



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

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

Goal 1

All students, including homeless, foster youth, English learners, low -income and special education (unduplicated as identified in CALPADS, direct certification and applications for free and reduced lunch, and enrollment), 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 Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| Metric/Indicator The 2 year average of CAASPP results of students who met or exceeded standards in math and language arts, and the average points above standard in both subjects per the dashboard. 19-20 Math-88% of students will meet or exceed standards on the CAASPP, and average 65 points above standard on the dashboard ELA-86% of students will meet or exceed standards on the CAASPP, and average 75 points above standard on the dashboard | 2018-2019 Two year averages: Math- 83.5% of students will meet or exceed standards on the CAASPP, and average 57.5 points above standard on the dashboard ELA- 83.5% of students will meet or exceed standards on the CAASPP, and average 71 points above standard on the dashboard 2020-No scores |

| Expected | Actual |
|--|---|
| <p>Baseline Math-87% of students met or exceeded standards on the CAASPP, and averaged 63 points above standard on the dashboard</p> <p>ELA-85% of students met or exceeded standards on the CAASPP, and averaged 73.9 points above standard on the dashboard</p> | |
| <p>Metric/Indicator 2 yr. average of DIBELS testing % of students to reach core reading levels as measured by Winter screening in grades 1 and above.</p> <p>19-20 83% of students will reach core reading levels on the Dibels winter screening</p> <p>Baseline 82.5% of students reach core reading levels on the winter Dibels screening</p> | <p>2020 86% of students reached core reading levels on the winter Dibels screening 2021-DIBELS/Amplify in progress for K-5</p> |
| <p>Metric/Indicator 2 yr. avg. Academic achievement in core subject areas as reported “at or above grade level” on Fall conference reports.</p> <p>19-20 Fall Conference Reports-% at or above grade level: Math -89%, ELA- 84%</p> <p>Baseline Conference Reports-% at or above grade level: Fall 2018 Math -88%, ELA- 83%</p> | <p>2018-2019 2 year average Fall Conference Reports-% at or above grade level: Math -85.75%, ELA- 78.4% 2019-2020 2 year average Fall Conference Reports-% at or above grade level: Math -87%, ELA- 80%</p> |
| <p>Metric/Indicator 2 yr. avg. of Grade 5 students in Healthy Fitness Zone</p> <p>19-20</p> | <p>2018 2019 2 yr. avg. 80.4% Grade 5 students in Healthy Fitness Zone</p> |

| Expected | Actual |
|---|---|
| 79% of Grade 5 students in Healthy Fitness Zone Baseline 78% of Grade 5 students in Healthy Fitness Zone | 2020 No scores |
| Metric/Indicator 2 yr. average of students in grade 5 that met or exceeded standards on the CA Science Test 19-20 see 19-20 annual update to set goal for the CA Science Test Baseline no data available for the CA Science Test | 2019 76% of students in grade 5 met or exceeded standards on the CA Science Test 2020 No scores |
| Metric/Indicator Math and ELA Achievement on the CDE Rubric and dashboard 19-20 Blue level for Math and ELA on the CDE Rubric and dashboard Baseline Blue level Math and ELA achievement on the CDE Rubric and dashboard in 2017 and 2018 | 2019 Green level for Math and ELA on the CDE Rubric and dashboard 2020 No dashboard data for academic indicators |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| 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 and maintain small class size. | LCFF general fund, personnel costs- minus Aides and Special Education RES. 0013, objects 11xx-3xxx 1000-1999: Certificated Personnel Salaries General Fund \$692,867 | LCFF general fund, personnel costs- minus Aides and Special Education 1000-1999: Certificated Personnel Salaries General Fund 633,530 |
| The school will continue to serve unduplicated students by providing food service, Aides for intervention and student support. In addition, the school will use Title 1 funds to provide an extra aide, train that aide, and purchase materials to support learning intervention. | RES. 0013, func. 2700, objects 2100,2210,2218 & 3xx2, lunch server, Aides and student support personnel. Not Applicable | RES. 0013, func. 2700, objects 2100,2210,2218 & 3xx2, lunch server, Aides and student support personnel. Not Applicable |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| | Supplemental & Concentration \$49,720 | Supplemental & Concentration 33,957 |
| Students -with disabilities. Meet the education needs of students with disabilities by having Speech and Resource teachers. | LCFF general fund, State and federal special education, all costs RES 6500, objects 1x-7x Not Applicable Special Education Funds \$53,583 | LCFF general fund, State and federal special education, all costs Not Applicable Special Education Funds 57,515 |
| Title I and 1/2 of Title IV funds will be used to serve the needs of low-performing students with a credentialed teacher. | Title 1 & Title IV Resource 3010, objects 2x-5x & Res. 4127 object 5716, mgnt 3010 Not Applicable Title I \$13,375 | Title 1 & Title IV Resource 3010, objects 2x-5x & Res. 4127 object 5716, mgnt Not Applicable Title I 12,702 |

Goal Analysis

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

USC spent beyond budgeted amounts to meet the needs of students, families, teachers and staff. We underspent for Aides and lunch server due to school closure as those staff were on 2/3 pay.

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

Academic Indicators: CAASPP scores in 2019 did not meet expected outcomes. Small numbers of students taking the test greatly affects our numbers. In addition, with high test scores as baseline it makes it difficult to continually increase. There is no data for 2020. Dibels scores did exceed expected outcomes. Our teachers and intervention staff added Read Naturally to improve fluency. The average number of students at grade level fell short of the expected outcome for 2019, but was very close to the baseline in 2020. Since our students took the CAST science test for the first time in 2019, the percentage meeting or exceeding standards will be used as a baseline in the future. A green rating on the dashboard for academics reflects the lower scores in 2019. It must be noted that our average scores are much higher than the state average. Students also met expectations for PE testing in 2019.

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| Metric/Indicator % of parents that volunteer in classrooms or drive on field trips as reported by teachers during winter data collection. 19-20 76% of parents volunteer Baseline 75% of parents volunteer | 2020-65% of parents volunteered 2021-24% of parents have volunteered (for those classes that asked for volunteers. 100% of parents were engaged in helping their students during distance learning |
| Metric/Indicator Ratio of Board Members who are parents. 19-20 6 of 10 board members are parents Baseline 6 of 11 board members are parents | 2020 6 of 9 board members are parents 2021 5 of 7 board members are parents |
| Metric/Indicator % of parents attending school wide events and parent conferences as reported by teachers during winter data collection. 19-20 92% of families attend events, 100% attend conferences | 2020 95% of families attend events, 100% attend conferences 2021 95% of families attend events (only 4 classes had socially distant events), 99% attended conferences |

| Expected | Actual |
|---|---|
| Baseline 92% of families attend events, 99% attend conferences | |
| Metric/Indicator % of parents filling out LCAP/parent input Fall survey and % that agree parents have opportunities for involvement. 19-20 30% parent participation on survey and 100% agree that parents have many opportunities for involvement. Baseline 25% Parent participation on survey and 100% agree that parents have many opportunities for involvement. | 2020-49% parent participation on survey and 98% agree that parents have many opportunities for involvement. 2021-90% participation in surveys. |
| Metric/Indicator Annual Attendance, chronic absenteeism rate as reported on the dashboard and % of students that re- enroll 19-20 Annual Attendance 97%, 2% chronic absenteeism as reported on the dashboard, and 100% re- enrollment Baseline Annual Attendance 97%, 2% chronic absenteeism as reported on the dashboard, and 100% re- enrollment | 2020-Annual Attendance 97.61%, 4% chronic absenteeism as reported on the dashboard, and 98% re- enrollment 2021-Attendance/Engagement rate is 99%, chronic absenteeism is 1%, and 100% reenrollment. |
| Metric/Indicator Expulsions as reported on SARC and suspension rate as reported on the dashboard. 19-20 No expulsions, Suspension rate is 1% Baseline No expulsions, Suspension rate is 1% | 2020-No expulsions, Suspension rate is 0% 2021-No expulsions, Suspension rate is 0% |
| Metric/Indicator % of LCAP survey respondents and % of students agree on survey that USC fosters a positive school climate. 19-20 | 2020-96% of LCAP survey respondents and 82% of students agree on survey that USC fosters a positive school climate. 2021-Not applicable |

