00	$7,800	Y
Laptop devices for teachers to facilitate distance learning	$8,706.73	8,706.73	N
Zoom Education account for synchronous class instruction	$2,250.00	$2250.00	N

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

Funds were used as planned. Additional funds were needed to provide more Chromebooks than original estimate and to license these within the school's Google Domain.

Analysis of the Distance Learning Program

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

Courses designed and delivered during distance learning were successful. The courses utilized the same standards as inperson learning and similarly utilized GSuite and Google Classroom. The instruction and assignments provided were

comparable to in person classes and utilized the same materials. Further, PD provided to teachers for Zoom, GoGuardian, CPM Math "Teaching Remotely" and others bolstered teacher effectivity during distance learning. Benchmarks and diagnostics such as STAR testing were used to identify students that were in need of further interventions, beyond course scheduling. During Fall 2020, students identified for intervention were able to attend small group instruction on campus when possible.

Case Managers work with students to identify needs and develop individual development plans to ensure their success. The weekly, if not daily, contact with students enabled Case Managers to provide supports to students to get the reconnected to school and provide additional services that might be an obstacle to a student's successful participation in distance learning.

One ongoing challenge of Distance Learning is student participation as described in Pupil Participation and Progress. For Fall 2020, students participated in live synchronous classes for LifeSkills which provided Social Emotional Learning to students. While this course was successful in supporting students social emotional need and engaging them in live instruction, students struggled to participate and engage in asynchronous courses to the same degree. To increase student participation and therefore progress, UCCS shifted to a fully synchronous model for Spring 2021. Students attend eight 45 minute courses via Zoom in addition to a Homeroom class in which teachers connect with students and assess their needs. Further, Students that still struggled with technology and connectivity are identified and a safe study environment is made available on campus to them.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Designated daily instruction schedule for supplemental support classes for subgroups experiencing learning loss	$101,545.00	101,545.00	Y
Diagnostic, benchmark, and summative assessments schedule throughout Fall 2020 semester	$ 6,925.00	6,925.00	Y
Case Management support services including socio-economic diagnostic and monitoring assessments	$85,000	$85,000	Y

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

Funds were used as planned.

Analysis of Pupil Learning Loss

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

UCCS measured the effectiveness of services to address learning loss through diagnostic, benchmark and summative assessments aligned to California curriculum frameworks, state standards and grade level equivalency expectations. Fall 2020 data shows reading and math growth for students that participated in asynchronous courses, but little growth for those that struggled with distance learning. One challenge identified through benchmarks and unit reflections was

equal student participation. Case Management was able to provide resources to students in the areas of , but many students faced ongoing challenges throughout distance learning.

Students with unique needs received additional support through scheduled online instruction appointments. Students within these categories are scheduled for online small group instruction and/or one-on-one video calls, led by certificated teachers. English Learners receive additional support through online small group instruction with their teacher and peers to support online learning assignments and course goals. Students with SPED/504 plans will be provided accommodations and support in coordination with their core content area teachers through weekly Zoom appointments. Homeless students will be scheduled for additional case management assessments to provide support service referrals. All struggling students (failing courses with grades <65%) will be provided targeted supplemental instruction in coordination with their core content teachers.

To continue to improve student participation, UCCS made the decision for Spring 2021 to be fully synchronous via Zoom to better serve the academic needs of all students. Additional successes include the addition of after school small group instruction for struggling students and in person instruction for all ELD students. One-on-one tutoring is also made available to students identified in need of support.

Analysis of Mental Health and Social and Emotional Well-Being

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

UCCS recognized the need to increase access to resources within the school and the community. As such, social emotional learning was embedded in each of our core classes to help reduce and manage stress and anxiety. Our partnerships with various community agencies continued throughout the school year. Case managers, and vocational skills coordinators have been key resources and continue to be readily available to provide service referrals as appropriate. During distance learning, case managers, teachers and school administrators have been easily accessible via phone, text or school email.

Analysis of Pupil and Family Engagement and Outreach

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

Throughout the 2020-2021 school year students were identified for supplemental support and conferencing from teacher and case managers when students were below 70% attendance. During outreach and conferencing, students shared that they needed further supports for instruction and connectivity. The struggle to engage students during Semester 1 with limited live classes and asynchronous courses informed the changes made in Semester 2, with fully synchronous learning. This was successful and increased student engagement and achievement. Additionally, on campus learning zones were made available to students that continued to struggle with Internet connectivity. Throughout the year, risk levels were monitored and students were quickly referred to interventions when needed. This was successful as it re-engaged many students. It continued to be implemented now.

