

2023–24 Local Control and Accountability Plan Annual Update

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

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

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.

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 standard on the CAASPP in grades 3-5	2021 ELA-89.59% met or exceeded standards, Math-83.33%	2022-ELA-83% met or exceeded standards, Math 85% met or exceeded standards	2023 ELA-95.7% met or exceeded standards, Math 88% met or exceeded standards	Maintain both ELA and Math % met or exceeded
Mclass math % of students strategic or above and DIBELS % of students that reach benchmark or above reading on the mid year screening in grades K-5.	2021 DIBELS 71% of students achieved benchmark or above in grades K-5.	2021 end of year Mclass math grades K-2 72% strategic or at benchmark, 2022 DIBELS reading 67% at benchmark or above	2022 end of year Mclass math grades K-2 84% strategic or at benchmark, 2023 Winter DIBELS reading 69% at benchmark or above	Spring 23 Mclass math-72% strategic or benchmark Winter 24 DIBELS reading-69% at Benchmark or above	mclass- maintain DIBELS 71% 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 standards on the 5th grade CA Science test.	No data	2022 93% met or exceeded standards on the 5th grade CA Science test.	2023 74% met or exceeded standards on the 5th grade CA Science test.	Maintain
School achievement level on the Dashboard.	2019 Green level for math and ELA on the dashboard.	No data	2022-Very high for both ELA and Math	2023 Green level for ELA and Blue level for math.	Maintain
% 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.	2021 ELA- 78% of students at or above grade level on the fall conference reports. Math 79% of students at or above grade level on the fall conference reports.	2022 ELA- 76% of students at or above grade level on the fall conference reports. Math 83% of students at or above grade level on the fall conference reports.	2023 ELA- 73% of students at or above grade level on the fall conference reports. Math 81% of students at or above grade level on the 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.	100% of the teachers participated in PD this year.	100% of the teachers participated in PD this year.	100% of the teachers participated in PD this year.	Maintain

Goal Analysis

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

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

All students, including English Learners, Foster Youth, Low Income and Students with Disabilities, continue to maintain a high level of achievement in all areas of the program according to multiple measures.

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

Services for unduplicated students Action 1.2-actual expenditures are low. We were unable to hire food service until December and have not found a counselor. Funds for aftercare are covered by the Expanded Learning Grant. Academic Intervention has been covered by Title 1. Teachers have not had expenses for professional development as it has been offered for free by HCOE.

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

We continue to add staff hours to ensure that we teach to high standards, provide reading and math intervention, special education professional development and expanded learning programs.

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.

No Changes planned

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

Goals and Actions

Goal

Goal #	Description
2	<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>

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	2021 27% of parents have volunteered	2022 74% of parents have volunteered	2023 67% of parents have volunteered	70%
Ratio of USC Board Members who are parents.	2020 5 of 7 USC board members are parents	2021 5 out 7 board members are parents	2022 5 out 7 board members are parents	2023 5 of 7 board members are parents	Maintain
% of USC parents attending school wide events and parent conferences as reported by teachers during winter data collection.	2020 100% of parents attend conferences, 95% of parents attended events.	2021 100% of parents have attended conferences, 47% of parents have attended events	2022 99% of parents have attended conferences, 98% of parents have attended events	2023 100% of parents have attended conferences, 89% of parents have attended events	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	2021-P1 attendance was 96% and chronic absenteeism was 0%	2022-P1 attendance was 93% and chronic absenteeism was 9.1%	2023 P1 attendance rate was 95% and chronic absenteeism was 13%	Increase attendance rate and decrease chronic absenteeism both by 3 % points
Student expulsions as reported on SARC and student suspension rate as reported on the dashboard.	2020 0 student expulsions and 0 student suspensions	2021-22 0 Student expulsions and 1 student suspension	2022-23 0 Student expulsions and 0 student suspension	2023-24 0 Student expulsions and 0 student suspension	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.	100% of staff, 92% of LCAP survey respondents and 75% of students agree that USC fosters a positive school climate.	100% of staff, 97% of LCAP survey respondents and 91% of students agree that USC fosters a positive school climate	100% of staff, 100% of LCAP survey respondents and 77% of students agree that USC fosters a positive school	Maintain

Goal Analysis

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

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

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.

