

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

**LEA Name**

Union Street Charter

**Contact Name and Title**

Rea Erickson

Director/Principal

**Email and Phone**

rea.unionstreet@gmail.com

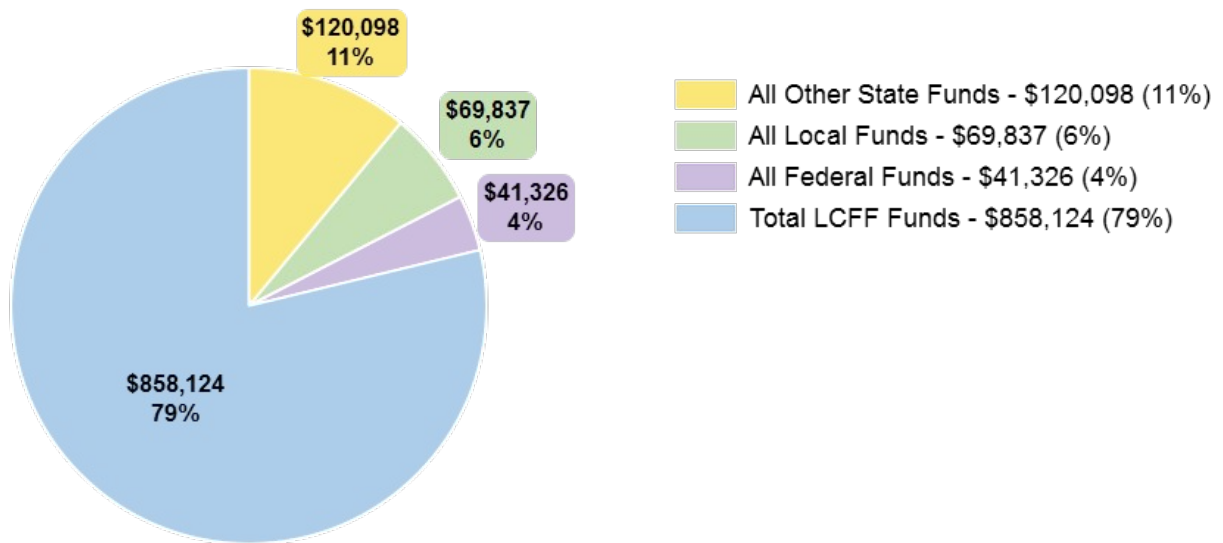
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# LCFF Budget Overview for Parents

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).

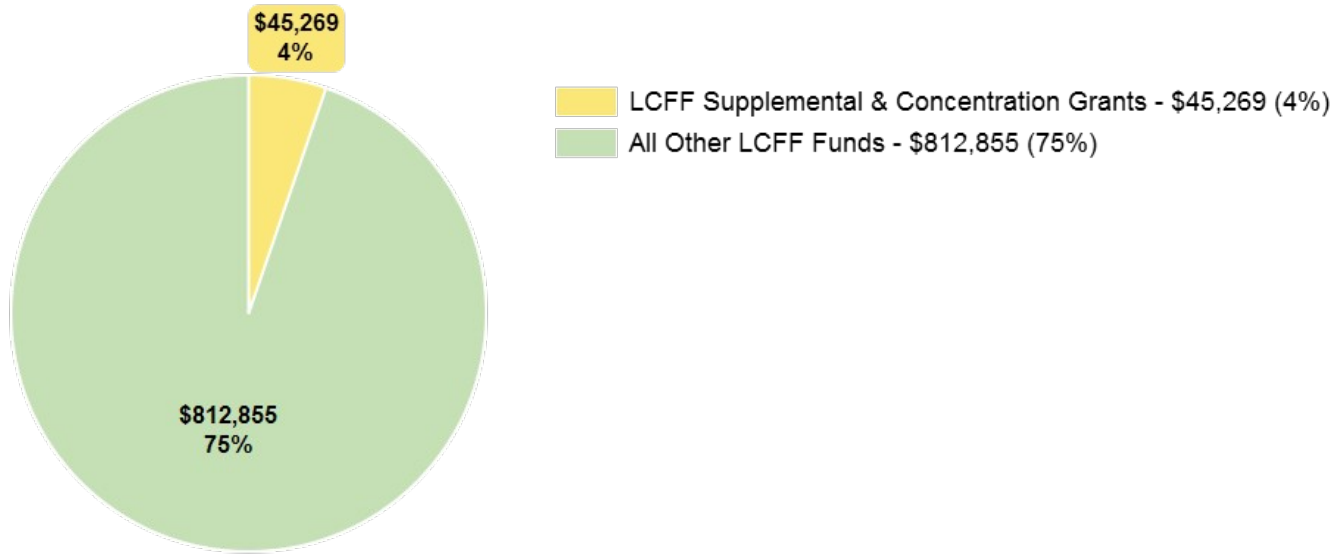
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$120,098	11%
All Local Funds	\$69,837	6%
All Federal Funds	\$41,326	4%
Total LCFF Funds	\$858,124	79%

