

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Union Street Charter School		
Contact Name and Title	Rea Erickson, Director/Principal	Email and Phone	Rea.unionstreet@gmail.com

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Union Street Charter, a K-5 school, began operation in August of 2006. The school is housed on a unique rural campus surrounded by trees and apartments. This high performing public charter school attracts dedicated and enthusiastic teachers, parents, and students from the surrounding communities. We are currently 18% Free and Reduced Meal Eligibility (socioeconomically disadvantaged indicator). With only 100 students, there are not 11 or more students of any one ethnicity to be identified except white, which effects dashboard results. There are no English Language Learners. High School indicators and metrics are not applicable. According to the dashboard, we have much to celebrate.

Student Group Report

Union Street Charter - Humboldt County

Enrollment: 99 Socioeconomically Disadvantaged: 12% English Learners: 0% Foster Youth: N/A Grade Span: K-5 Reporting Year: Spring 2017

Charter School: Yes

Equity Report Status and Change Report Detailed Reports **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>	★	*	N/A	N/A	*	*	*	*	*	*	*	*	*	★
<u>English Language Arts (3-8)</u>	★	*	N/A	N/A	*	*	*	*	*	*	*	*	*	★
<u>Mathematics (3-8)</u>	★	*	N/A	N/A	*	*	*	*	*	*	*	*	*	★

Performance Levels: ★ Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

At Union Street Charter we believe the initial school years are crucial to a child's educational attitudes & future success in learning. Our teachers are committed to providing a nurturing environment and fostering high self-esteem and confidence. Students are encouraged to see themselves as part of a learning community that emphasizes collaboration, critical thinking and performance. Student success at Union Street is based on academic growth, a well-developed sense of self worth, and a willingness to accept challenges. We work together to create an environment that minimizes the pressures of popular culture and the use of academic competition as motivation. Our ultimate aim is to turn a child's natural curiosity and desire to explore into a lifelong love of learning.

LCAP HIGHLIGHTS

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

- All students will continue to maintain a high level of achievement in all areas of the program according to multiple measures through research based curriculum, small class sizes, intervention, and special education.
- To maintain meaningful parental involvement and high student engagement in a positive school climate characterized by safety and connectedness we will encourage parent participation in the many events we offer, volunteering on fieldtrips and in classrooms.
- Union Street Charter will maintain a safe, clean, well-equipped school environment that is staffed by properly credentialed teachers for core subjects through planned maintenance, purchase of instructional materials and retain qualified staff.
- To maintain a rich curriculum that balances arts and academics for all students including high-needs and exceptional students by offering Spanish, music and art. Teachers will strengthen teaching practices through collaboration and training in effective teaching practices and common core instruction to fulfill the mission and vision of the school.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The greatest progress has been seen in a 7% overall score improvement on the SBAC Testing, and continuous growth on PE testing in % of students in HFZ over last three years. Math curriculum that meets California Standards is used throughout grade levels. Stakeholder input was increased with the addition of an Advisory council. Increased use of an intervention Aide has improved the Dibels scores. Several local assessments were started this year, including % of parent involvement and % of students at grade level. The board approved a 2% increase for all staff at its April Meeting for inclusion in the 2017-18 budget in order to retain staff.

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

GREATEST NEEDS

The LCFF Dashboard shows Blue (highest rating) in the three categories reported (math and EL test results and suspension). It will be difficult to retain these ratings in the future. Local Need: The building needs re-roofing, and energy efficient heaters. Some have expressed need for a counselor. Teachers would like to work on Next Generation Science Standards and curriculum alignment.

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

PERFORMANCE GAPS

The LCFF Evaluation Rubric doesn’t reveal any performance gaps because Union Street Charter doesn’t have 11 or more students in any sub-group.

INCREASED OR IMPROVED SERVICES

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

Spending on Instructional Aides has increased in order to provide reading intervention instruction. We will continue to offer small class size to benefit low-income students as there may be fewer books in the home, no internet access, working parents with less time to read with their children or assist with homework, etc.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$892,994
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$763,461

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Utilities, rent, contracted services, postage and printing not included in actions.