| Expected | Actual |
|---|--------|
| <p>94% of LCAP survey respondents and 92% of students agree on survey that USC fosters a positive school climate.</p> <p>Baseline 93% of LCAP survey respondents and 91% of students agree on survey that USC fosters a positive school climate.</p> | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--------------------------|------------------------|
| Provide communication opportunities for parents including: school and classroom news (including information about curriculum), the Fall LCAP survey with computer and paper access during conference week, a parent handbook, IEP meetings for special education, quality conferences, and an open door policy for the Principal's office. | See Goal 1, Action 1 | See Goal 1, Action 1 |
| Provide meaningful, diverse ways for parents to be involved in the school by volunteering on work parties, in classrooms and on fieldtrips, and serving on advisory, site council and the board. | See Goal 1, Action 1 | See Goal 1, Action 1 |
| Provide school events/programs and family events that foster pupil engagement, connectedness and a positive school climate: classroom meetings, camping trips, Halloween party, Spring Sing and potluck, hobby and collections day, Author Festival, Earth Day, screen free week, field day, and the end of year picnic. | See Goal 1, Action 1 | See Goal 1, Action 1 |

Goal Analysis

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

All actions were implemented until the shutdown. The site council ended in 2020 as we are no longer a Title 1 school.

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

Parent engagement. While only a few parents have done projects for the school this year, all have been very involved in assisting their children with distance learning. Attendance at board meetings has been running 15-20 per meeting. In the past it was rare to have attendance beyond board members present. We continue to have strong parent interest in serving on the board. While events have been few, they were well attended by families. A distanced graduation ceremony was held. Some classes kept students and families engaged by doing a distant beach clean-up and Halloween party. Some classes kept parents involved by asking for help with gardening, bulletin boards, photographing artwork. Parents have participated in a lot of surveys this year and their feedback helped to shape our re-opening plans.

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 Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| Metric/Indicator % of teachers that are credentialed as reported in SARC 19-20 100% of teachers with credentials. Baseline 100% of teachers with credentials. | 100% of teachers with credentials. |
| Metric/Indicator Teachers report that they have satisfaction with quality and standards aligned instructional materials. 19-20 Teachers will report that they have 100 % satisfaction with quality and standards aligned instructional materials. Baseline Teachers report that they have 98% satisfaction with quality and standards aligned instructional materials. | Teachers report that they have 100% satisfaction with quality and standards aligned instructional materials both in 2020 and 2021 |
| Metric/Indicator 2 year average of % of systems in "good repair" rating on the Facility Inspection Tool report. 19-20 94% of system in "good repair" rating on the Facility Inspection Tool report | 2020-91% of systems in "good repair" rating on the Facility Inspection Tool report 2021-91% of systems in "good repair" rating on the Facility Inspection Tool report |

| Expected | Actual |
|--|---|
| Baseline 91% of system in "good repair" rating on the Facility Inspection Tool report. | |
| Metric/Indicator % of LCAP stakeholders surveyed that are satisfied with the conditions of learning. | 2020 100% are satisfied with the conditions of learning. 2021-No LCAP survey |
| 19-20 100% are satisfied with the conditions of learning. | |
| Baseline 100% are satisfied with the conditions of learning. | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| Union Street Charter will offer competitive salary and benefits package and flexible options in order to hire and retain credentialed appropriately assigned teachers and other staff. | See Goal 1, action 1 | See Goal 1, action 1 |
| Purchase additional quality research based and standards aligned instructional materials including, but not limited to: Amplify science units, Everyday Math, Handwriting Without Tears, Spelling Dictionaries for Beginning Writers, Readers Notebook, Words Their Way and Spelling Connections. | General fund, lottery, SRSA Resources 0013, 1100, 5820 6300, 4126 objects 4310 4000-4999: Books And Supplies General Fund \$26,077 | General fund, lottery, SRSA Resources 0013, 1100, 5820 6300, 4126 objects 4310 4000-4999: Books And Supplies General Fund 23,231 |
| Make any required repairs or upgrades to facility and playground. Improve bookshelf safety as noted in the FIT. Renew ASD contract to clean and maintain facilities. Complete items from the building priorities list | RES0013, objects 4374, 4381 & ASD Maint/Custodial of 5800, and function 8210 object 5819 5000-5999: Services And Other Operating Expenditures General Fund \$74,505 | RES0013, objects 4374, 4381 & ASD Maint/Custodial of 5800, and function 8210 object 5819 5000-5999: Services And Other Operating Expenditures General Fund 83,726 |

Goal Analysis

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

The school spent more than was budgeted to carry out the actions.

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

Salaries have increased 3% annually for all staff. This has allowed us to retain and attract well qualified staff. Teachers receive support for any instructional materials requests. Two new pieces of playground equipment were installed, the driveway was paved, and a tree was removed. In addition the office has been remodeled with a safer entryway in 2020-21.

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 unduplicated and those with disabilities. Teachers will strengthen teaching practices through collaboration and training in effective teaching practices and state academic and performance standards to fulfill the mission and vision of the school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
Local Priorities: A balance of arts and academics, Teacher collaboration

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| Metric/Indicator % of classes that have drama, art, music and Spanish per the program schedule. 19-20 100% of classes that have drama, art, music and Spanish per the program schedule. Baseline 100% of classes that have drama, art, music and Spanish per the program schedule. | 100% of classes had drama, art, music and Spanish per the program schedule. |
| Metric/Indicator % of LCAP survey respondents that agree that students are highly engaged. 19-20 94% of LCAP survey respondents agree that students are highly engaged. Baseline 94% of LCAP survey respondents agree that students are highly engaged. | 100% of LCAP survey respondents agree that students are highly engaged. 2021-not applicable. |
| Metric/Indicator % of teachers that participate in peer observation and collaboration per schedule. | 100% of teachers participated in peer observation and collaboration |

| Expected | Actual |
|---|--|
| 19-20 100% of teachers that participate in peer observation and collaboration Baseline 100% of teachers participate in peer observation and collaboration | |
| Metric/Indicator % of teachers that participate in professional development as reported on teacher survey. 19-20 100% of teachers that participate in professional development as reported on teacher survey. Baseline 100% of teachers that participate in professional development as reported on teacher survey. | 100% of teachers participated in professional development as reported on teacher survey. |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| Continue to offer drama, art, music and Spanish | See Goal 1 action 1 | See Goal 1 action 1 |
| Teachers will seek professional development that meets goals identified by teachers. Teachers will observe each other and collaborate in a professional learning community. | Title II, Title IV, and SRSA Resources 0013 & 5820, object 5210, Res. 4035 obj. 5x Not Applicable Title II \$12,556 | Title II, Title IV, and SRSA Resources 0013 & 5820, object 5210, Res. 4035 obj. 5x Not Applicable Title II \$902 |

Goal Analysis

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

All actions were completed. The majority of professional development was free from HCOE. Staff didn't travel due to COVID.

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

We continue to offer art, music and Spanish for all students. Teachers continue to participate in professional development, including innovative practices for distance learning. They also seek out peer collaboration and observation.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Administration will purchase PPE, cleaning supplies and other materials needed for in person teaching. Resource 7388 | \$ 1,644 | \$1,644 | No |
| Install awning over K garden for outdoor learning space, Res. 3220 | \$3,500 | \$3,292 | No |

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

No substantive differences.