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

Action 2.1 the yearbook is published in May.

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

We have provided communication, opportunities for involvement, such as camping and events that increase student and families sense of engagement. We monitor absenteeism in our student information system. The chronic absenteeism rate continues to remain high due to COVID and other illness. Parents are keeping children home longer for all illnesses. This year a new social emotional curriculum was launched with the purpose of a positive school climate.

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.

No changes

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

Goals and Actions

Goal

Goal #	Description
3	<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>

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	100% of teachers are credentialed	100% of teachers that are credentialed as reported in SARC	1 teacher is mis assigned with a 30 day credential.	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.	Teachers are 97% satisfied with their instructional materials. There has been discussion about finding a new math curriculum.	Teachers are 98% satisfied with their instructional materials.	Teachers are 98% satisfied with their 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.	The authorizing school district has not performed the FIT since 2020 due to COVID and understaffing.	The authorizing school district has performed the FIT but has not released data.	No FIT data available	Maintain
% of LCAP stakeholders surveyed	100% of LCAP stakeholders surveyed	96% of LCAP stakeholders surveyed	96% 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.	that are satisfied with the conditions of learning.	that are satisfied with the conditions of learning.	that are satisfied with the conditions of learning.	

Goal Analysis

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

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

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.

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

Actual expenditures are on track with budget.

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

1 teacher was misaligned, but has since achieved her credential. Work on the facility included a new retaining wall.

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.

Two metrics will be changed to reflect actual practice. Teachers report their % of satisfaction and The facility condition is reported on the SARC since the district no longer does FIT inspections.

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

Goals and Actions

Goal

Goal #	Description
4	Goal #4 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.

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.	100% of classes have art and Spanish	100% of classes have music, art and Spanish	100% of classes have music, art and Spanish	Maintain
% of LCAP survey respondents that agree that students are highly engaged.	100% of LCAP survey respondents agree that students are highly engaged.	84% of LCAP survey respondents that agree that students are highly engaged	98.5% of LCAP survey respondents that agree that students are highly engaged	100% of LCAP survey respondents that agree that students are highly engaged	Maintain

Goal Analysis

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

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

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.

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

Actual expenditures are on track with budget.

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

We added more music time this year thanks to the additional funds received for the arts.

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.

No Changes

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

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,237,126.00	\$1,278,501.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Implement state standards.	No	\$757,365.00	\$746,787
1	1.2	Services for unduplicated	Yes	\$131,294.00	\$113,075
1	1.3	Special education	No	\$127,504.00	\$123,515
1	1.4	Teacher professional development	No	\$8,003.00	\$8,025
1	1.5	Expanded Learning grant	No	\$80,484.00	\$94,335
2	2.1	Communication with families	No	\$500.00	\$500
2	2.2	Provide opportunities for families	No		
2	2.3	Provide events and programs	No	\$5,249.00	\$6,000
2	2.4	Monitor absenteeism	No	\$42,801.00	\$43,442

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Positive School Climate	No		
3	3.1	Credentialed teachers and qualified staff	No		
3	3.2	Instructional Materials	No	\$36,042.00	\$46,079
3	3.3	Facilities	No	\$27,256.00	\$40,451
4	4.1	Broad course of study/student engagement	No	\$20,628.00	\$56,292

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$91,476	\$89,706.00	\$81,373.00	\$8,333.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.2	Services for unduplicated	Yes	\$89,706.00	\$81,373
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2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
[INPUT]	[Shared with 2023-24 Contributing Actions Annual Update Table]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
\$1,019,345	\$91,476	0	8.974%	\$81,373.00	0.000%	7.983%	\$10,103.00	0.991%