\$755,683

Total Projected LCFF Revenues for LCAP Year

Goal 1

All students will continue to maintain a high level of achievement in all areas of the program according to multiple measures.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Target to achieve a 3 year CAASPP average that aligns with past API high performance.
2. Target for more than 70% of students to reach core reading levels as measured by end of year DIBELS screening in grades 1 and above.
3. Academic achievement in core subject areas as reported on conference reports will show that more than 70% of all students are at or above grade level.
4. 70% or more students in Grade 5 will have advanced or proficient science scores.
5. Union Street will improve the % of Grade 5 students who pass 4 out of 5 PE screening goals.

ACTUAL

1. 2 yr avg. of students who met or exceeded standards Math-83%
ELA-82%
2. Dibels Spring 2016-76% at grade level
3. Conference Reports-% at or above grade level:
Math-88%, ELA-81%
4. Science- advanced or proficient
2016-92%
5. PE % in Healthy Fitness Zone
2014-73%
2015-83%
2016-85%

ACTIONS / SERVICES

Goal 1
Action

1

<p>Actions/Services</p>	<p>PLANNED Administer and monitor state standardized tests (SBAC, PE & science grade 5), Dibels Screening, and other measures of student progress and achievement.</p>	<p>ACTUAL All the proposed tests and measures were administered.</p>
<p>Expenditures</p>	<p>BUDGETED Staffing costs budgeted for 2015-16 =\$587,170</p>	<p>ESTIMATED ACTUAL Current projected costs are \$623,763</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The actions were to use a variety of testing to monitor student progress, and identify students for intervention or referral. All the testing was accomplished.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Academic results are high. The testing used identified several students for intervention and others for referral to special education.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The amount of staffing costs for 16-17 was higher due to increases in Health and Welfare costs and a 1 % raise for all staff, and the LCAP budget did not reflect the actual budget.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Goal 1 Metrics and expected outcomes will be changed. The expected outcome of a comparable API number is no longer possible with the rubric or dashboard. Maintain "blue" level achievement on the CDE Rubric will be used in place of API. A three-year average of state tests will be used on future goal setting due to anticipated ups and downs in overall student achievement. We will also change the target for Dibels testing to a three-year average at grade level. Goal 1 Actions/Services will be changed to include special education and low-income student services.</p>

Annual Update

LCAP Year Reviewed: 2016-17

Goal 2

To maintain meaningful parental involvement and high student engagement in a positive school climate characterized by safety and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Parents of more than 95% of households volunteer in classrooms or drive on field trips.
2. 6 of 11 Board Members are parents.
3. Parents from more than 95% of households attend school events; there were 250 people at the 2016 Spring Sing and Potluck and the end of year picnic has similar numbers.
4. Parents of more than 60% of students filled out LCAP/parent input survey.
5. Attendance reporting period P2 showed ADA > 95%
6. Union Street had no expulsions as reported on SARC
7. Suspension rates are less than 1% per year.
8. A high % of students re-enroll each year, typically > 95%.
9. Parents and staff identify positive classroom atmosphere and a school culture of caring and cooperation on surveys, during parent conferences, in stakeholder meetings, and in conversations.

ACTUAL

1. Volunteer rate has decreased to 80%
2. Ratio of board members is static
3. 92% of families have attended events this year.
4. Parent participation in the survey decreased to 43%
5. Attendance rate has averaged 96%
6. No expulsions
7. Suspension rate is currently 2%
8. 97% reenrollment Fall of 2016
9. 100% of parents and 87% of students agree that USC fosters a positive school climate on the stakeholders surveys.

ACTIONS / SERVICES

Goal 2
Action

1

Actions/Services

PLANNED
Provide ample communication opportunities for parents including: weekly school news and classroom news, publishing staff email and phone contact information, a parent handbook, and easy access to teachers, quality conferences, and an open door policy for the Principal's office.

ACTUAL
School news has reduced to bi-weekly. All the other items were accomplished.

Expenditures

BUDGETED
See goal #1

ESTIMATED ACTUAL

Goal 2
Action

2

Actions/Services

PLANNED
Plan meaningful, diverse ways for parents to be involved in the school. Staff will respect, listen to, and respond to parent ideas, thoughts, and feelings.

ACTUAL
Parents are encouraged to volunteer in classrooms and drive on fieldtrips through class newsletters and sign-ups. Principal met with parents during "coffee with the principal." Parent resources have been added to the web-page.

Expenditures

BUDGETED
See goal #1

ESTIMATED ACTUAL

Goal 2 Action

3

Actions/Services

PLANNED
Plan school events/programs and family events that foster connectedness: classroom meetings, camping trips, Halloween party, Spring Sing and potluck, work parties, hobby and collections day, Author Festival, Earth Day, field day, and the end of year picnic.