Analysis of In-Person Instructional Offerings

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

In-person instruction means under the immediate physical supervision and control of certificated employees. In the Fall, several teachers brought one to four students at time on campus for assessment and in person instruction. Parents have screened their children at home with the Qualtrics symptom checker. Childcare has been provided for part time attendance in the afternoons for essential workers.

Re-opening guidance was changed by Public Health in January. The school board agreed to have the school return to in-person with an AM cohort/PM cohort schedule model in February. stable group schedules for self-contained classrooms are 8:30-11:00 and 12:30-3:00 K/1 opened 3/8/21, 2/3 on 3/22/21 and 4/5 on 3/29/21. Safety considerations such as small stable groups, limited campus access, cleaning between groups, masks, handwashing/use of sanitizer, desk sanitizing, lids installed on toilet seats, PPE, and social distancing. Air filters have been installed in all classrooms and outdoor classroom space is available for all classes. For a more detailed description, please see the Public Health Plan and In Person Plan. Substitute Teachers have been identified. Parents and other visitors will not be allowed on campus.

We have been using the HCOE Learning Specialists & curriculum support from HCOE. Our contract includes materials access, consultation, and Professional Development. All student mental wellness is a concern and counseling will continue via in person, telephone and teleconference. We have increased counseling services. Teachers are integrating social emotional curriculum into language arts and teaching Second Step and mindfulness.

Assessment tools: mClass/DIBELS, Leveled Literacy, Reading records, Everyday Math Unit Tests. The systematic cycle of assessments, including initial screenings and formative and summative assessments as well as intervention strategies to accelerate learning for students at risk have been used to identify students in need of intervention services.

Separate surveys were given to families, staff and students in grades 3-5 at the end of March-April 2nd

Feedback from families: 84% participation, which is very high compared to previous years. 79% agreed or strongly agreed that they were satisfied with in person learning and 12% were neutral. The majority of respondents report that their children are now thriving and they wish they were back full-time. Successes include socialization with peers and teachers and increased enthusiasm for learning. A challenge for parents is that students are only on campus for 2/12 hours/day and that is not easy for work schedules, childcare and transportation.

Feedback from staff: 82% replied to the survey and 91% are satisfied with In Person learning. The staff reported that with the short schedule each day it is challenging to include all curriculum. In addition, not all families are consistently following up with homework or DL on Fridays. Some families continue to travel, which limits the days their students can come to school. Most are focused on ELA and math for in person. Success has included that students are respectful of personal space, distancing and use of PPE. The students are also eager and engagement is high.

Feedback from students: 83% agree or strongly agree that they are satisfied with in person learning (13% neutral). Student comments focused on loving school. One said that they like the reduced amount of time because they don't need help and can focus on independent study.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Administration will purchase additional computers, chromebooks and hotspots for Distance Learning Resource 3220 | \$9,000 | \$9,150 | Yes |

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

The school has spent more than the budgeted amount.

Analysis of the Distance Learning Program

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

Union Street Charter School teachers and staff have been committed to providing student access to curriculum of similar quality and continuity regardless of whether in-person or distance learning. To the greatest extent possible, curriculum used in the classroom has been used in the distance learning program. The teachers have collected work and provided feedback. Parents have had access to teachers through email and online office hours to support them in helping their students.

The Director surveyed families to find out who needed chromebooks or hotspots. In addition, several students have had trouble accessing curriculum with their devices or internet during the 19-20 closure. Devices were then loaned out to all pupils including those with unique needs, English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness. The teachers, the technology support specialist and the Director have continued to problem solve connectivity issues. Teachers have tracked which students attend zoom meetings and complete assignments, and they have reached out to families who were not engaging to determine if technology was an issue.

Each grade has had a schedule for the week that outlines the synchronous meetings with a teacher and the asynchronous work assigned. Attendance has been taken at all synchronous meetings. Asynchronous work is given the time value that an average student would need to complete it. The asynchronous work has been turned in either by marking done in google classroom, shared with the teacher in google drive, or returned to the school during work drop off and pick up. Given that many schools say that students are not engaged, it is remarkable that we only have 1% chronically absent this year.

All USC teachers attended the HCOE Intensive Teaching Online Institute. Several also have trained in DIBELS so they can assess students. Everyday Math also has training in the use of their digital curriculum that several teachers have completed. Our EL teacher participates in the English Learner Educator's Collaborative. The First Grade Teacher will use the Early Literacy Partners (new format this Fall: short videos for parents & teachers). The Resource Teacher attends all SELPA meetings/trainings.

Some staff roles and responsibilities have been modified to align with student academic and social-emotional needs. Our classroom Aides are doing reading intervention online and in person one on one. The school counselor has been working with more families in addition to more students this year. To align with health and safety of staff and students all staff have adjusted to working one on one and with social distancing instead of side by side. The Director and Administrative Assistant pick up lunches daily and assist with the child care program. The childcare staff have also been tutoring.

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans have been provided additional support by the Resource Teacher. They have communicated with families regularly to determine needed support for all students to access their education and make progress toward their goals. The Resource Teacher has worked with General Education Teachers to ensure that all students have access to the General Education curriculum. Students have been provided individualized work when needed and/or given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures. The SELPA has (along with collaboration with LEA staff and parents): Provided all Low incidence services to students per their IEP as well as collaboration and direct consultation to parents and staff. Assistive technology support, accommodations, modifications and professional development have been provided to parents, students and staff as needed. They provided consultation to students, staff and parents on use of alternative learning materials for students who cannot access technology due to disability and/or lack of access.

The EL Teacher provided services through zoom sessions and in alignment with classroom content. ELPAC testing was not needed this year, but could be performed remotely through HCOE as per the MOU.

The Counselor serves as the Foster Youth and Homeless liaison and ensures that any students in those programs have access to the curriculum and would provide counseling services.

Separate surveys were given to families, staff and students in grades 3-5 at the end of March-April 2nd

Feedback from families: 77%% agreed or strongly agreed that they were satisfied with continuity of learning during DL (12% were neutral). Their students struggle with the distance learning component and they are not as engaged in Spanish, music and art lessons through videos and zoom sessions. Other challenges are that DL involves more screen time than parents are comfortable with, students have lacked socialization, motivation and movement, and a lot of parent involvement was required. Juggling work, home schooling and childcare was a an issue for most families. Some positive things that families expressed were that they had more time with their children, students developed computer skills, became independent learners, received confidential help from the teacher, and they didn't get or spread COVID. Many families complimented the teachers on the engaging and enriching curriculum. 71% agreed or strongly agreed that they were satisfied with the access to devices and connectivity (25% were neutral). Some families struggled with

the school issued chrome books, which were glitchy during zoom sessions. 63% agreed or strongly agreed that they were satisfied with the supports for students with unique needs (28% were neutral)

Feedback from staff: 69% of staff agreed or strongly agreed that they were satisfied with continuity of learning during DL (31% were neutral). 57% agreed or strongly agreed that they were satisfied with pupil participation and progress (43% were neutral). 86% agreed or strongly agreed that they were satisfied with the supports for pupils with unique needs (14% neutral). 93% agreed or strongly agreed that they were satisfied with the effectiveness of the efforts to address learning loss. The teachers expressed that the time involved in dealing with stressed out parents, prepping for distance learning, dealing with tech issues, and learning new platforms was extensive, and took a toll on their physical and mental health. It was very challenging to keep students engaged and deal with behaviors. It is unclear how much of the work is done by parents. Some families view DL as optional. Some positive things that happened were that many parents and students were communicating more with teachers, supportive and engaged. Students could watch videos repeatedly and gain understanding and mastery. Flexibility worked very well for some students learning style and for families who were traveling. Staff were asked to describe the effectiveness of DL in the survey. Teachers stated that DL has been effective with students meeting benchmarks in ELA and math. DL was most effective for those who are motivated and consistent in attendance. 92% of staff agree or strongly agree they were satisfied with the access to devices and connectivity. 54% agreed or strongly agreed that they were satisfied with professional development (46% neutral). 79% agreed or strongly agreed that they were satisfied with staff roles and responsibilities 14% were neutral).