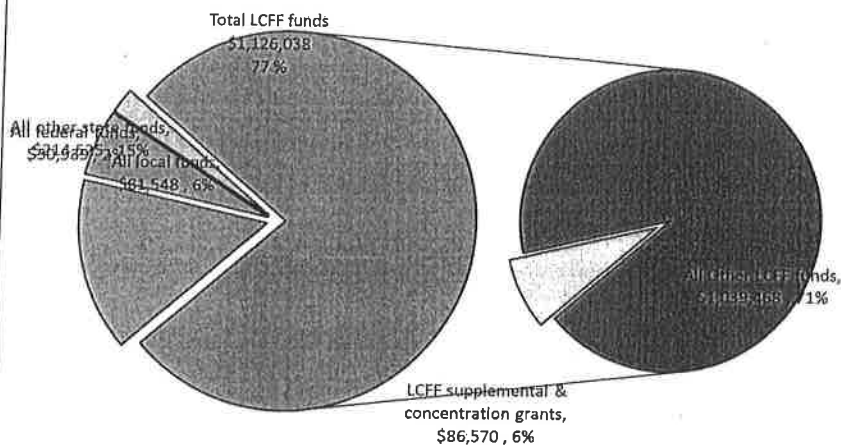
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Union Street Charter
 CDS Code: 12626790111708
 School Year: 2024-25
 LEA contact information:
 Rea Erickson
 Principal/Director
 rea.unionstreet@gmail.com
 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 2024-25 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 text description for the above chart is as follows: The total revenue projected for Union Street Charter is \$1,453,050, of which \$1,126,038 is Local Control Funding Formula (LCFF), \$214,525 is other state funds, \$81,548 is local funds, and \$30,939 is federal funds. Of the \$1,126,038 in LCFF Funds, \$86,570 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.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Union Street Charter plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Union Street Charter plans to spend \$1,575,640 for the 2024-25 school year. Of that amount, \$1,321,495 is tied to actions/services in the LCAP and \$254,145 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

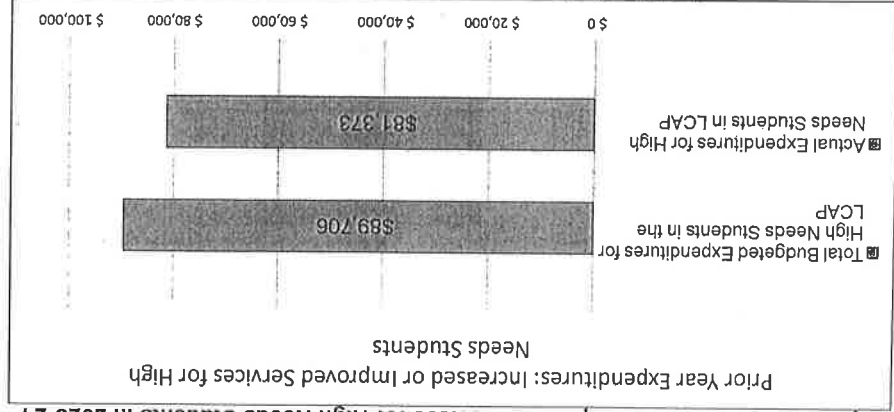
The LCAP does not include certain expenditures such as general administration costs, facility rental costs and passthrough costs related to pension liabilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Union Street Charter is projecting it will receive \$86,570 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 \$110,186 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 2023-24



This chart compares what Union Street Charter budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2023-24, Union Street Charter's LCAP budgeted \$89,706 for planned actions to increase or improve services for high needs students. Union Street Charter actually spent \$81,373 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-8,333 had the following impact on Union Street Charter's ability to increase or improve services for high needs students:

A counselor position included in the original budget was not filled, which resulted in a reduction in expenditures. The amount not spent in 23-24 is being carried over in 24-25 and is budgeted to be spent in full.

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 40% Free and Reduced Meal Eligibility (socioeconomically disadvantaged indicator). Since there are only 97 students, there are not 11 or more students of any one ethnicity to be identified except white. This effects dashboard results. There are no English Language Learners. 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Part 1:
REFLECT ON PERFORMANCE BASED ON THE DASHBOARD AND LOCAL DATA. The 2023 California Department of Education Dashboard measures school progress with colors like red indicating poor performance and blue indicating high performance. Union Street Charter's performance on the Dashboard was overall high. We received a green on English Language Arts. While 95% met or exceeded standards, overall points above standard (83 points) declined 3.3. Students identified as low socioeconomic maintained 60.5 points above

standard. In math, we achieved a blue as we maintained 67 points above standard. We were given an orange because 17% of our students were chronically absent, an 8% increase over the prior year. Suspension rate was blue since we had no suspensions.

