

**Introduction:** The Urban Corps Charter School serves students aged 18 – 25 and offers these students a second chance at completing a high school education. These students come from varied backgrounds that have prevented them from matriculating through the “regular” public school system. Through partnership with the Conservation Corps, Urban Corps Charter School provides students not only with an education, but also with jobs that prepare them for success in the workplace following graduation, should they choose not to attend college. For most of the Urban Corps students, a high school diploma would not be an option, as they need the paid job component of UCCS’s program to survive. Many students are parents themselves. The school is WASC accredited giving students another avenue to follow after graduation.

English Learners are a significant subgroup and the largest second language spoken by Urban Corps students is Arabic. These students from the Middle East and Northern Africa are largely refugees who have just arrived in the United States. Additionally, UCCS’s students are from 14 different countries and 20+ languages are spoken amongst the student body. At the time, this LCAP is being prepared the school has an ADA of approximately, 240.

All students at UCCS are enrolled at 12<sup>th</sup> graders, as they are of majority age, therefore this LCAP does not address State Priority #3 (Parent Involvement). All other State Priorities are addressed in this LCAP.

LEA: \_Urban Corps Charter School\_ Contact (Name, Title, Email, Phone Number): \_Dan Thomas, Dean of Education, dthomas@urbancorps.org\_  
LCAP Year: \_2016 - 2017

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

*their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

#### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Staff meetings particularly were targeted at use of best practices for improvement of student achievement. Curriculum meetings between teachers, staff and the administrator were held to discuss the current state of the school's curriculum and progress towards implementing the Common Core Standards.</p> <p>The school counselor held meetings with students to determine the need for increasing the number of A- G classes offered, as well as pursuing articulated classes with the local community college system took place.</p> <p>Surveys were submitted to all stakeholders to gather input.</p> <p>Suggestion/comment boxes were set up throughout the school to offer stakeholders an anonymous opportunity to make suggestions regarding anything related to the school.</p>	<p>Staff meetings informed the actions needed to take place to meet goals on this year's LCAP.</p> <p>Informed goals for future course offerings.</p> <p>Data from survey was used to determine goals and annual measurable objectives.</p> <p>It was determined from the discussions and data collected (at left) that the UCCS's LCAP would focus on three goals:</p> <p>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.</p> <p>Goal 2: UCCS will increase recruitment, retention and level of regular student attendance, as well as follow students to determine post-core activities and levels of success.</p> <p>Goal 3: UCCS will pursue community college course articulation and students' access to Career Technical Education pathway courses.</p>
<p><b>Annual Update:</b></p> <p>Teachers and staff met daily to discuss current topics, as well as goals stated in the 2015 – 2016 LCAP.</p> <p>Survey results (administered to students, staff and other stakeholders) were reviewed by the teachers and staff.</p> <p>Discussions with students and school counselor to determine the need for increased offering of A – G classes, as well as pursuing articulated classes with community college system took place.</p>	<p><b>Annual Update:</b></p> <p>LCAP goals were discussed and input provided to inform the goals of this year's LCAP.</p> <p>Survey data was used to determine progress towards some of the LCAP goals.</p> <p>Informed the decision to combine and revised the goals in the 2016 – 2017 LCAP.</p>

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	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.	Related State and/or Local Priorities: 1__x__ 2__x__ 3__x__ 4__x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	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.	
Goal Applies to:	Schools:	UCCS
	Applicable Pupil Subgroups:	ALL
<b>LCAP Year 1: 2016 - 2017</b>		
Expected Annual Measurable Outcomes:	1A. Maintain 100% of teachers and staff fully credentialed and appropriately assigned. 1B. All students have access to standards aligned materials, per the Williams Act. 1C. The school facilities will remain, and currently are, appropriately maintained and provide a safe learning environment for students, as measured by plant maintenance checklists. 2A. 100% of teachers will successfully participate in Common Core professional development, as well as implement the Common Core standards. 2B. EL students will receive ELD instruction across the curriculum, as well as additional services to assist them with their progress towards English acquisition. 3A, 3B and 3C. UCCS students are all of majority age, therefore these goals are not applicable. 4A./4B. As all UCCS students are registered at 12 <sup>th</sup> graders, they do not participate in SBAC assessments. Once a new statewide high school achievement assessment has been determined, this assessment will be utilized by all students. The state is no longer using the API, so this does not apply. 4C. The percentage of students who successfully complete the workforce portion of the UCCS curriculum will increase by 5%.	