Feedback from students: 58% agree or strongly agree that they are satisfied with distance learning (26% neutral). 92% agree or strongly agree that they are satisfied with their participation and progress (8% neutral). Students commented that their teachers did a great job with distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Math Intervention Teacher and tech support to provide instruction and assistance to mitigate student learning loss Resource 3210, 3220 | \$7,272 | \$7,272 | Yes |
| Administration will purchase math intervention curriculum to mitigate student learning loss Resource 3220 | \$2,432 | \$2,420 | Yes |
| Purchase read Naturally Units and additional books for students, Res. 3220 | \$2,523 | \$2,523 | Yes |
| Classroom Aides for reading intervention, childcare and on-site instruction for pupil engagement. Resource 3220, 3210, 7420 | \$3,500 | \$3,500 | Yes |

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

No substantive differences.

Analysis of Pupil Learning Loss

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

Pupil Learning Loss were assessed using several methods. For English Language Arts K-2 teachers used Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Leveled Literacy Intervention (LLI) Reading Records along with handwritten writing samples. Grade 3-5 Teachers assessed reading comprehension through responses to non-fiction Newsela articles, book talks about individual reading and collected writing samples either handwritten or typed. EL students were also assessed using these methods. Everyday Math unit tests have been used to determine present levels. In order to meet the needs of students with learning loss, we have been able to bring students who need additional support on campus for one on one support in areas such as Special Education, Math, English, Reading and English Language Acquisition in addition to the distance learning model. See LCAP annual update for 20-21 outcomes on metrics.

Learning status of Special Education Students have been measured by staff observations, informal assessments (e.g. reading records, online or in-person math assessments), work samples, etc. and reported on IEP Fall and Spring progress reports as well as annual IEPs. Any determined learning loss from the 2019-20 and 2020-21 school years have been noted at IEP meetings and an IEP team decision has made changes in services or accommodations needed to address the loss. Examples may include additionally differentiated or in-person instruction, addition of service minutes, or other strategies, as determined appropriate by the IEP team.

Actions and strategies to address learning loss and accelerate learning progress for all students, including students with IEP's, included open office hours used specifically for intervention, bringing students to campus via small groups to socially distance while assessing, and using screen sharing apps so the student can see what they are supposed to be tested on in real time.

The specific needs of English Learners have been addressed through live zoom interactive sessions using real objects for discussion and vocabulary development. Low-income students, Foster youth, students with exceptional needs; and homeless students and their families have had access to additional teacher time, school supplies, counseling, tutoring with an Aide and chromebooks/hot spots.

Separate surveys were given to families, staff and students in grades 3-5 at the end of March-April 2nd

Feedback from families: It was challenging to schedule time to get questions answered from teachers. Teachers weren't always able to return work with comments due to restrictions, and pupils/families weren't sure how their students were doing. Parent conferences allowed families to express their perceptions of student learning and listen to the teachers perspective. Those receiving extra services (reading and math intervention or tutoring) were pleased with student progress.

Feedback from staff: 93% agreed or strongly agreed that they were satisfied with the effectiveness of the efforts to address pupil learning loss, including for pupils who are English Learners; low-income; and pupils with exceptional needs. Comments were similar in praise for the reading and math intervention and counseling staff who have made a difference in pupil learning loss. A challenge has been convincing parents that their students are doing well academically.

Students do not comment in this area.

Analysis of Mental Health and Social and Emotional Well-Being

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

The school counselor has attended workshops offered by the CDE on Trauma informed service. They have supported staff, students and families through distance. Teachers have checked in with students daily and made referrals for counseling. The counselors case load has increased substantially. In addition, teachers have increased the amount and time spent on building social connections, curriculum that deals with mental health and supports emotional well being. HCOE has provided videos address compliance with necessary safety requirements (mask wearing, social distancing, overall safety while on campus, etc.) for all students that increase a sense of safety. The counselor had a google classroom that was accessible to students/families through their main teachers platform.

The SELPA has (along with collaboration with LEA staff and parents) provided Board Certified Behavioral Analysts and SELPA Mental Health Clinicians to develop plans and intervention strategies related to classroom engagement and re-integration for any students that required it. Support has also been provided in developing plans and interventions to support independence and engagement with distance learning in the home. They provided ongoing Counseling groups by SELPA BCBAs and Mental Health Clinicians for any student that required supports. Groups focused on anxiety related to school attendance/engagement & building social opportunities/skills with peers. SELPA staff have provided support in navigating agencies and community services (DHHS, Bridges, Regional Center, etc.) They provided Parent/caregiver training by BCBAs and/or SELPA Mental Health Clinicians in behavior management, balancing supporting their student's schoolwork with other responsibilities, creating functional work spaces for their students to use.

Separate surveys were given to families, staff and students in grades 3-5 at the end of March-April 2nd

Feedback from families: 53% agreed or strongly agreed that they were satisfied with supports for mental health and social and emotional well-being of pupils (22% neutral). Some families were not aware of the counseling support available and wished the school would have asked them how their child was doing (Fall conference opportunity?). Other parents expressed appreciation for the school counselor.

Feedback from staff: Teachers expressed that taking care of students was difficult in DL. It was apparent that the counselor made a difference for those students who saw her. Staff also supported each other and appreciated having access to the counselor as well..

Feedback from students: 89% agree or strongly agree that they are satisfied with support for their social and emotional learning (9% neutral).

Analysis of Pupil and Family Engagement and Outreach

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

Student engagement has been at 99%. Students who have not consistently been attending or turning in assignments were considered truant. As per Education Code Section 43504(f) our school developed written procedures for tiered reengagement strategies for all pupils who were absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These procedures included verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, counselor outreach to determine pupil needs including connection with health and social service and transitioning the pupil to in-person instruction. The teachers and the Director/Principal worked with the family to find solutions to problems such as technology and coaching the parent on working with their student. The student was required to attend school on campus with an Aide.

Family engagement has been a challenge this year. A few events were held including Kindergarten visitation day and 4th grade beach clean-up. Many parents (10-30%) attended zoom board meetings to find out the status of re-opening. Many surveys were sent and got nearly 100% participation, especially when asked if their students would attend in person or distance only and what cohort (am vs. pm) was preferred. Many newsletters were sent explaining safety procedures and there has been an increase in parents asking for clarification. Parents have also attended many distance learning student lessons and have praised teachers for their skills.

Staff feedback on the survey regarding reengagement strategies included that felt we did an excellent job of identifying families that were struggling with technology or DL and got them help. There was low absenteeism. Almost full participation at parent conferences.

Analysis of School Nutrition

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

USC contracts with Arcata Elementary District for USDA approved school lunches. Whether the school is in-person or distance, contactless bagged lunch meal pickup has been available Monday through Friday at the school. Families needed to order by email or phone call before 8:45. Only 1 or two families opted to pick up at our school during DL as meals were available from schools closer to their homes. The summer assistance program allowed all families to access free meals for children. Students do not eat lunch on campus since we returned to in person instruction due to the need to clean the facility between am/pm cohorts. Students are able to pick up a lunch before leaving campus.

The lunch server from 2019-20 remained at home. Since we are required to have a staff member with a Kitchen Managers certificate, our childcare aide was trained. The principal/director or the administrative assistant have picked up the lunches daily at the Sunny Brae Middle School kitchen.

Separate surveys were given to families, staff and students in grades 3-5 at the end of March-April 2nd

Feedback from families: 46% of families agree or strongly agree that they were satisfied with the nutritionally adequate meals provided (31% were neutral). A few of the dissatisfied families complained about the quality of the meals.

Feedback from staff: Staff comments included appreciation for the meal quality, ease of pickup and that they have been free for all, which reduces stigma.