## Breakdown of Total LCFF Funds



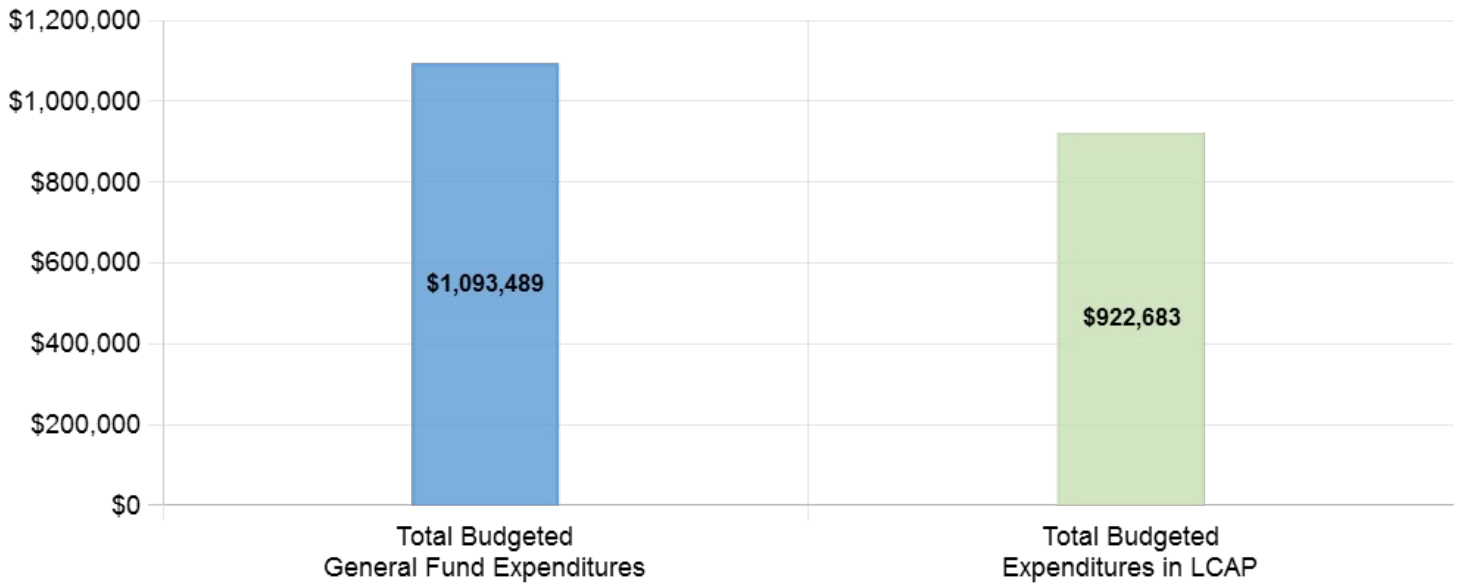
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$45,269	4%
All Other LCFF Funds	\$812,855	75%

*These charts show 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 \$1,089,385, of which \$858,124 is Local Control Funding Formula (LCFF), \$120,098 is other state funds, \$69,837 is local funds, and \$41,326 is federal funds. Of the \$858,124 in LCFF Funds, \$45,269 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



Source	Funds
Total Budgeted General Fund Expenditures	\$1,093,489
Total Budgeted Expenditures in LCAP	\$922,683

*This chart provides a quick summary of how much Union Street Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Union Street Charter plans to spend \$1,093,489 for the 2019-20 school year. Of that amount, \$922,683 is tied to actions/services in the LCAP and \$170,806 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