ACTUAL
All the planned events occurred.

Expenditures

BUDGETED
See goal #1

ESTIMATED ACTUAL

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions were accomplished.

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

The actions were effective at maintaining a high level of student and family engagement. There is a perceived decline in parent volunteering in the classroom, though it is difficult to measure. While parent participation in the survey was down, they were given ample opportunity.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See goal 1 above

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

Goal 2 Metrics and Expected outcomes will include more measurable data. For example, teachers will be asked to keep track of parent volunteers, those that attend conferences, and events. Goal 2 Actions will also be changed as surveys indicated parents wanted more information on board decisions in the newsletter.

Annual Update

LCAP Year Reviewed: 2016-17

Goal 3

Union Street Charter will maintain a safe, clean, well-equipped school environment that is staffed by properly credentialed teachers for core subjects.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Retain and recruit highly qualified teachers
2. Students will have high quality instructional materials and, where appropriate, CCSS aligned instructional materials.
3. Facility and Campus are in good repair.

ACTUAL

1. All teachers are credentialed.
2. All students have access to standards aligned materials.
3. The FIT report-% of system in good or better repair
2015/16-94%
2016/17-84%

ACTIONS / SERVICES

Goal 3
Action

1

Actions/Services

PLANNED

Union Street Charter will offer increasingly competitive salary and benefits package in order to hire and retain highly qualified teachers.

ACTUAL

There was a 1% increase given to all staff members for 2016-17. The school continues to pay full-cost of the health benefits of teachers on the most comprehensive plan.

Expenditures	BUDGETED Budgeted Expenditures: \$615,063 for all staff: certificated, classified, and employer costs	ESTIMATED ACTUAL Current projected costs are \$623,763
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Goal 3
Action

2

Actions/Services	PLANNED Purchase additional common core aligned instructional materials (new math program, literature, and science kits).	ACTUAL New materials were purchased in writing this year that is CC aligned.
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Expenditures	BUDGETED Inst. Supplies budget \$ 13,592: Newsela leveled New Service \$400, Seeds of Science Materials \$368, Everyday Mat \$6,053, Handwriting without tears \$910, Classroom set of Chromebooks \$5,861.	ESTIMATED ACTUAL Inst. Supplies to date (1/31/17) \$13,608 Newsela \$600 Seeds of Science \$204 Everyday Math \$2,436 Handwriting w/out Tears \$2,268 Chromebooks-0 Macs-\$8,100 Natl. Geo for kids \$200
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Goal 3 Action

3

Actions/Services	PLANNED Make any required repairs or upgrades to facility and playground. Exterior of building was repainted during summer of 2015.	ACTUAL LED lights were installed last summer. The roof was patched, but needs work. The electrical will be worked on in 2017.
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Expenditures	BUDGETED \$60,000 for upgrades to heating and lighting system mostly funded by energy grant and parent fund.	ESTIMATED ACTUAL \$3,209 was spent on LED lighting + consultant.
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ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

1. Good Health and welfare coverage was maintained as a benefit to retain teachers. 2. Curriculum was purchased. No new chromebooks were purchased this year, however, teachers did get new laptops. 3. Required repairs were made and the facility is clean.

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

1. Teachers salaries are not in line with other area schools. 2. The expenditures indicate goal was met. 3. The FIT indicated that there are repairs and reorganization of supplies are needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Slightly less was spent on salaries and benefits due to retirement of a teacher. 2. Some curriculum was more expensive and some less than anticipated. 3. The Prop 39 funds have not been spent yet, as the school has been unable to find a contractor.

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

Goal 3 Metrics have been rewritten for measurability. Goal 3 actions and services will be changed to reflect current building projects. The Heating will be done in summer of 2017. The FIT inspector was the same person, but they noted things they didn't in prior years giving a lower score. For example, cleaning supplies need to be locked up, and there were objects on high shelves. The electrical system will be evaluated when the work is done on the Prop 39 energy efficient heaters. New playground equipment is a lower priority than the roof and would be funded by the ECE.

Annual Update

LCAP Year Reviewed: 2016-17

Goal 4

To maintain a rich curriculum that balances arts and academics for all students including high-needs and exceptional students. Teachers will strengthen teaching practices through collaboration and training in effective teaching practices and common core instruction to fulfill the mission and vision of the school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL ___ **balance of arts and academics** _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. There will be excellent conditions of learning for all students and all students are well served.
2. Students, including struggling students and advanced students, are contributing members of a positive learning community.
3. Union Street Charter is an integrated learning community created and supported by students, staff, parents, and community members.