Feedback from students: 100% agree or strongly agree that they are satisfied with the school lunches.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|--|----------------------|-------------------------------|--------------|
| Pupil Engagement and Outreach | Provide childcare for essential workers Resource. 3220 | \$3,500 | \$3,500 | Yes |
| Pupil Learning Loss (Pupil Learning Loss Strategies) | Purchase license for assessment tools, Re. 3215 | \$3,000 | \$3,000 | Yes |
| Mental Health and Social and Emotional Well-Being | Counseling staff will increase availability to students, staff and families to assist with emotional well-being. Resource 3220 | \$3,838 | \$3,838 | Yes |
| School Nutrition | Kitchen Manager Training for serving meals, Resource 3220 | \$250 | \$250 | Yes |
| Distance Learning Program (Continuity of Instruction) | Additional duty days, supp. Pay, workshops Resource 3220 | \$11,198 | \$11,198 | Yes |

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

No substantive difference

Overall Analysis

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

Families made it clear in the survey that they want a return to the pre COVID curriculum and educational program, including having students on campus full-time. The Goals for the 2021-24 LCAP are from the prior LCAP.

Goal #1, All students, including homeless, foster youth, English learners, low -income and special education (unduplicated as identified in CALPADS, direct certification and applications for free and reduced lunch, and enrollment), will continue to maintain a high level of pupil outcomes and achievement in all areas of the program according to multiple measures.

Goal #2, To increase meaningful parental involvement and high student engagement in a positive school climate characterized by safety and connectedness.

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.

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 unduplicated and those with disabilities. Teachers will strengthen teaching practices through collaboration and training in effective teaching practices and state academic and performance standards to fulfill the mission and vision of the school.

We will write a supplemental instruction and Support plan that includes summer school, reading and math intervention and after school tutoring to further mitigate any learning loss. We also hope to be able to serve meals on campus.

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

Pupil Learning Loss will be assessed using several methods. For English Language Arts K-2 teachers used Dynamic Indicators of Basic Early Literacy Skills (DIBELS class by Amplify) and Leveled Literacy Intervention (LLI) Reading Records along with handwritten writing samples. Grade 3-5 Teachers will assess reading comprehension through responses to non-fiction Newsela articles, book talks about individual reading and collected writing samples either handwritten or typed and CAASPP. EL students will also be assessed using these methods and the summative ELPAC. Everyday Math tests will be used to determine present levels. This year mclass math by Amplify will be piloted for assessment.

Learning status of Special Education Students will be measured by staff observations, informal assessments (e.g. reading records, online or in-person math assessments), work samples, etc. and reported on IEP Fall and Spring progress reports as well as annual IEPs. Any determined learning loss from the 2020-21 school year will be noted at IEP meetings and an IEP team decision has made changes in services or accommodations needed to address the loss. Examples may include additionally differentiated or in-person instruction, addition of service minutes, or other strategies, as determined appropriate by the IEP team.

Pupil learning loss will be addressed in several ways. Actions and strategies to address learning loss and accelerate learning progress for all students, including students with IEP's, will include math and reading intervention, bringing distance only students to campus for assessment and intervention, and afterschool tutoring. Additional a summer program that includes these strategies is being planned.

The specific needs of English Learners will continue to be addressed through live zoom interactive sessions using real objects for discussion and vocabulary development. Low-income students, Foster youth, students with exceptional needs; and homeless students and their families will have access to additional teacher time, school supplies, counseling, tutoring with an Aide and chromebooks/hot spots.

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

All actions and services identified as contributing towards meeting the increased or improved services were implemented.

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

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

The analysis and reflection on students outcomes have informed the development of the 21-24 LCAP in the following ways: Students will continue to need increasing social-emotional support, academic intervention, and time for unfinished learning. Family engagement will depend on public health guidance to allow small, medium and large group gatherings. Student nutrition will improve when students have been vaccinated and can return to full in person so they can eat together on campus.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

| Total Expenditures by Funding Source | | |
|--------------------------------------|--------------------------------------|------------------------------------|
| Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Funding Sources | 922,683.00 | 845,563.00 |
| General Fund | 793,449.00 | 740,487.00 |
| Special Education Funds | 53,583.00 | 57,515.00 |
| Supplemental & Concentration | 49,720.00 | 33,957.00 |
| Title I | 13,375.00 | 12,702.00 |
| Title II | 12,556.00 | 902.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | |
|--|--------------------------------------|------------------------------------|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | 922,683.00 | 845,563.00 |
| 1000-1999: Certificated Personnel Salaries | 692,867.00 | 633,530.00 |
| 4000-4999: Books And Supplies | 26,077.00 | 23,231.00 |
| 5000-5999: Services And Other Operating Expenditures | 74,505.00 | 83,726.00 |
| Not Applicable | 129,234.00 | 105,076.00 |
| | 116,678.00 | 112,164.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | |
|--|------------------------------|--------------------------------------|------------------------------------|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | All Funding Sources | 922,683.00 | 845,563.00 |
| 1000-1999: Certificated Personnel Salaries | General Fund | 692,867.00 | 633,530.00 |
| 4000-4999: Books And Supplies | General Fund | 26,077.00 | 23,231.00 |
| 5000-5999: Services And Other Operating Expenditures | General Fund | 74,505.00 | 83,726.00 |
| Not Applicable | Special Education Funds | 53,583.00 | 57,515.00 |
| Not Applicable | Supplemental & Concentration | 49,720.00 | 33,957.00 |
| Not Applicable | Title I | 13,375.00 | 12,702.00 |
| Not Applicable | Title II | 12,556.00 | 902.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | |
|----------------------------|--------------------------------------|------------------------------------|
| Goal | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| Goal 1 | 809,545.00 | 737,704.00 |
| Goal 3 | 100,582.00 | 106,957.00 |
| Goal 4 | 12,556.00 | 902.00 |

* Totals based on expenditure amounts in goal and annual update sections.

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

| Total Expenditures by Offering/Program | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$5,144.00 | \$4,936.00 |
| Distance Learning Program | \$9,000.00 | \$9,150.00 |
| Pupil Learning Loss | \$15,727.00 | \$15,715.00 |
| Additional Actions and Plan Requirements | \$21,786.00 | \$21,786.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$51,657.00 | \$51,587.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$5,144.00 | \$4,936.00 |
| Distance Learning Program | | |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$5,144.00 | \$4,936.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | | |
| Distance Learning Program | \$9,000.00 | \$9,150.00 |
| Pupil Learning Loss | \$15,727.00 | \$15,715.00 |
| Additional Actions and Plan Requirements | \$21,786.00 | \$21,786.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$46,513.00 | \$46,651.00 |

2021-22 LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|---|
| Local Educational Agency (LEA) Name: | Union Street Charter |
| CDS Code: | 12626790111708 |
| LEA Contact Information: | Name: Rea Erickson Position: Principal/Director Phone: 707-822-4845 |
| Coming School Year: | 2021-22 |
| Current School Year: | 2020-21 |

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| Projected General Fund Revenue for the 2021-22 School Year | Amount |
|---|---------------|
| Total LCFF Funds | \$923,187 |
| LCFF Supplemental & Concentration Grants | \$61,346 |
| All Other State Funds | \$149,738 |
| All Local Funds | \$44,997 |
| All federal funds | \$3,414 |
| Total Projected Revenue | \$1,121,336 |

| Total Budgeted Expenditures for the 2021-22 School Year | Amount |
|--|---------------|
| Total Budgeted General Fund Expenditures | \$1,121,336 |
| Total Budgeted Expenditures in the LCAP | \$1,121,336 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$61,346 |
| Expenditures not in the LCAP | \$0 |

| Expenditures for High Needs Students in the 2020-21 School Year | Amount |
|--|---------------|
| Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan | \$45,269 |
| Actual Expenditures for High Needs Students in Learning Continuity Plan | \$45,269 |

| Funds for High Needs Students | Amount |
|--|---------------|
| 2021-22 Difference in Projected Funds and Budgeted Expenditures | \$0 |
| 2020-21 Difference in Budgeted and Actual Expenditures | \$0 |

| Required Prompts(s) | Response(s) |
|---|--------------------|
| Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP). | |