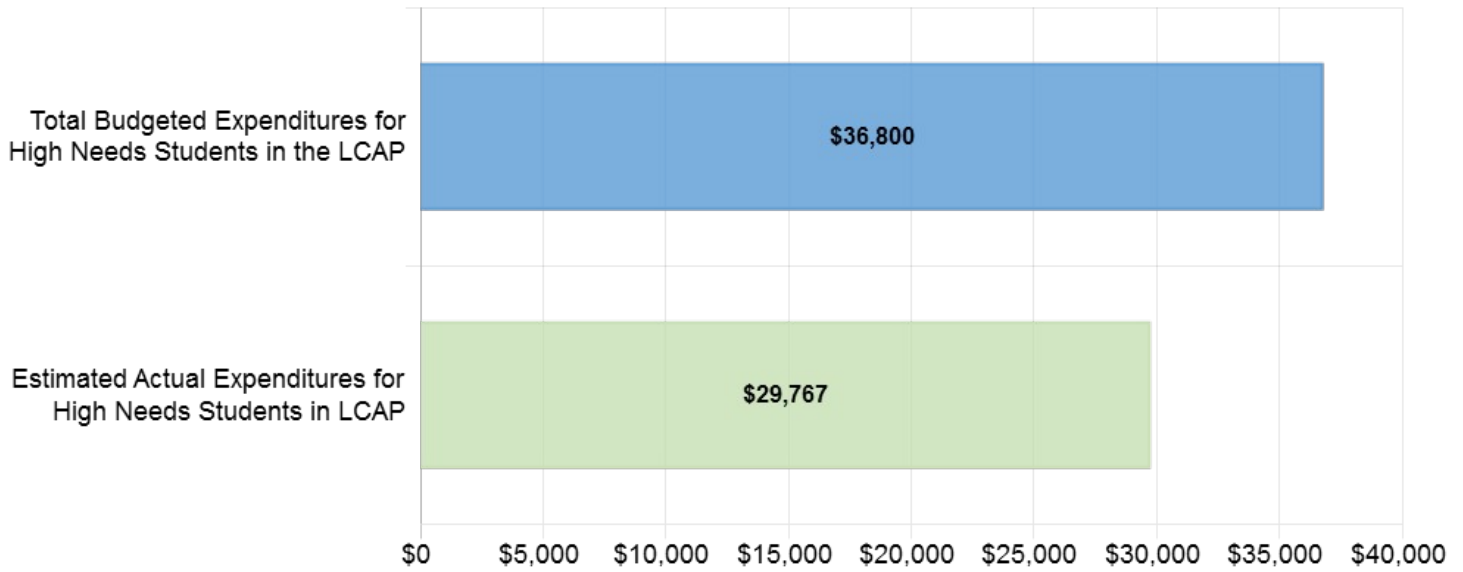
Administrative costs, utilities, rent, contracted services, postage and printing are not included in actions.

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Union Street Charter is projecting it will receive \$45,269 based on the enrollment of foster youth, English learner, and low-income students. Union Street Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Union Street Charter plans to spend \$63,095 on actions to meet this requirement.

## Update on Increased or Improved Services for High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$36,800
Estimated Actual Expenditures for High Needs Students in LCAP	\$29,767

*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.*

In 2018-19, Union Street Charter's LCAP budgeted \$36,800 for planned actions to increase or improve services for high needs students. Union Street Charter estimates that it will actually spend \$29,767 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$7,033 had the following impact on Union Street Charter's ability to increase or improve services for high needs students:

# 2017-20 Plan Summary

## The Story

Describe the students and community and how the LEA serves them.

Union Street Charter, a K-5 school, began operation in August of 2006. The school is housed on a unique rural campus surrounded by trees and apartments. This high performing public charter school attracts dedicated and enthusiastic teachers, parents, and students from the surrounding communities. We are currently 31% Free and Reduced Meal Eligibility (socioeconomically disadvantaged indicator). With only 101 students, there are not 11 or more students of any one ethnicity to be identified except white, which effects dashboard results. There are no foster youth or English Language Learners and very low numbers of homeless. High School indicators and metrics are not applicable. According to the dashboard, we have much to celebrate. In addition, in the Spring of 2018 the school received the Distinguished School and Exemplary Arts awards.