ACTUAL

1. LCAP survey results: 100% agree that they are satisfied with the conditions of learning.
2. 98% are satisfied with student achievement.
3. 96% agree that students are highly engaged, and 100% agree that parents have many opportunities for involvement.

ACTIONS / SERVICES

Goal 4
Action

1

Actions/Services

PLANNED

Union Street Charter will implement CCSS in ways that are compatible with the mission and vision of the charter and the highly successful curriculum practices of past years. Teachers will collaborate in a

ACTUAL

Curriculum was chosen that was research based. Teachers did have several days of collaboration throughout the year. Math and writing are CC aligned. New science was purchased that is NGSS aligned.

professional learning community. The math program is, and will continue to be, CCSS aligned. The writing program is increasingly CCSS aligned and new materials will support CCSS alignment in writing. Teachers are replacing older science units with common core aligned science practices and units of study.

Expenditures

BUDGETED
See goals 1 & 2

ESTIMATED ACTUAL

Goal 4
Action

2

Actions/Services

PLANNED
The school will continue to serve all students and all sub groups of students by having small classes, differentiated instruction, and support for special needs students with a continuum of accommodations and modifications on the response to intervention model of service and with formal special education supports.

ACTUAL
The school has maintained a low teacher to student ratio of 17:1. Teachers differentiate and support the needs of all learners. Students are identified through a variety local and state tests to receive intervention or be referred for special education.

Expenditures

BUDGETED
See goals 1 & 2

ESTIMATED ACTUAL

Goal 4 Action

3

Actions/Services

PLANNED
Continue to improve quality instruction to students who need support, and students who are advanced, through aide time, reading and math support, and training for staff to provide differentiated instruction.

ACTUAL
Aides and a resource teacher provide support for the students.

Expenditures

BUDGETED
Classroom/pullout aides ~\$15,000.
Staff training ~\$1,000.

ESTIMATED ACTUAL
Aides \$19,186
Professional development \$3,000

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

1. Curriculum chosen was research based. Teachers did have several days of collaboration throughout the year. Math and writing are CC aligned. New science was purchased that is NGSS aligned.
2. The school has maintained a low teacher to student ratio of 17:1. Teachers differentiate and support the needs of all learners. Students are identified through a variety of local and state tests to receive intervention or be referred for special education.
3. Aides and a resource teacher provide support for the students.

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

The CC curriculum produces high-test scores across all student groups. Teacher job satisfaction is high partially due to collaboration time. The low-student to teacher ratio has also contributed to high-test scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See above for explanation. There was an increase in spending for aides due to an increase in high need students. The original budget amount of \$1,000 for PD was low. Two new staff members are pursuing induction.

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

The Goal 4 budget for Professional Development will be increased for future years. Goal 4 Metrics have been rewritten to include data from the Stakeholders survey. Goal 4 actions have been rewritten Small class size, intervention and special education were moved to Goal 1.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Input on LCAP Priorities:

Stakeholders Surveys were collected during January and February in Survey Monkey-The survey was communicated to stakeholders through the e-mailed school newsletter and by email to all staff.

Student Surveys collected Survey Monkey in February-Teachers allowed students to do the survey during class time.

Annual Update and Surveys Analysis, Input on Goals:

LCAP Advisory/Site Council met on February 15th The council is made up of staff and parents. The meeting was announced in the newsletter. The council gave input on goals for 2017-18 after reviewing the annual update and survey results.

USC Board Meeting March 1st The board is made up of teachers and parents. The board meeting was announced in the newsletter, the agenda was posted on the website and on the main bulletin board. The board gave input on goals for 2017-18 after reviewing the annual update and survey results.

Review draft of Goals Actions and Services:

LCAP Advisory/Site Council on April 26, 2017. The council is made up of staff and parents. The meeting was announced in the newsletter.

Information regarding the following board meetings: The board is made up of the director, teachers and parents. The board meeting was announced in the newsletter, and the agenda was posted on the website and the main bulletin board.