4D. There will be a 5% increase in the number of English Learner students increasing their level of English proficiency as measured by the annual CELDT.  
 4E. The EL reclassification rate will increase by 5%.  
 4F./4G. Students at UCCS are not eligible to take AP nor EAP assessments, so this metric is not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
With assistance from Mono County Office of Education, review all teacher credentials to ensure appropriate credentials are held for assigned classes.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost to the district.
Teachers will attend professional development opportunities to better understand the Common Core Standards for their subject matter.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF funding and one time carryover from Mandated Cost
Administrator will research professional development opportunities for teachers and monitor teachers' classroom use of the Common Core through regular classroom observations.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost to the district. Administrator salary part of LCFF funding.
Students requiring English Language Development will receive this instruction by attending specific ELD classes.	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$48,230 funded by supplemental and concentration funding through

			LCFF
Teachers will utilize SDAIE and GLAD strategies throughout the day and across the curriculum to reinforce language skills for all students.	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$657,000 supported by LCFF funding.
<b>LCAP Year 2: 2017 - 2018</b>			
Expected Annual Measurable Outcomes:	1A. Maintain 100% of teachers and staff fully credentialed and appropriately assigned. 1B. All students have access to standards aligned materials, per the Williams Act. 1C. The school facilities will remain, and currently are, appropriately maintained and provide a safe learning environment for students, as measured by plant maintenance checklists. 2A. 100% of teachers will successfully participate in Common Core professional development, as well as implement the Common Core standards. 2B. EL students will receive ELD instruction across the curriculum, as well as additional services to assist them with their progress towards English acquisition. 3A, 3B and 3C. UCCS students are all of majority age, therefore these goals are not applicable. 4A./4B. As all UCCS students are registered at 12 <sup>th</sup> graders, they do not participate in SBAC assessments. Once a new statewide high school achievement assessment has been determined, this assessment will be utilized by all students. The state is no longer using the API, so this does not apply. 4C. The percentage of students who successfully complete the workforce portion of the UCCS curriculum will increase by 5%. 4D. There will be a 5% increase in the number of English Learner students increasing their level of English proficiency as measured by the annual CELDT. 4E. The EL reclassification rate will increase by 5%. 4F./4G. Students at UCCS are not eligible to take AP nor EAP assessments, so this metric is not applicable.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
With assistance from Mono County Office of Education, continue to review all teachers' credentials to ensure appropriate credentials are	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	No Cost

held for assigned classes.		<u>  </u> Other Subgroups:(Specify)_____	
Teachers will more fully implement the Common Core standards across all subject areas.	ALL	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No Cost
Administrator will research professional development opportunities for teachers and monitor teachers' classroom use of the Common Core through regular classroom observations.	ALL	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No additional cost to the district. Administrator salary part of LCFF funding.
Students requiring English Language Development will continue to receive instruction in appropriate levels of ELD according to their needs.	ALL	<u>  </u> ALL OR: <u>  </u> Low Income pupils <u>  x  </u> English Learners <u>  </u> Foster Youth <u>  x  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	\$48,230 funded by supplemental and concentration funding through LCFF
Teachers will utilize SDAIE and GLAD strategies throughout the day and across the curriculum to reinforce language skills for all students.	ALL	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	\$657,000 supported by LCFF funding.

**LCAP Year 3: 2018 - 2019**

Expected Annual Measurable Outcomes:	1A. Maintain 100% of teachers and staff fully credentialed and appropriately assigned. 1B. All students have access to standards aligned materials, per the Williams Act. 1C. The school facilities will remain, and currently are, appropriately maintained and provide a safe learning
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environment for students, as measured by plant maintenance checklists.

2A. 100% of teachers will successfully participate in Common Core professional development, as well as implement the Common Core standards.

2B. EL students will receive ELD instruction across the curriculum, as well as additional services to assist them with their progress towards English acquisition.

3A, 3B and 3C. UCCS students are all of majority age, therefore these goals are not applicable.

4A./4B. As all UCCS students are registered at 12<sup>th</sup> graders, they do not participate in SBAC assessments. Once a new statewide high school achievement assessment has been determined, this assessment will be utilized by all students. The state is no longer using the API, so this does not apply.

4C. The percentage of students who successfully complete the workforce portion of the UCCS curriculum will increase by 5%.

4D. There will be a 5% increase in the number of English Learner students increasing their level of English proficiency as measured by the annual CELDT.

4E. The EL reclassification rate will increase by 5%.