Analysis of School Nutrition

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

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

On March 16, 2020 Urban Corps Charter School was approved for the Seamless Summer Food Meal Program waiver. This allowed UCCS to continue providing meals to all students in spite of the school closure. UCCS employed the "Grab-N-Go" meal distribution method to prevent on campus congregation

MEAL DISTRIBUTION SERVICE SCHEDULE:

1. Urban Corps campus: Monday-Friday 6:30am-8:00am

2. California Conservation Corps, National City campus: Monday through Thursday 3:30pm-5:00pm

The Grab-n-Go meal distribution method will continue until further notice or until June 30th, 2021 when the current SSFO waiver expires. UCCS believes this waiver allowed the school to continue providing students with daily nutritional meals without disruption.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributin
Mental Health and Social Emotional Well Being	Weekly check-ins with case managers, daily attendance monitoring to ensure students are fully participating in all required aspects of the program, on-going basic needs assessments to ensure students have the necessary resources available to receive needed and requested services (Food, health care/mental health/transportation/housing/clothing/legal-aid/child care/etc.)	$85,000	$85,000	N
School Nutrition	Safety, sanitation and hygiene protocols and support materials	$10,000	$10,000	N

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

Funds were used as planned.

Overall Analysis

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

Distance learning and in-person learning programs during 2020-2021 have drawn focus to the continued needs of our English Learners and our credit deficient students. Goals for the 2021-2024 LCAP include specific actions that target the additional instructional support and career readiness that will prepare our students for successful graduation and transition to post

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

> Pupil learning loss continues to be a focus.

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

> There were no substantive differences in actions or services. All actions and services contribute to the ongoing needs of our students.

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

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

> UCCS main areas of focus continue to be attendance, retention, students support and engagement and improving students college and career readiness. The 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan focused on serving students in these areas and improving their learning through both academic and wraparound supports. In developing the 23-24 LCAP, the school analyzed the ongoing goals and made determinations to identify the current actions needed to continuously improve.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Urban Corps of San Diego County Charter	Dan Thomas Executive Director	dthomas@uccharter.org 619-235-6884

Plan Summary 2021-24

General Information

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

The Urban Corps Charter School is the education provider for both an independent local conservation corps (Urban Corps of San Diego County) and four state run California Conservation Corps sites (San Diego/National City, Vista, Inland Empire and Los Pinos). Together, these programs serve at-risk youth, ages 18-25 who are in need of job training and a high school diploma. Urban Corps serves as a bridge to better the lives of disadvantaged inner-city youth as well as refugees from many different countries. Our students participate in a work-learn program which offers participants environmental community service projects while attending high school.

Dual enrollment in both the job training and charter school is a requirement of all sites, resulting in job training issues affecting school enrollment. Students may leave the program because they are offered full time jobs or fail to meet the rigorous standards set for by the job training programs. Since many students have families of their own to provide for, a paycheck is their driving motivation and may supersede their high school diploma.

Of the students who do graduate, most go onto attend community colleges or trade programs in the San Diego area. The population of the school is diverse; there are many different languages spoken amongst our English learners and adult English learners. The unique school is a second chance for students, whom for one reason or another, did not succeed in a traditional school setting. Urban Corps is a program that can change the course of students' lives so they can become productive, contributing and successful members of society.

Reflections: Successes

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

After reviewing the Dashboard, indicators show that graduation rates, English learner proficiency and attendance continue to be areas of improvement. However, in consideration of local data and alternative metrics, Urban Corps is making strides in newcomer English Learner advancement towards proficiency as well as graduation rates for

Seniors eligible in their final semester.

Local data shows that Urban Corps is able to help English Language newcomers accelerate their language acquisition and be prepared to successfully engage in English Language Mainstream classes within two years of their enrollment. While all Urban Corps students progress one year grade equivalency in just 100 days of continuous enrollment, the progress of English Learners enrolled in targeted sheltered English immersion progress at 2x that rate.

Over the past 3 years, Urban Corps Charter School has continued to grow and has expanded to support two additional California Conservation Corps sites and therefore reaching additional students that can be served by our program.