USC Board Meeting May 17st

Public Hearing –June 6th

Final Draft Board Approval-June 7th

IMPACT ON LCAP AND ANNUAL UPDATE

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

The board and the advisory council agreed that the metrics needed to be changed. The expected outcome of a comparable API number is no longer possible with the rubric or dashboard. A three-year average of state tests will be used on future goal setting due to anticipated ups and downs in overall student achievement. We will also change the target for Dibels testing to a three-year average of 75% at grade level. They also felt that expected outcomes should include more measurable data. For example, teachers will be asked to keep track of parent volunteers, those that attend conferences, and events.

The LCAP stakeholders survey provided a lot of positive feedback. Surveys indicated parents wanted more information on board decisions, and that is being added to the newsletter. More items have also been added to the web page. Other things that they would like to see are increases in teacher salaries, the prop 39 heating project done in summer of 2017 and more intervention for struggling learners.

The Advisory Council felt that the 2017-18 goals and actions were appropriate. Members suggested the 2017-18 expected outcomes maintain 2016-17 levels because they are high. They also asked that acronyms, like ELL, be written out and explanations of the levels on the dashboard be included.

The board reviewed the LCAP draft. Comments included that the new format was easy to read. Board members were also concerned about special education funding, and providing services for socioeconomically disadvantaged. They were pleased to see action items for these groups.

The public hearing was held, and one person reviewed the LCAP. The input was that it was well written.

The board appreciated the work of accounting staff. The LCAP final draft was approved.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

All students, including low income and exceptional needs, will continue to maintain a high level of pupil outcomes and achievement in all areas of the program according to multiple measures.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Ongoing need to maintain the high quality program that has produced high student academic achievement, and intervention/special education for students identified through math unit assessments, Dibels and other measures.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The 2 year average of CAASPP results of students who met or exceeded standards in math and language arts.	Math -83% ELA-82%	Maintain levels		
3 yr. average of DIBELS testing % of students to reach core reading levels as measured by end of year screening in grades 1 and above.	76% at grade level	77%		
3 yr. avg. Academic achievement in core subject areas as reported "at or above grade level" on Fall conference reports.	Math-88%, ELA-81%	Math-89%, ELA 82%		
3 yr. avg. Students in Grade 5 that have advanced or	92%	NA as there will not be results		

proficient science scores.		in 2017		
3 yr. avg. of Grade 5 students in Healthy Fitness Zone	80%	81%		
Math and ELA Achievement on the CDE Rubric	Blue (5) level achievement in Math and ELA on the CDE Rubric	Maintain blue (5) level achievement		

PLANNED ACTIONS / SERVICES

Goal 1
Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Union Street Charter will implement CCSS in ways that are compatible with the mission and vision of the charter and the highly successful curriculum practices of past years and administer/monitor state standardized tests (CAASPP, PE & science grade 5), Dibels Screening, and other measures of student progress and achievement.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$623,568	Amount	Amount
Source LCFE general fund, personnel costs-minus Aides and Special Education	Source	Source
Budget Reference RES. 0013, objects 1100-3600	Budget Reference	Budget Reference

Goal 1
Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The school will continue to serve low-income students by small class size and Aides for intervention.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$23,579

Amount

Amount

Source LCFF Supplemental Concentration, Aides

Source

Source

Budget Reference RES. 0013, objects 2100-3600

Budget Reference

Budget Reference

Goal 1
Action **3**

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

All
 Students with Disabilities
 [Specific Student Group(s)] _____
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

English Learners
 Foster Youth
 Low Income
 LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Students served-with disabilities. Meet the education needs of students with disabilities by having small classes, Speech and Resource teachers.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$42,338	Amount	Amount
Source LCFE general fund, State and federal special education, all costs	Source	Source
Budget Reference RES 6500, objects -all	Budget Reference	Budget Reference

New
 Modified
 Unchanged

Goal 2

To increase meaningful parental involvement and high student engagement in a positive school climate characterized by safety and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Analysis revealed that parent involvement has declined slightly from prior years. Surveys indicate a need for the web page and newsletters to communicate about resources, opportunities for involvement, and the successful things the school is doing.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Parents that volunteer in classrooms or drive on field trips.	80%	85%		
Ratio of Board Members who are parents.	6 of 11 board members are parents	Maintain 6		
% of families attending school wide events and % of families attending parent conferences	92% of families attended events, 100% of families attend conferences	93%, maintain 100%		
% of parents filling out LCAP/parent input survey and % that agree parents have opportunities for involvement.	43 % Parent participation on survey and 100% agree that parents have many opportunities for involvement.	45% and maintain 100%		
P1 Attendance, chronic absenteeism rate and % of students that re-enroll	P1 Attendance 96%, chronic absenteeism 2% 97% reenrollment	Maintain 96%, 2%, and 97%		
Expulsions as reported on SARC and Local suspension rate	No expulsions, Suspension rate is 3%	Maintain 0 and 3%		
Stakeholder surveys-agree that USC fosters a positive school climate.	100% of parents and 87% of students agree that USC fosters a positive school climate.	Maintain 100% of parents, increase to 89% of students.		