4F./4G. Students at UCCS are not eligible to take AP nor EAP assessments, so this metric is not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
With assistance from Mono County Office of Education, review all teacher credentials to ensure appropriate credentials are held for all assigned classes.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No cost
Teachers will continue to implement the Common Core standards across all subject matters.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No additional cost, continued annual cost of teachers supported by LCFF funding.
Students requiring English Language	ALL	<input type="checkbox"/> ALL	No new

Development will receive this instruction by attending specific, appropriate ELD classes.			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	additional cost. The supplemental and concentration grant support the ELD person.
Teachers will utilize SDAIE and GLAD strategies across the curriculum and subject matter to reinforce language skills for all students.		ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No new cost, existing cost supported by LCFF funding.
GOAL:	UCCS will increase recruitment, retention and level of regular student attendance, as well as follow students to determine post-core activities and levels of success.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	To achieve success students need to be attending school and work-study activities to the greatest extent possible.			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
<b>LCAP Year 1: 2016 – 2017</b>				
Expected Annual Measurable Outcomes:	5A. UCCS will maintain or increase 2015-2016 levels of student average daily attendance. 5B. The level of chronic absenteeism will be reduced by 5% over the previous school year. 5C. UCCS does not offer programs for middle school students, so this metric does not apply. 5D. UCCS students will demonstrate a decrease in drop-out rate of 5% over the previous year. 5E. The graduation rate of students from UCCS will continue to grow by 5% each year. 6A./6B. UCCS student suspension and expulsion rates will be tracked for baseline data in the 2016-2017 school year. 6C. UCCS staff will develop a post-graduation/core survey to send to students to measure students' feeling of connectedness and safety, as well as post-core success, from the 2016-2017 school year. 7B. Unduplicated students are offered wraparound services above and beyond instructional services in order to help them succeed.			

	7C. Students with exceptional needs receive services as detailed in their IEPs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
UCCS staff will follow-up with students when they do not show up at school as documented by phone call and email records.	ALL	<u>  x  </u> ALL  OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	No new existing cost, part of current annual budget funded through LCFF.
UCCS staff will develop a post-graduation/core survey to send to students from the 2016 – 2017 school year.	ALL	<u>  x  </u> ALL  OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	No cost
UCCS will support students in various ways (e.g. counseling, transportation) to ensure students can get to school each day, as measured by number of students accessing these services.	ALL	<u>  x  </u> ALL  OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	Lottery funding will help support transportation cost for students. The existing counselor will help provide services for student, this is part of the current LCFF funding

			expenditures
UCCS will seek out job opportunities so that students have incentives to attend school and will maintain the policy that if students are not in school, they may not work.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
<b>LCAP Year 2: 2017 – 2018</b>			
Expected Annual Measurable Outcomes:	5A. UCCS will maintain or increase 2015-2016 levels of student average daily attendance. 5B. The level of chronic absenteeism will be reduced by 5% over the previous school year. 5C. UCCS does not offer programs for middle school students, so this metric does not apply. 5D.UCCS students will demonstrate a decrease in drop-out rate of 5% over the previous year. 5E. The graduation rate of students from UCCS will continue to grow by 5% each year. 6A./6B. UCCS student suspension and expulsion rates will be tracked for baseline data in the 2016-2017 school year. 6C. UCCS staff will develop a post-graduation/core survey to send to students to measure students' feeling of connectedness and safety, as well as post-core success, from the 2016-2017 school year. 7B. Unduplicated students are offered wraparound services above and beyond instructional services in order to help them succeed. 7C. Students with exceptional needs receive services as detailed in their IEPs.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
UCCS staff will continue to follow-up with students when they do not show up at school as documented by phone calls and email records.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No new existing cost, part of current annual budget funded through LCFF.
UCCS will support students in various ways (e.g.	ALL	<input checked="" type="checkbox"/> ALL	

counseling, transportation) to ensure students can get to school each day, as measured by number of students accessing these services.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
UCCS staff will assess the results from the 16 – 17 graduate surveys to monitor what students are doing following graduation.	ALL	<input checked="" type="checkbox"/> _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No cost
UCCS will seek out job opportunities so that students have incentives to attend school and will maintain the policy that if students are not in school, they may not work.	ALL	<input checked="" type="checkbox"/> _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

### LCAP Year 3: 2018 – 2019

Expected Annual Measurable Outcomes:	5A. UCCS will maintain or increase 2015-2016 levels of student average daily attendance. 5B. The level of chronic absenteeism will be reduced by 5% over the previous school year. 5C. UCCS does not offer programs for middle school students, so this metric does not apply. 5D.UCCS students will demonstrate a decrease in drop-out rate of 5% over the previous year. 5E. The graduation rate of students from UCCS will continue to grow by 5% each year. 6A./6B. UCCS student suspension and expulsion rates will be tracked for baseline data in the 2016-2017 school year. 6C. UCCS staff will develop a post-graduation/core survey to send to students to measure students' feeling of connectedness and safety, as well as post-core success, from the 2016-2017 school year. 7B. Unduplicated students are offered wraparound services above and beyond instructional services in order to help them succeed. 7C. Students with exceptional needs receive services as detailed in their IEPs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
UCCS staff will continue to follow-up with students	ALL	<input checked="" type="checkbox"/> _x_ALL	No new

when they do not show up at school as documented by phone calls and email records.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	existing cost, part of current annual budget funded through LCFF.
UCCS will support students in various ways (e.g. counseling, transportation) to ensure students can get to school each day, as measured by number of students accessing these services.	ALL	<u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Lottery funding will help support transportation cost for students. The existing counselor will help provide services for student, this is part of the current LCFF funding expenditures
UCCS will seek out job opportunities so that students have incentives to attend school and will maintain the policy that if students are not in school, they may not work.	ALL	<u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No cost
UCCS staff will assess the results from the 17 – 18 graduate surveys to monitor what students are doing following graduation.	ALL	<u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	No cost