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

## LCAP Highlights

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

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

# Review of Performance

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

## Greatest Progress

CAASPP scores for ELA increased above standard by 3.6 points and 6.6 points for math. Chronic absenteeism declined 5.8%.

This year we have continued to use Fountas and Pinnel Leveled Literacy to increase reading levels for those students who were identified with Dibels. This year we added Signs for Sounds for a small group of struggling spellers. We purchased several Read Naturally levels with Federal funds to increase fluency. We also used Federal Title 1 funds to provide additional Aide time.

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

## Greatest Needs

It will be challenging to maintain our ratings and test scores because we are a small school where data is easily affected. Keeping the suspension rate at 1 will also be challenging depending on students in any given year. There is a new science test that we will need to look at and analyze to see if we are meeting NGSS. Stakeholder input has decreased this year with less participation on surveys. New or better communication with parents may increase involvement in the school and on surveys. Playground upgrades will continue.

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

## Performance Gaps

There are not enough students in any group to identify performance gaps. We are a small school that has the ability to focus on individual needs.

# 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.

None

## Support for Identified Schools

Describe how the LEA supported 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.

N/A

## 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.

N/A



# Annual Update

## LCAP Year Reviewed:

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

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

## Annual Measurable Outcomes

### Expected

Math -88% of students who will meet or exceed standards

ELA-82% of students who will meet or exceed standards

### Actual

Nearly met, Math -86% of students met or exceeded standards

Met, ELA-88% of students met or exceeded standards

**Expected**

77% of students will reach core reading levels

Conference Reports-% will be at or above grade level:  
Math-87%, ELA-84%

84% of Grade 5 students will be in Healthy Fitness Zone

baseline will be established no data available for the CA Science Test

USC will achieve Blue level Math and ELA on the CDE Rubric and dashboard

**Actual**

Met, 88% of students reached core reading levels

Nearly Met Conference Reports-% were at or above grade level:  
Math-88%, ELA-83%

Not met, 76% of Grade 5 students were in Healthy Fitness Zone

baseline will be established no data available for the CA Science Test

Met, USC achieved Blue level Math and ELA on the CDE Rubric and dashboard

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated 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.

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.

\$704,974

\$683,102

## Action 2

### Planned Actions/Services

The school will continue to serve low-income students by food service, Aides for intervention and student support.

### Actual Actions/Services

The school served low-income students by providing food service, Aides for intervention and student support.

### Budgeted Expenditures

\$36,800

### Estimated Actual Expenditures

\$29,767

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Students served-with disabilities.  
Meet the education needs of  
students with disabilities by  
having Speech and Resource  
teachers.

Students served-with disabilities.  
Meet the education needs of  
students with disabilities by  
having Speech and Resource  
teachers.

\$49,800

\$51,577

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This year we have continued to use Fountas and Pinnel Leveled Literacy to increase reading levels for those students who were identified with Dibels. This year we added Signs for Sounds for a small group of struggling spellers. We purchased several Read Naturally levels with Federal funds to increase fluency. We also used Federal Title 1 funds to provide additional Aide time.

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

Even though the goal for math was not met, CAASPP scores for ELA increased above standard by 3.6 points and 6.6 points for math. Chronic absenteeism declined 5.8%. Fitness declined by 6%, but can vary widely from year to year with only 15-17 students per class. Students at core levels increased by 12% on Dibels testing. In the Spring of 2018 the school received the Distinguished School and Exemplary Arts awards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Student support personnel was budgeted twice by error accounting for about half the \$20,000 difference in between budgeted and actual. There is a difference in budgeted and actual for Aide time as well. There was an increase in Aide time, but Title 1 funds were used instead of the general fund.

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

Expected outcomes for 2019-20 will be adjusted up or down depending on this years outcome in Goal 1.

# 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:** 3, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

75% of parents will volunteer

6 of 11 board members will be parents

92% of families will attend events, 99% will attend conferences

### Actual

Met, 77% of parents volunteered

Met, 6 of 11 board members are parents

Nearly met, 91% of families attended events,  
Met, 100% attended conferences

**Expected**

There will be 35 % Parent participation on survey and 100% will agree that parents have many opportunities for involvement.