PLANNED ACTIONS / SERVICES

Goal 2
Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide communication opportunities for parents including: school and classroom news, publishing staff contact information, a parent handbook, IEP meetings for special education, quality conferences, and an open door policy for the Principal's office.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="See Goal 1, Action 1"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

Goal 2
Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide meaningful, diverse ways for parents to be involved in the school by volunteering on work days, in classrooms and on fieldtrips, and serving on advisory, site council and the board.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount See Goal 1, Action 1	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Goal 2
Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide school events/programs and family events that foster connectedness: classroom meetings, camping trips, Halloween party, Spring Sing and potluck, work parties, hobby and collections day, Author Festival, Earth Day, field day, and the end of year picnic.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount See Goal 1, Action 1	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

New

Modified

Unchanged

Goal 3

Union Street Charter will maintain a safe, clean, well-equipped school environment that is staffed by properly credentialed teachers for core subjects and provide quality research based materials.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

The facility declined on the FIT report.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers that are credentialed as reported in SARC	100%	Maintain 100%		
Teacher reported sufficiency of high quality and CCSS aligned instructional materials.	100%	Maintain 100%		
2-year average of % of system in good repair rating on the FIT report.	89%	90%		
% of LCAP stakeholders surveyed that are satisfied with the conditions of learning.	100%	Maintain 100%		

PLANNED ACTIONS / SERVICES

Goal 3
Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Union Street Charter will offer competitive salary and benefits package in order to hire and retain credentialed teachers.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount See Goal 1, action 1	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Goal 3
Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase additional quality research based and common core aligned instructional materials		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,796	Amount:	Amount:
Source: LCFF general fund, lottery, RLIS	Source:	Source:
Budget Reference: RES 0013, 1100 and 4126 objects 4310	Budget Reference:	Budget Reference:

Goal 3
Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Make any required repairs or upgrades to facility and playground. Improve heating system. Includes ASD contract to clean and maintain facilities.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$56,658	Amount:	Amount:
Source: LCFF, Clean Energy	Source:	Source:
Budget Reference: RES0013, objects 4374, 4381 & ASD Maint/Custodial of 5800 and RES 6230 objects 4000-7998	Budget Reference:	Budget Reference:

New

Modified

Unchanged

Goal 4

To maintain a broad course of study including all subject areas and a rich curriculum that balances arts and academics for all students including high-needs and exceptional students. Teachers will strengthen teaching practices through collaboration and training in effective teaching practices and common core instruction to fulfill the mission and vision of the school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A balance of arts and academics, Teacher collaboration

Identified Need

There is a need to maintain student engagement through a balanced program for LCAP stakeholders

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of classes that have drama, art, music and Spanish per the program schedule.	100%	Maintain 100%		
% of LCAP stakeholders agree that students are highly engaged	96%	Maintain 96%		
% of teachers participate in peer observation and collaboration per substitute logs and visitation schedule.	100%	Maintain 100%		
% of teachers who participate in professional development per leave requests.	100%	Maintain 100%		

PLANNED ACTIONS / SERVICES

Goal 4
Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to offer drama, art, music and Spanish		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount See Goal 1 action 1	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Goal 4
Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers will seek professional development that meets needs identified by teachers. Teachers will observe each other and collaborate in a professional learning community that identifies curriculum that meets school standards.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$6,522	Amount _____	Amount _____
Source EE, Title II	Source _____	Source _____
Budget Reference RES 0013, 6264 & 4035, objects 5210	Budget Reference _____	Budget Reference _____

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$23,579

Percentage to Increase or Improve Services:

2.59 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Spending on Instructional Aides has increased in order to provide math and reading intervention instruction. We will continue to offer small class size to benefit low-income students as there may be fewer books in the home, no internet access, working parents with less time to read with their children or assist with homework, etc.