Local data includes Dibels (dynamic indicators of basic early literacy skills), Mclass math and conference reports. For Dibels, our students have performed consistently at 69% at or above benchmark (expected skill level). In math, 72% of the students were strategic or benchmark. Teachers rated 73% of students were at or above grade level on the Fall conference report in ELA and 81% for math. Both of these were a slight decline from prior years.

Reflections-Most of our achievement data is pretty consistent over the years. The one area we have identified for improvement is chronic absenteeism. After review of the students that were chronically absent last year, we found that they nearly all had serious illnesses such as COVID, pneumonia, and a brain infection. We hope that with the decline in COVID and the mandate to stay home for 5 days that we will have less chronic absenteeism.

Part 2:

2023 Dashboard (Data must remain in the plan for the full 3 year cycle)

No student groups are at the lowest performance level.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers/other staff/principal/director	Regular Meetings
Board	Meetings
Families	LCAP surveys
Advisory committee	Meetings
Students	Survey
SELPA	LCAP review

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Summer teacher meetings-Events were discussed kept the same, eliminated or changed
October-CAASPP scores are high, yet DIBELS show K-2 have learning gaps
February Local Control Accountability Plan Surveys:
Families, Staff, and Students- All expressed that they are satisfied with Instructional materials, academic achievement and school climate on surveys
March Teacher Meetings-Teachers reviewed the student surveys.
March 15 and April 19 Board meetings-Student and family surveys were reviewed and it was noted that there is high satisfaction with the school this year.
April 29 LCAP Advisory committee review of the plan-the group looked closely at the metrics for each goal and offered revisions to clarify meaning and when the measurement occurs. Metric 2.4 was changed to P1 because it occurs just prior to the annual update. In the annual update analysis section of goal 3, it was noted that the new fence provides safety due to better visibility. No changes to the goals and actions were recommended.
April 24 Board meeting-The board approved a 3% increase for all staff
May 8 HCOE/SELPA sent for review
May 15 Board review of the LCAP 21-24 plan draft-Events that the school no longer does in action 2.3 were deleted. A few typos were noted.

May 29 SELPA recommended adding to action 1.3: We will hold IEPs within the legally required timeline, this will align with the Cyclical Monitoring requirements from CDE.

June 3-Teacher review of draft, They noticed that LI students declined in math scores on the dashboard last year. An action was added to Increased/Improved services for LI.

June 17 Public hearing of LCAP final draft Board approval-

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students that meet or exceed standard on the CAASPP in ELA and math on the CAASPP in grades 3-5	4 yr. avg. 88% in ELA met or exceeded standards on the CAASPP in grades 3-5 4 yr. avg. 85% in math met or exceeded standards on the CAASPP in grades 3-5			Maintain	

1.2	Mclass math % of students that reach strategic or above in grades K-3 at the end of the year and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) % of students that reach benchmark or above on the mid year screening in grades K-5.	3 yr. avg. of Mclass math 76% strategic or above at the end of the year in grades K-3 4 yr. avg DIBELS 71% of students achieved benchmark or above on the mid year screening in grades K-5.			3 yr. avg. of Mclass math 79% strategic or above at the end of the year in grades K-3. DIBELS 74% of students achieved benchmark or above on the mid year screening in grades K-5.	
1.3	% of students that met or exceeded standards on the 5th grade CA Science test.	2 yr. avg. 85% of students met or exceeded science standards on the 5th grade CA Science test.			Maintain	
1.4	School achievement level on the Dashboard.	2023 Green level for ELA and blue for math on the dashboard.			Maintain	
1.5	% of students at or above grade level on the fall conference reports.	4 yr. avg 83% math and 77% ELA at or above grade level on Fall conference reports.			Maintain	
1.6	% of teachers that participate in professional development as reported on teacher survey.	100 % of teachers participate participate in professional development as reported on teacher survey.			Maintain	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 math, Dibels Screening, and other measures of student progress and achievement.	\$773,536.00	No
1.2	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. In addition, we will offer music education as it has been shown to boost scores in reading and math.	\$127,684.00	No Yes
1.3	Special education	We will meet the needs of students with disabilities by having speech, occupational therapy, and resource teachers. In addition, there is funding for dispute resolution. We will hold IEPs within the legally required timeline, this will align with the Cyclical Monitoring requirements from CDE.	\$148,729.00	No