P1 Attendance 97%, chronic absenteeism 8%  
100% reenrollment

No expulsions, Suspension rate is 1%

100% of LCAP survey respondents and 93% of students will agree on survey that USC fosters a positive school climate.

**Actual**

Not met, There was 25% Parent participation on survey  
Met, 100% agree that parents have many opportunities for involvement.

Met, P1 Attendance 97%, chronic absenteeism 8%  
100% reenrollment

Met, No expulsions, Suspension rate was 1%

Not met, 93% of LCAP survey respondents and 91% of students will agree on survey that USC fosters a positive school climate.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide communication opportunities for parents including: school and classroom news (including information about curriculum), publishing staff contact information, a parent handbook, IEP meetings for special education, quality conferences, an up to date website, and an open door policy for the Principal's office.

Provided communication opportunities for parents including: school and classroom news, 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

## Action 2

### Planned Actions/Services

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.

### Actual Actions/Services

Provided 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.

### Budgeted Expenditures

See Goal 1, action 1

### Estimated Actual Expenditures

See Goal 1, action 1

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures



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.

Provided school events/programs and family events that fostered 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

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The staff works very hard to include parents in the classroom through volunteer opportunities. They also work extra hours to provide community building events. We are rewarded with positive outcomes.

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

Parents and students are highly engaged in the school, as evidenced by student attendance and parent participation. Even though the percent of parents attending events was down, it was only 1% and not statistically significant. We would like to have more parents respond to the survey. While there was a 7% decline in parents who felt the school had a positive school climate-1 said don't know, and 1 was disagree.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

To increase parent participation on the survey, paper copies will be sent home. (Goal #2 action #2)

# 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: 1

Local Priorities:

## Annual Measurable Outcomes

### Expected

100% of teachers will be credentialed.

Teachers will report that they have 100 % have high satisfaction with quality and standards aligned instructional materials.

94% of system will be in good repair

### Actual

Met, 100% of teachers will be credentialed.

Nearly Met, Teachers reported that they have 98 % satisfaction with the quality and standards aligned instructional materials.

Not Met-91% of system in good repair

**Expected**

97% will be satisfied with the conditions of learning.

**Actual**

Met, 100% of survey respondents were satisfied with the conditions of learning.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

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.

**Actual Actions/Services**

Union Street Charter increased the salary scale for all staff 3% over the prior year. Other benefits like health insurance and flexibility have enabled the school to hire and retain credentialed appropriately assigned teachers and other staff.

**Budgeted Expenditures**

See Goal 1, action 1

**Estimated Actual Expenditures**

See Goal 1, action 1

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Purchase additional quality research based and standards aligned instructional materials including Amplify science units, Everyday Math, Handwriting Without Tears, Spelling Dictionaries for Beginning Writers, Readers Notebook, Words Their Way and Spelling Connections.

This year we purchased quality research based and standards aligned instructional materials including Amplify science units, Everyday Math, Handwriting Without Tears, Spelling Dictionaries for Beginning Writers, Readers Notebook, Words Their Way and Spelling Connections. In addition, we purchased several levels of Read Naturally and Signs for Sounds. The fourth grade teacher purchased new copies of student chapter books.

\$19,348

\$21,771

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Make any required repairs or upgrades to facility and playground. Improve heating system and bookshelf safety as noted in the FIT. Includes ASD contract to clean and maintain facilities.

The school purchased and installed a new playground structure. Clean Energy funds were used to replace the heating system. A new breaker box was added, increasing safety. Bookshelf safety (heavy objects on high shelves) was improved for earthquakes. The Arcata School District contract to clean and maintain facilities was renewed.

\$66,129

\$64,408

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The school retained its highly qualified teachers, purchased instructional supplies and made improvements to the facility.

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

Parents, teachers and students express high satisfaction with the school in many areas covered by this goal. While overall teacher satisfaction with instructional materials decreased by 2%, that only represents 1 teacher who wants some new materials. The main area of needed improvement on the FIT was bookshelf safety (heavy objects on high shelves).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference between budget and actual.

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

for 2019-20 Goal 1, action 1 will include a 7% raise for teachers to bring their salary and benefits package closer to the state average. Other staff members will get a 3% raise. Teachers and staff will need to work to move heavy objects or install straps to secure books in case of earthquake (goal #3, action #3).