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Union Street Charter

CDS Code: 12626790111708

School Year: 2021-22

LEA contact information:

Rea Erickson

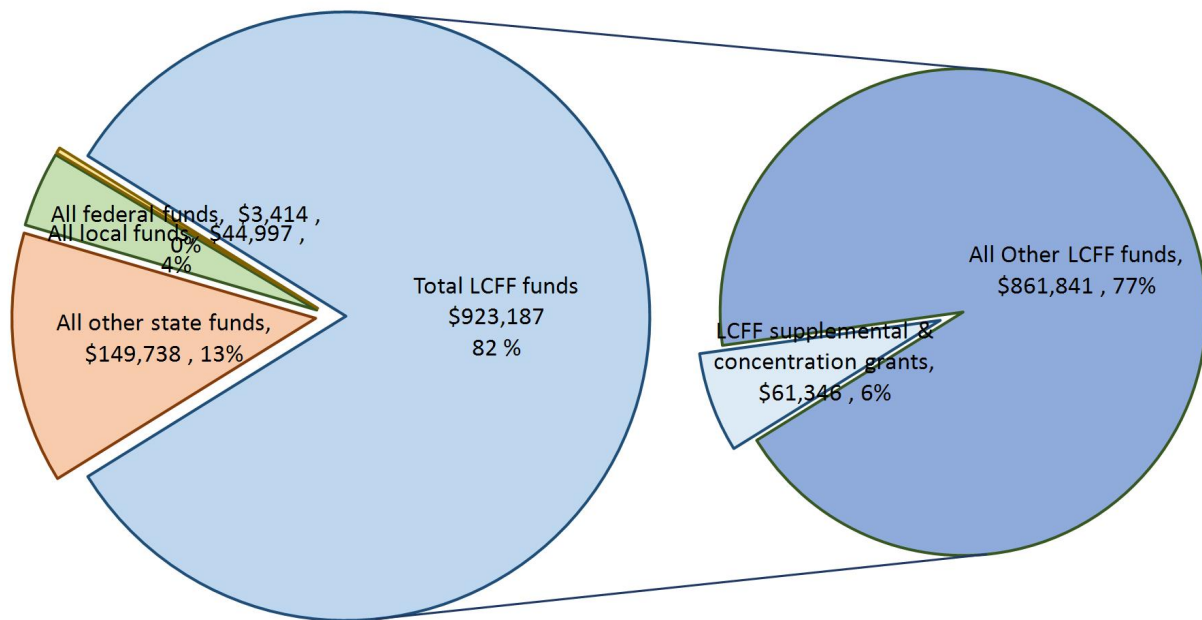
Principal/Director

707-822-4845

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

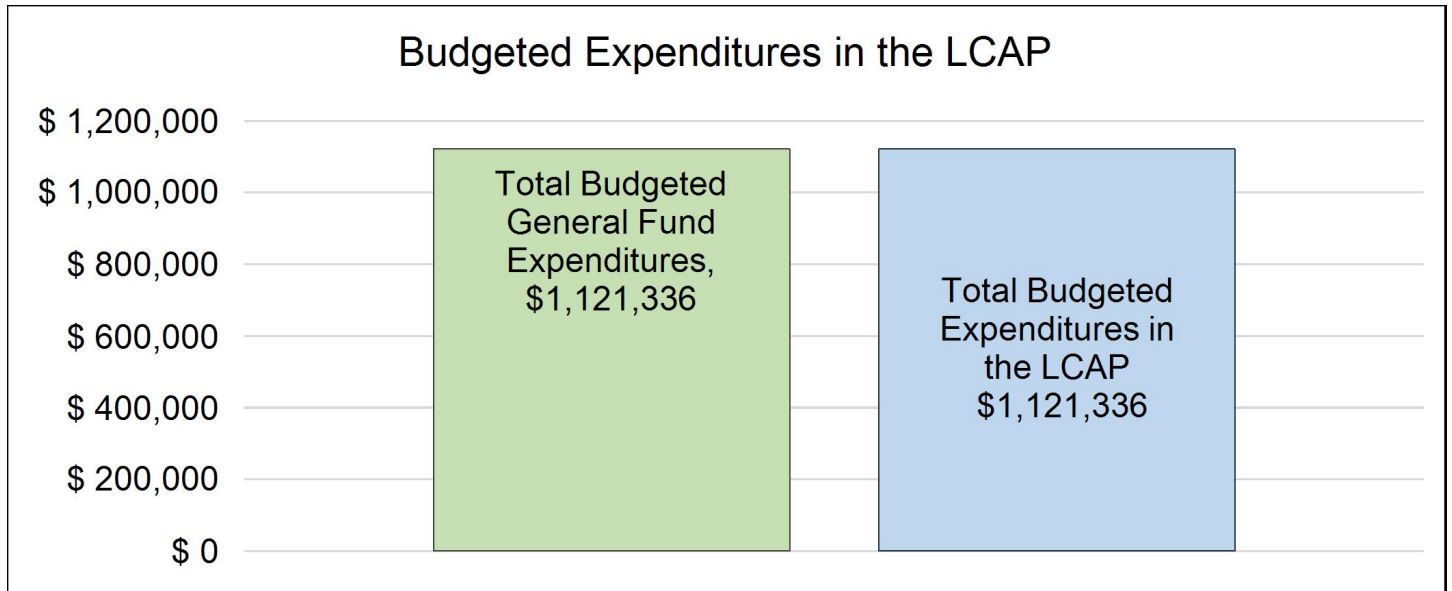


This chart shows the total general purpose revenue Union Street Charter expects to receive in the coming year from all sources.

The total revenue projected for Union Street Charter is \$1,121,336, of which \$923,187 is Local Control Funding Formula (LCFF), \$149,738 is other state funds, \$44,997 is local funds, and \$3,414 is federal funds. Of the \$923,187 in LCFF Funds, \$61,346 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Union Street Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