		__ Other Subgroups: (Specify) _____
<b>GOAL:</b>	UCCS will pursue community college course articulation and students' access to Career Technical Education pathway courses.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>x</u> 5__ 6__ 7__ <u>x</u> 8__ <u>x</u> COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	To achieve success, students must have access to a broad course of study, as well as an incentive to study at a higher level.	
<b>Goal Applies to:</b>	Schools: ALL Applicable Pupil Subgroups: ALL	
<b>LCAP Year 1: 2016 - 2017</b>		
<b>Expected Annual Measurable Outcomes:</b>	4G. UCCS will develop at least one Career Technical Education pathway. 7A. UCCS, in partnership with the San Diego Community College District, offer at least one concurrent enrollment class. 8. UCCS students' will maintain healthy eating habits in order to encourage attendance at school and work as measured by illness rates and number of student meals eaten on campus.	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
Students will be given an assessment to determine their eligibility for taking a Community College class.	ALL	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <u>x</u> ALL         </div> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____
Students eligible to take a community college class will be provided with tutoring as needed to maximize their success in the class.	ALL	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <u>x</u> ALL         </div> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____
UCCS Administrator will work with Corps to	ALL	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <u>x</u> ALL         </div>
		<b>Budgeted Expenditures</b>
		No cost
		No cost (tutors are volunteers)
		No cost

develop an in-depth CTE pathway related to one of the Corps' main operations.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
UCCS will continue to provide free breakfast and lunch to all students.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	The cost of the program is reimbursed by the Child nutrition program.

**LCAP Year 2: 2017 – 2018**

Expected Annual Measurable Outcomes:	4G. UCCS will develop at least one Career Technical Education pathway. 7A. UCCS, in partnership with the San Diego Community College District, offer at least one concurrent enrollment class. 8. UCCS students' will maintain healthy eating habits in order to encourage attendance at school and work as measured by illness rates and number of student meals eaten on campus.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be given an assessment to determine their eligibility for taking a Community College class.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Students eligible to take a community college class will be provided with tutoring as needed to maximize their success in the class.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
UCCS Administrator will work with Corps to	ALL	<input checked="" type="checkbox"/> ALL	No cost

develop an in-depth CTE pathway related to one of the Corps' main operations.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
UCCS will continue to provide free breakfast and lunch to all students.	ALL	<u>  x  </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

**LCAP Year 3: 2018 – 2019**

Expected Annual Measurable Outcomes:	4G. UCCS will develop at least one Career Technical Education pathway. 7A. UCCS, in partnership with the San Diego Community College District, offer at least one concurrent enrollment class. 8. UCCS students' will maintain healthy eating habits in order to encourage attendance at school and work as measured by illness rates and number of student meals eaten on campus.		
	Actions/Services	Scope of Service	Budgeted Expenditures
Students will be given an assessment to determine their eligibility for taking a Community College class.	ALL	<u>  x  </u> ALL	No cost
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Students eligible to take a community college class will be provided with tutoring as needed to maximize their success in the class.	ALL	<u>  x  </u> ALL	No cost
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
UCCS Administrator will work with Corps to develop an in-depth CTE pathway related to one of the Corps' main operations.	ALL	<u>  x  </u> ALL	No cost
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

UCCS will continue to provide free breakfast and lunch to all students.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

#### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Original GOAL from prior year LCAP:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: xxxx-xx</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Scope of service:		Scope of service:		
__ALL		__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$278,978
<p>Supplemental and concentration funds were used to support the cost of ELD specific teachers to help improve the EL students' results on the CELDT and their progress towards acquiring English. These funds will also assist in ensuring that students are provided access to the Common Core standards and have technology tools to enable them to matriculate through the high school curriculum, graduate and be successful in the 21<sup>st</sup> Century work place.</p>	

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

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

12.63	%
<p>It is expected that since the student population is nearly 100% NSLP, English Learner and/or Foster Youth, the charter school will exceed the actual proportionality percentage required. In addition, the services and professional development listed above, additional instructional assistance will be provided to target students with language and literacy barriers.</p>	

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is

defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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