# 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:** 2, 7

**Local Priorities:** A balance of arts and academics, Teacher collaboration

## Annual Measurable Outcomes

### Expected

100% of classes will have drama, art, music and Spanish per the program schedule.

94% of LCAP survey respondents will agree that students are highly engaged.

100% of teachers will participate in peer collaboration

### Actual

Met, 100% of classes have drama, art, music and Spanish per the program schedule.

Met, 100% of LCAP survey respondents agree that students are highly engaged.

Met, 100% of teachers will participate in peer collaboration



**Expected**

100% will attend professional development

**Actual**

Met, 100% attended professional development

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

Continue to offer drama, art, music and Spanish

**Actual Actions/Services**

We offered drama, art, music and Spanish.

**Budgeted Expenditures**

see goal #1, action #1

**Estimated Actual Expenditures**

see goal #1, action #1

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Teachers will seek professional development that meets needs identified by teachers. Teachers will observe each other and collaborate in a professional learning community. They will self-select professional development that meets school standards, including the following: Visible Thinking, Acting Right, Guided Reading, Lucy Caulkins Writing and the Redwood Writing Project.

Teachers went to professional development that mes their needs, including executive functioning, Daily 5 and CAFE reading, andSocial emotional for primary. Teachers observed each other and collaborated in a professional learning community.

\$11,427

\$8,057

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

USC was able 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 have strengthened teaching practices through collaboration and training in effective teaching practices and state academic and performance standards fulfilling the mission and vision of the school.

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

The metrics indicate that the school was highly effective in achieving this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We over budgeted \$3,400 of the REAP SRSA federal grant towards PD, which was actually spent on instructional supplies and student travel/fieldtrips.

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

No changes will be made, except to the amount budgeted for professional development (goal 4 action #2)

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

2/25/19 The staff reviewed the responses of students and the community.

3/6/19 The board and public reviewed the responses of students and the community.

3/25/19 The staff reviewed the annual update.

4/15/19 The Site/Advisory Council met to review the annual update, goals and actions and federal addendum.

4/29/19 The staff reviewed the draft of the 2019-20 goals and actions.

5/1/19 The board and public reviewed the annual update and a draft of the 2019-20 goals and actions.

6/3/19 A Public hearing was held to review the 2019-20 LCAP draft

## Impact on LCAP and Annual Update

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

2/25/19 The teachers noted that overall comments are very positive. Students mentioned some book series and PE equipment they would like so they will be purchased. (19-20 Goal 3 action #2)

3/6/19 The board noted that one parent wasn't aware of the options for academic intervention so that will be communicated in the school news and at parent conferences. They also approved a 7% salary increase for teachers to bring their total package closer to the state average. (included in 19-20 Goal #1, action #1)

3/25/19 The teachers reviewed the annual update. The upper grade teachers will collaborate to introduce the skills needed for the fitness test in grades 3-5 to better prepare students to take the PE test (19-20 Goal #4, action #2). They added the titles of professional development they had attended this year (annual update Goal #4, action #2). They would like the introduction of the LCAP and annual update (Goal#1 analysis) to include the 2018 Distinguished School and Exemplary Arts award. It was suggested to take out past and future tense as it gets confusing when carried forward in the LCAP template.

4/15/19 The Site/Advisory Council met to review the annual update, goals and actions and federal addendum. It was suggested that the school have laptops available so parents could do the survey (Goal #2, action # 1). The metric for the dashboard should include points above standard (Goal #1, metric). It was suggested that the metric for chronic absenteeism be "as reported on the dashboard" (Goal#2, metric).

The Federal Addendum to the LCAP was discussed. The Title 1 budget will add materials/supplies and professional development. High interest, low-level books that would be a good addition for intervention.

4/29/19 The staff reviewed the draft of the 2019-20 goals and actions. It was noted that the baselines of all metrics probably need to updated with new data from 2018. The wording on Goal #3 metric of teacher satisfaction with materials, "have high" should be taken out.