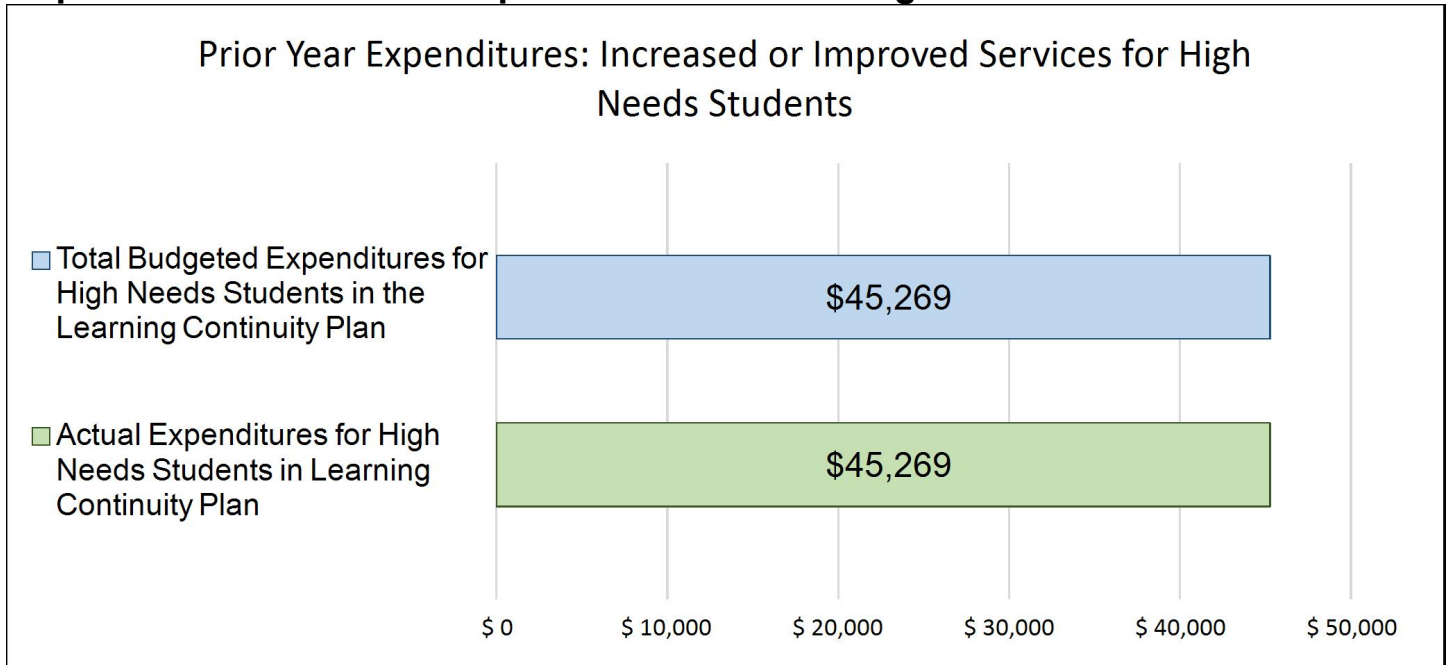
Union Street Charter plans to spend \$1,121,336 for the 2021-22 school year. Of that amount, \$1,121,336 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Union Street Charter is projecting it will receive \$61,346 based on the enrollment of foster youth, English learner, and low-income students. Union Street Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Union Street Charter plans to spend \$61,346 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Union Street Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Union Street Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Union Street Charter's Learning Continuity Plan budgeted \$45,269 for planned actions to increase or improve services for high needs students. Union Street Charter actually spent \$45,269 for actions to increase or improve services for high needs students in 2020-21.

Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------------------|---|
| Union Street Charter | Rea Erickson Principal/Director | rea.unionstreet@gmail.com 707-822-4845 |

Plan Summary [2021-22]

General Information

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

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 public charter school attracts dedicated and enthusiastic teachers, parents, and students from the surrounding communities. We are currently 39% Free and Reduced Meal Eligibility (socioeconomically disadvantaged indicator). Since there are only 100 students, there are not 11 or more students of any one ethnicity to be identified except white. This effects dashboard results. There is 1 English Language Learner. High School indicators and metrics are not applicable.

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.

Reflections: Successes

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

On the California Department of Education Dashboard, there are five performance levels, and each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. The 2019 Dashboard shows green for ELA and math with blue for suspension. Local metrics have been met. Stakeholders are satisfied with in person learning. We are most proud of meeting of our goals.

Reflections: Identified Need

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

The 2019 Dashboard shows green status in math and ELA test results, which is a decline from blue level. A yellow in chronic absenteeism is misleading due to the small numbers: The school went from 2 chronically absent students in 2018 to 4 students in 2019. However, 2 of the students were in the socioeconomically disadvantaged category and more careful monitoring may be needed in the future. Local Need: To assess and mitigate learning loss due to school closure. Parent, staff and student surveys this spring indicate a desire to return to full-time in person learning.

LCAP Highlights

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

- All students, including English Learners, Foster Youth, Low Income and Students with Disabilities, will continue to maintain a high level of achievement in all areas of the program according to multiple measures.
- Union Street Charter will maintain meaningful parental involvement and high student engagement for all students, including English Learners, Foster Youth, Low Income and Students with Disabilities, in a positive school climate characterized by safety and connectedness.
- Union Street Charter will maintain a safe, clean, well equipped school environment for all students, including English Learners, Foster Youth, Low Income and Students with Disabilities, that is staffed by properly credentialed teachers.
- Union Street Charter will maintain a rich curriculum that balances arts and academics for all students, including English Learners, Foster Youth, Low Income and Students with Disabilities. Teachers will strengthen teaching practices through collaboration and training in common core instruction and other effective teaching practices to fulfill the mission and vision of the school.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

April Learning Continuity Plan Surveys: separate forms were given to families, staff and students by email.
Annual update reviewed by the Board on April 21st in a zoom meeting.
May 12th LCAP Advisory committee review of the 21-24 plan in a zoom meeting.
May 19th Board review of the LCAP 21-24 plan draft in a zoom meeting.
June 7th Public hearing of LCAP final draft in a zoom meeting.
June 9th Board approval in a zoom meeting.

A summary of the feedback provided by specific stakeholder groups.

April Learning Continuity Plan Surveys:
Families, Staff, and Students- All expressed that they are satisfied with in person learning and want more time. Many expressed a strong desire to return to prepandemic schedules (full time in person).
Annual update reviewed by the Board on April 21st-No comments.
May 12th LCAP Advisory committee review of the 21-24 plan-The advisory council made suggestions that will help families understand the LCAP by explaining, clarifying and writing out titles of things. We also discussed the new version of Amplify/DIBELS testing and how that changed the wording on the metric from Core to benchmark. The group wondered whether we will be able to have volunteers on campus or hold events in 21-22 to increase family engagement.
May 19th Board review of the LCAP 21-24 plan draft-The board added that the events we offer are no cost to families.
June 7th Public hearing of LCAP final draft
June 9th Board approval in a zoom meeting.

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

The LCAP was written with the assumption that we would open full time for in person instruction and return to the normal goals was based on stakeholder survey feedback and other factors. The Advisory committee added grade levels to academic metrics to clarify for stakeholders who was being tested. We added desired outcomes of "maintain" since the school has done so well in the past and considering learning loss this year. We added an explanation of the dashboard five performance levels. We added the words student and USC to goal 2 metrics so it is clear who we are talking about.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | GOAL 1: All students, including English Learners, Foster Youth, Low Income and Students with Disabilities, will continue to maintain a high level of achievement in all areas of the program according to multiple measures. |

An explanation of why the LEA has developed this goal.

To meet state priorities 2 (State Standards) 4 (Pupil Achievement) and 8 (Other Pupil Outcomes).

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|-----------------------------|
| % of students that meet or exceed standard on the CAASPP in ELA and math on the CAASPP in grades 3-5 | 2019 83.5% in ELA met or exceeded standards on the CAASPP in grades 3-5 2019 83.5% in math met or exceeded standards on the CAASPP in grades 3-5 | | | | Maintain |
| Mclass Amplify DIBELS % of students that reach benchmark or above reading on the winter screening in grades K-5. | 2021 71% of students achieved benchmark or above in grades K-5. | | | | 74% at or above benchmark |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|-----------------------------|
| % of students that met or exceeded standards on the 5th grade CA Science test. | 2019 76% of students met or exceeded science standard on the 5th grade CA Science test. | | | | Maintain |
| School achievement level on the Dashboard. | 2019 Green level for math and ELA on the dashboard. | | | | Blue level |
| % of students at or above grade level on the fall conference reports. | 2020 89% math and 84% ELA at or above grade level on Fall conference reports. | | | | Maintain |
| % of teachers that participate in peer observation and collaboration per schedule and that participate in professional development as reported on teacher survey. | 100 % of teachers participate in peer observation and collaboration per schedule and that participate in professional development as reported on teacher survey. | | | | Maintain |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|---|--------------|--------------|
| 1 | Implement state standards. | 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 the past. Administer/monitor state standardized tests (ELPAC, CAASPP & science grade 5), Mclass Amplify Dibels Screening, and other measures of student progress and achievement. | \$888,436.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|---|-------------|--------------|
| 2 | Services for unduplicated | The school will continue to serve unduplicated students by providing English language acquisition instruction, food service, academic intervention, homework help, childcare and a student support counselor. | \$62,063.00 | Yes |
| 3 | Special education | We will meet the needs of students with disabilities by having speech and resource teachers. | \$76,934.00 | No |
| 4 | Teacher professional development | Teachers will participate in peer observation and collaboration and participate in professional development. | \$4,803.00 | No |
| 5 | Expanded Learning grant | Please see the grant plan located on our web-page https://unionstreetcharter.org | \$60,819.00 | No |

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | <p>Goal #2</p> <p>Union Street Charter will maintain meaningful parental involvement and high student engagement for all students, including English Learners, Foster Youth, Low Income and Students with Disabilities, in a positive school climate characterized by safety and connectedness.</p> |

An explanation of why the LEA has developed this goal.