Reflections: Identified Need

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

Urban Corps is identified as 98% socioeconomically disadvantages with 61% of students identified as English Learners and 10% identified as homeless. Additionally, all students are credit deficient.

Our goal is to prepare students for to successful in attaining their diploma as well as in their post-graduation goals. Based on stakeholder input, local data and DASS's College/Career Indicator, college and career readiness continues to be an area of great need.

LCAP Highlights

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

UCCS's 2021-2024 LCAP will focus on support of English Leaners, student performing below grade level, and students at risk of not graduating. These students will be supported through increased academic opportunities, ongoing academic and socioemotional supports and further preparation help them be college and career ready by graduation.

Comprehensive Support and Improvement

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

Schools Identified

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

Urban Corps Charter School is its own LEA.

Support for Identified Schools

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

As a single school, the LCAP's goals and actions will guide the entire school's improvement.

Monitoring and Evaluating Effectiveness

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

Quarterly monitoring of actions and outcomes will determine the LEA's advancement towards goal achievement. Ongoing Educational Leadership meetings will prioritize mid-year evaluations in order to adjust as needed to achieve yearly benchmark goals.

Stakeholder Engagement

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

Stakeholder input was gathered through the use of an online survey as well as the public hearing. Students, board members, staff and community members all contributed by identifying priority areas for the school. This data was used to further shape goals and additional actions needed to address these high needs areas.

A summary of the feedback provided by specific stakeholder groups.

Students identified the following area as extremely high priority: student engagement and attendance through ongoing supports including transportation, technology, nutrition, etc. Students also identified three areas that are high priority: improving and expanding college and career readiness through increased scores as well as additional services, increasing case management services, and access to technology and engaging instructional materials. Many students expressed the desire to continue their studies in college or a trade, therefore highlighting the importance of college and career readiness.

School staff identified the following areas as areas of extremely high priority: increasing student achievement to improve college and career readiness and increasing student engagement through ongoing supports.

School board and community members identified several areas of high importance including increasing student achievement to improve college and career readiness as well as expanding college and career readiness services. An additional area highlighted by community members and service partners is the need to increase services to improve student retention and post-corps success.

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

The specific stakeholder input received further highlighted the areas of college and career readiness including both improving student academic achievement, expanded services and ongoing services to support post-corps success.

Goals and Actions

Goals

Goal #	Description
Goal 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.

An explanation of why the LEA has developed this goal.

To achieve success, students need a learning environment that offers common core standards aligned materials in a wide range of courses delivered with appropriate instructional strategies by highly qualified teachers within safe, appropriate facilities.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Human Resources Records	70% of teachers credentials are appropriately assigned per AB 1505.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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 Intervention. Teachers will continue to participate in PBIS training to improve supports provided to students.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers will have attended 1-2 external PBIS trainings.

Student progress on ELPAC & local assessments	80% of ELs demonstrated growth in EL advancement	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students that complete job training requirements graduate
English Learner Progress Indicator & local data	21% of ELs aged 18-21 are making progress towards English language proficiency	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50% of ELs are making progress towards English language proficiency (per ELPI and local measures for overage students)

Actions

Action #	Title	Description	Total Funds	Contributing

Action #1	Credential Review	With assistance from Mono County Office of Education, review all teacher credentials to ensure appropriate credentials are held for assigned classes.	$6,500.00	Yes
Action #2	PBIS Professional Development	Teachers will attend professional development opportunities to better understand Common Core Standards in their subject matter.	$4,500.00	Yes
Action #3	School Nutrition Program	UCCS will continue to provide breakfast and lunch to students and expand to new sites.	$300,000.00	Yes
Action #4	ELPA	Director of Academics will collaborate with ELD chair to develop local English Learner Assessment to monitor the progress and advancement of Adult English Learners.	$69,500.00	Yes

Goal Analysis 2019-20

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 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.

An explanation of why the LEA has developed this goal.

To achieve success, students need to be attending school and job training to successfully complete our program.

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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Number of graduates fully employed or attending college/trade will increase by 2% each year
Individual Development Plans	All students will meet with case managers to develop an IDP with personal, academic and career goals	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	75% of students will meet 2/3 of their IDP goals upon graduation

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Attendance Follow Up	UCCS staff will follow up with students when they do not attend school as documented by phone calls, texts, emails, etc.	$75,000.00	Yes
Action #2	Alumni Follow Up	UCCS Staff will revise alumni one-year follow up tracking as a measure of the school's sucess	$53,000.00	Yes

Action #3	Individual Development Plan	UCCS will support students in various ways including the development and regular monitoring of personal goals through students' IDPs	$119,909.00	Yes

Goal Analysis 2019-20

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 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.