1.4	Teacher professional development	Teachers will participate in peer observation and collaboration and participate in professional development.	\$9,745.00	No
1.5	Expanded Learning grant	Please see the grant plan located on our web-page https://unionstreetcharter.org	\$81,199.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
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>	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of USC parents that volunteer in classrooms or drive on field trips as reported by teachers during winter data collection.	3 yr. avg. 68% of USC parents volunteered			71% of USC parents volunteered	
2.2	Ratio of USC Board Members who are parents.	5 of 7 USC board members are parents			Maintain	

2.3	% of USC parents attending school wide events and parent conferences as reported by teachers during winter data collection.	100% of parents attend conferences, 94% of parents attended events.			Maintain	
2.4	Student attendance rate at P1, and chronic absenteeism rate as reported in Schoolwise student information system	3 yr. avg. of P1 student attendance rate is 95% and 13% chronic absenteeism at P1 in Schoolwise.			Maintain P1 student attendance rate of 95% and decrease to 10% chronic absenteeism at P1 in Schoolwise.	
2.5	Student expulsions as reported on SARC and student suspension rate as reported on the dashboard.	0 student expulsions and 0 student suspensions			Maintain	
2.6	% of LCAP survey respondents and % of students agree on survey that USC fosters a positive school climate.	4 yr. avg. 100% of staff 96% of families and 81% of students agree that USC fosters a positive school climate.			Maintain	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Communication with families	Promote parent involvement by providing communication in the form of class news, school news, parent handbook, and conference reports. The \$ in this action is used for the printing yearbook.	\$900.00	No
2.2	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
2.3	Provide events and programs	Provide school events/programs and family events, at no cost, that foster pupil engagement, connectedness and a positive school climate: classroom meetings, camping trips, Fall Fun Night, Spring Sing and potluck, Author Festival, Earth Day, field day, and the end of year picnic.	\$4,700.00	No
2.4	Monitor absenteeism	The administrative assistant will monitor attendance of all students including those with disabilities and alert the principal when reengagement strategies are needed.	\$43,991.00	No
2.5	Positive School Climate	The school will provide prosocial curriculum to promote a positive school climate for all students including those with disabilities.		No

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Goals and Actions

Goal

Goal #	Description	Type of Goal
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>	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

To meet state priority 1 (Basic Conditions of Learning)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of teachers that are credentialed as reported in SARC	100% of teachers that are credentialed as reported in SARC			Maintain	
3.2	Teachers report that they have satisfaction with quality and standards aligned instructional materials on the winter teacher survey.	Teachers report that they have 98% satisfaction with quality and standards aligned instructional materials on the winter teacher survey.			Maintain	

3.3	Rating of facility conditions as reported in the SARC	Good Rating of facility conditions as reported in the SARC			Maintain	
3.4	% of LCAP stakeholders surveyed that are satisfied with the conditions of learning.	98% of LCAP stakeholders surveyed that are satisfied with the conditions of learning.			Maintain	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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

3.2	Instructional Materials	Purchase quality research based and standards aligned instructional materials.	\$33,420.00	No
3.3	Facilities	Perform maintenance and make any required repairs or upgrades to facility and playground.	\$40,901.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
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>	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</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).
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% 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	
4.2	% of LCAP survey respondents that agree that students are highly engaged.	3 yr. avg. 99% of LCAP survey respondents agree that students are highly engaged.			Maintain	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Broad course of study/student engagement	Drama, art, music and Spanish will be offered in order to provide highly engaging curriculum.	\$56,690.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$86,570	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.328%	0.991%	\$10,103.00	9.319%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Services for unduplicated Need: Socioeconomiclly disadvantaged represent 45% of students that took the CAASPP in 2023. They maintained scores in English	Intervention services and music have been shown to improve math and reading scores.	Dashboard results for Caaspp