To address state priorities 3 (parental involvement), 5 (pupil engagement) and 6 (school climate).

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|-----------------------------|
| % of USC parents that volunteer in classrooms or drive on field trips as reported by teachers during winter data collection. | 2020-65% of USC parents volunteered | | | | 70% |
| Ratio of USC Board Members who are parents. | 2021 5 of 7 USC board members are parents | | | | Maintain |
| % of USC parents attending school wide events and parent conferences as reported by teachers | 2020 95% of USC families attended events and 100% attend conferences. | | | | Maintain |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|-----------------------------|
| during winter data collection. | | | | | |
| Annual student attendance, chronic absenteeism rate as reported on the dashboard and % of students that re- enroll | 2020 Annual student attendance is 97.61% and 1% chronic absenteeism. | | | | Maintain |
| Student expulsions as reported on SARC and student suspension rate as reported on the dashboard. | 2020 0 student expulsions and 0 student suspensions | | | | Maintain |
| % of LCAP survey respondents and % of students agree on survey that USC fosters a positive school climate. | 2020 96% of families and 82% of students agree that USC fosters a positive school climate. | | | | Maintain |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|--|-------------|--------------|
| 1 | Communication with families | Promote parent involvement by providing communication in the form of class news, school news, parent handbook, and conference reports. | | No |
| 2 | Provide opportunities for families | Provide meaningful, diverse ways for parents to be involved in the school by volunteering for projects, in classrooms and on fieldtrips, and serving on the advisory and the board in order to participate in programs for unduplicated pupils and for individuals with exceptional needs. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|--|-------------|--------------|
| 3 | Provide events and programs | Provide school no cost events/programs and family events that foster pupil engagement, connectedness and a positive school climate: classroom meetings, camping trips, Halloween party, Spring Sing and potluck, hobby and collections day, Author Festival, Earth Day, screen free week, field day, and the end of year picnic. | | No |
| 4 | Monitor absenteeism | The administrative assistant will monitor attendance of all students including those with disabilities and alert the principal when reengagement strategies are needed. | | No |
| 5 | Positive School Climate | The school will provide prosocial curriculum to promote a positive school climate for all students including those with disabilities. | | No |

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | <p>Goal #3</p> <p>Union Street Charter will maintain a safe, clean, well equipped school environment for all students, including English Learners, Foster Youth, Low Income and Students with Disabilities, that is staffed by properly credentialed teachers and provide access to instructional materials.</p> |

An explanation of why the LEA has developed this goal.

To meet state priority 1 (Basic Conditions of Learning)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|-----------------------------|
| % of teachers that are credentialed as reported in SARC | 100% of teachers that are credentialed as reported in SARC | | | | Maintain |
| % of teachers report that they have satisfaction with quality and standards aligned instructional materials. | 100% of teachers report that they have satisfaction with quality and standards aligned instructional materials. | | | | Maintain |
| % of systems in "good repair" rating on the Facility Inspection Tool report. | 91% of systems in "good repair" rating on the Facility Inspection Tool report. | | | | Maintain |
| % of LCAP stakeholders surveyed | 100% of LCAP stakeholders surveyed | | | | Maintain |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|-----------------------------|
| that are satisfied with the conditions of learning. | that are satisfied with the conditions of learning. | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1 | Credentialed teachers and qualified staff | Union Street Charter will offer competitive salary and benefits package and flexible options in order to hire and retain credentialed appropriately assigned teachers and other staff. | | No |
| 2 | Instructional Materials | Purchase quality research based and standards aligned instructional materials. | \$14,481.00 | No |
| 3 | Facilities | Perform maintenance and make any required repairs or upgrades to facility and playground. | \$13,800.00 | No |

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 4 | <p>Goal #4</p> <p>Union Street Charter will maintain a broad course of study that balances arts and academics for all students, including English Learners, Foster Youth, Low Income and Students with Disabilities.</p> |

An explanation of why the LEA has developed this goal.

The school was founded on the statement "a balance of arts and academics." The goal also meets state priority 7 (Course Access).

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|-----------------------------|
| % of classes that have drama, art, music and Spanish per the program schedule. | 100% of classes have drama, art, music and Spanish per the program schedule. | | | | Maintain |
| % of LCAP survey respondents that agree that students are highly engaged. | 100% of LCAP survey respondents agree that students are highly engaged. | | | | Maintain |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 1 | Broad course of study/student engagement | Drama, art, music and Spanish will be offered in order to provide highly engaging curriculum. | | No |

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

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

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 7.12% | 61346 |

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

Required Descriptions

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the 74% of the students ordering lunches are Low Income. In addition, 81% of the students identified with learning loss are Low Income and 50% of those who receive counseling are Low Income. In the family surveys, many families expressed how they are in need of childcare so they can work.

In order to address this needs of our low-income students, we will develop and implement food service, academic intervention, counseling, and before and after school childcare in Goal 1, Action 2.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with learning loss and need of services will benefit. However, because of the significantly higher need of services for low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the need for services for our low-income students will decrease significantly more than the average of all other students.

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

We are adding after school tutoring and childcare to assist families of FY, EL and LI students.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------------|-------------------|-------------|---------------|----------------|
| \$923,187.00 | \$149,738.00 | \$44,997.00 | \$3,414.00 | \$1,121,336.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$886,902.00 | \$234,434.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1 | All | Implement state standards. | \$803,887.00 | \$37,941.00 | \$44,997.00 | \$1,611.00 | \$888,436.00 |
| 1 | 2 | English Learners Foster Youth Low Income | Services for unduplicated | \$62,063.00 | | | | \$62,063.00 |
| 1 | 3 | Students with Disabilities | Special education | \$37,437.00 | \$39,497.00 | | | \$76,934.00 |
| 1 | 4 | All | Teacher professional development | \$3,000.00 | | | \$1,803.00 | \$4,803.00 |
| 1 | 5 | All | Expanded Learning grant | | \$60,819.00 | | | \$60,819.00 |
| 2 | 1 | All | Communication with families | | | | | |
| 2 | 2 | All | Provide opportunities for families | | | | | |
| 2 | 3 | All Students with Disabilities | Provide events and programs | | | | | |
| 2 | 4 | All | Monitor absenteeism | | | | | |
| 2 | 5 | All | Positive School Climate | | | | | |
| 3 | 1 | All | Credentialed teachers and qualified staff | | | | | |
| 3 | 2 | All | Instructional Materials | \$3,000.00 | \$11,481.00 | | | \$14,481.00 |
| 3 | 3 | All | Facilities | \$13,800.00 | | | | \$13,800.00 |
| 4 | 1 | All | Broad course of study/student engagement | | | | | |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|-------------------|------------------|-------------|
| Total: | \$62,063.00 | \$62,063.00 |
| LEA-wide Total: | \$62,063.00 | \$62,063.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$0.00 | \$0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---------------------------|----------|--|-------------|-------------|-------------|
| 1 | 2 | Services for unduplicated | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$62,063.00 | \$62,063.00 |

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|--------------------|----------------------|----------------------------|--|--|-------------------------------------|
| | | | | | |
| | | | Totals: | Planned Expenditure Total | Estimated Actual Total |
| | | | Totals: | | |

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 . |

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.