An explanation of why the LEA has developed this goal.

To achieve success, students must have access to a broad course of study, as well as incentives to attend school and meet all program requirements.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Course Schedule	No CTE Pathways are in place at this time	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	UCCS will have one or more CTE Pathways available to students
Course Schedule	UCCS offers standard high school requirement courses	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	UCCS will offer additional elective courses to students including language and/or higher level math

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	CTE Pathway	UCCS Staff will research CTE pathways that are in local growing industries and work to develop plans for implementation.	$53,000.00	Yes
Action #2	Course Schedule	UCCS Staff will add additional courses identified through student interest surveys and areas of growth for College and Career Readiness.	$55,000.00	Yes

Goal Analysis 2019-20

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21%	$486,409.00

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

Required Descriptions

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

By adding monitoring the EL students' progress in English acquisition (English Learners and Adult ELs) the school is increasing services to EL students. Also by providing additional wrap around services to students who are most at risk, the school is again providing needed counseling and other services to the neediest students.

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

All goals outlined here have a specific focus to improve the supportive learning environment for all students, but specifically English Learners and low income students. Increased services for English Leaners include focusing on the advancement of ELs through monitoring and improvement of ELPI and local data each year. Low-income students, which represent nearly all students enrolled will experience improved services including continued and expanded lunch programs, additional courses and career preparation, and in-depth goal setting and career placement through the development of Individual Development Plans.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Credential Review	All students	$6,500.00	$0.00	$0.00	$0.00	$6,500.00
1	2	PBIS Professional Development	All Students	$4,500.00	$0.00	$0.00	$0.00	$4,500.00
1	3	CTE Pathway		$0.00	$0.00	$0.00	$0.00	$0.00
1	4	School Nutrition Program		$0.00	$0.00	$0.00	$0.00	$0.00

1	5	School Nutrition Program		$50,000.00	$200,000.00	$0.00	$50,000.00	$300,000.00
1	6	ELPA		$69,500.00	$0.00	$0.00	$0.00	$69,500.00
2	1	Attendance Follow Up		$75,000.00	$0.00	$0.00	$0.00	$75,000.00
2	2	Alumni Follow Up		$53,000.00	$0.00	$0.00	$0.00	$53,000.00
2	3	Individual Development Plan	All students	$119,909.00	$0.00	$0.00	$0.00	$119,909.00
3	1	CTE Pathway		$53,000.00	$0.00	$0.00	$0.00	$53,000.00
3	2	Course Schedule		$55,000.00	$0.00	$0.00	$0.00	$55,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$486,409.00	$200,000.00	$0.00	$50,000.00	$736,409.00

Total Personnel	Total Non-Personnel
$5,465,999.00	$2,634,500.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Credential Review	LEA-wide	All Students	UCCS	$6,500.00	$6,500.00
1	2	PBIS Professional Development	LEA-wide	All students	UCCS	$4,500.00	$4,500.00
1	3	School Nutrition Program	LEA-wide	All students	UCCS	$50,000.00	$300,000.00
1	4	ELPA	LEA-wide	All students	UCCS	$69,500.00	$69,500.00
2	1	Attendance Follow Up	LEA-wide	All students	UCCS	$75,000.00	$75,000.00

2	2	Alumni Follow Up	LEA-wide	All students	UCCS	$53,000.00	$53,000.00
2	3	Individual Development Plan	LEA-wide	All students	UCCS	$119,909.00	$119,909.00
3	1	CTE Pathway	LEA-wide	All Students	UCCS	$53,000.00	$53,000.00
3	2	Course Schedule	LEA-wide	All Students	UCCS	$55,000.00	$55,000.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$486,409.00	$736,409.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

Reflections: Successes - Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group

composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."
Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder

engagement.

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

In order to support prioritization of goals, the LCAP template provides LEAs with

the option of developing three different kinds of goals:

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description

organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the

most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP. Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet

regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:
School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how

these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local

governing board or governing body, but is not required to be included.

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**; Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-personnel**: This amount will be automatically calculated.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.