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Arts, but declined 5.1 points in math. Scope: Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:20	

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1:13	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,039,468	86,570	8.328%	0.991%	9.319%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$975,934.00	\$324,064.00		\$21,497.00	\$1,321,495.00	\$1,100,799.00	\$220,696.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Implement state standards.	All	No				2024-25	\$773,536.00	\$0.00	\$773,536.00				\$773,536.00
1	1.2	Services for unduplicated	unduplicated	No Yes	Schoolwide			2024-25	\$90,327.00	\$37,357.00	\$110,186.00	\$16,998.00		\$500.00	\$127,684.00
1	1.3	Special education	Students with Disabilities	No				2024-25	\$84,520.00	\$64,209.00		\$148,729.00			\$148,729.00
1	1.4	Teacher professional development	All	No				2024-25	\$1,236.00	\$8,509.00		\$6,765.00		\$2,980.00	\$9,745.00
1	1.5	Expanded Learning grant	All	No				2024-25	\$78,199.00	\$3,000.00		\$81,199.00			\$81,199.00
2	2.1	Communication with families	All	No				2024-25	\$0.00	\$900.00	\$900.00				\$900.00
2	2.2	Provide opportunities for families	All	No				2024-25							
2	2.3	Provide events and programs	All Students with Disabilities	No				2024-25	\$0.00	\$4,700.00	\$500.00	\$3,000.00		\$1,200.00	\$4,700.00
2	2.4	Monitor absenteeism	All	No				2024-25	\$43,991.00	\$0.00	\$43,991.00				\$43,991.00
2	2.5	Positive School Climate	All	No				2024-25							

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Credentialed teachers and qualified staff	All	No				2024-25							
3	3.2	Instructional Materials	All	No				2024-25	\$0.00	\$33,420.00	\$5,920.00	\$27,500.00			\$33,420.00
3	3.3	Facilities	All	No				2024-25	\$0.00	\$40,901.00	\$40,901.00				\$40,901.00
4	4.1	Broad course of study/student engagement	All	No				2024-25	\$28,990.00	\$27,700.00		\$39,873.00		\$16,817.00	\$56,890.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$1,039,468	86,570	8.328%	0.991%	9.319%	\$110,186.00	0.000%	10.600 %	Total:	\$110,186.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$110,186.00
Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)	
This table is automatically generated and calculated from this LCAP.									
1	1.2	Services for unduplicated	Yes	Schoolwide			\$110,186.00		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO- CALCULATED]	[AUTO- CALCULATED]
Totals	\$1,237,126.00	\$1,278,501.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Implement state standards.	No	\$757,365.00	\$746,787
1	1.2	Services for unduplicated	Yes	\$131,294.00	\$113,075
1	1.3	Special education	No	\$127,504.00	\$123,515
1	1.4	Teacher professional development	No	\$8,003.00	\$8,025
1	1.5	Expanded Learning grant	No	\$80,484.00	\$94,335
2	2.1	Communication with families	No	\$500.00	\$500
2	2.2	Provide opportunities for families	No		
2	2.3	Provide events and programs	No	\$5,249.00	\$6,000
2	2.4	Monitor absenteeism	No	\$42,801.00	\$43,442

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Positive School Climate	No		
3	3.1	Credentialed teachers and qualified staff	No		
3	3.2	Instructional Materials	No	\$36,042.00	\$46,079
3	3.3	Facilities	No	\$27,256.00	\$40,451
4	4.1	Broad course of study/student engagement	No	\$20,628.00	\$56,292

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$91,476	\$89,706.00	\$81,373.00	\$8,333.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.2	Services for unduplicated	Yes	\$89,706.00	\$81,373		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,019,345	\$91,476	0	8.974%	\$81,373.00	0.000%	7.983%	\$10,103.00	0.991%