5/1/19 The board and public reviewed the annual update and a draft of the 2019-20 goals and actions. They would like the Goal#1 academic metric to include "points above standard from the dashboard. "Low-income" will be changed to unduplicated throughout. Title 1 funds will be listed in Goal #1, action #2. The board suggested doing the parent survey in the Fall so that parents could fill it out while waiting for parent conferences (Goal #2 action #1). Facility Inspection Tool (FIT) should be spelled out in metric of Goal #3. Facility priority projects should be added to Goal#3, action#3.

6/3/19 Public hearing-no changes were made.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## 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:** 4, 8

**Local Priorities:**

**Identified Need:**

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

**Expected Annual Measureable Outcomes**

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

The 2 year average of CAASPP results of students who met or exceeded standards in math and language arts, and the average points above standard in both subjects per the dashboard.

Math-87% of students met or exceeded standards on the CAASPP, and averaged 63 points above standard on the dashboard  
  
 ELA-85% of students met or exceeded standards on the CAASPP, and averaged 73.9 points above standard on the dashboard

Math -87% of students who met or exceeded standards

ELA-81% of students who met or exceeded standards

Math -88% of students who will meet or exceed standards

ELA-82% of students who will meet or exceed standards

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

2 yr. average of DIBELS testing % of students to reach core reading levels as measured by Winter screening in grades 1 and above.

82.5% of students reach core reading levels on the winter Dibels screening

76% of students reached core reading levels

77% of students will reach core reading levels

83% of students will reach core reading levels on the Dibels winter screening

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

2 yr. avg. Academic achievement in core subject areas as reported “at or above grade level” on Fall conference reports.

Conference Reports-% at or above grade level:  
Fall 2018 Math-88%, ELA-83%

Conference Reports-% at or above grade level:  
Math-85%, ELA-86%

Conference Reports-% will be at or above grade level:  
Math-87%, ELA-84%

Fall Conference Reports-% at or above grade level:  
Math-89%, ELA-84%

2 yr. avg. of Grade 5 students in Healthy Fitness Zone

78% of Grade 5 students in Healthy Fitness Zone

84% of Grade 5 students were in Healthy Fitness Zone

84% of Grade 5 students will be in Healthy Fitness Zone

79% of Grade 5 students in Healthy Fitness Zone

2 yr. average of students in grade 5 that met or exceeded standards on the CA Science Test

no data available for the CA Science Test

no data available no data available for the CA Science Test

baseline will be established no data available for the CA Science Test

see 19-20 annual update to set goal for the CA Science Test

Math and ELA Achievement on the CDE Rubric and dashboard

Blue level Math and ELA achievement on the CDE Rubric and dashboard in 2017 and 2018

Blue level Math and ELA achievement on the CDE Rubric and dashboard

USC will achieve Blue level Math and ELA on the CDE Rubric and dashboard

Blue level for Math and ELA on the CDE Rubric and dashboard



# Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Union Street Charter will implement CCSS in

Union Street Charter will implement CCSS in

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.

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.

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$625,715	\$704,974	\$692,867
<b>Source</b>	LCFF general fund, personnel costs-minus Aides and Special Education	LCFF general fund, personnel costs-minus Aides and Special Education	LCFF general fund, personnel costs-minus Aides and Special Education
<b>Budget Reference</b>	RES. 0013, objects 1100-3600	RES. 0013, objects 1100-3600	RES. 0013, objects 11xx-3xxx

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

The school will continue to serve low-income students by food service, Aides for intervention and student support.

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.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

<b>Amount</b>	\$27,139	\$36,800	\$49,720
<b>Source</b>	LCFF Supplemental Concentration	LCFF Supplemental Concentration	LCFF Supplemental Concentration
<b>Budget Reference</b>	RES. 0013, objects 2100-3600	RES. 0013, objects 2100-3600	RES. 0013, func. 2700, objects 2100,2210,2218 & 3xx2, lunch server, Aides and student support personnel.

### Action #3

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

**Students to be Served**

**Location(s)**

Students with Disabilities

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Students served-with disabilities. Meet the education needs of students with disabilities by having small classes, Speech and Resource teachers.

Students served-with disabilities. Meet the education needs of students with disabilities by having Speech and Resource teachers.

Students served-with disabilities. Meet the education needs of students with disabilities by having Speech and Resource teachers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$42,669	\$49,800	\$53,583
<b>Source</b>	LCFF general fund, State and federal special education, all costs	LCFF general fund, State and federal special education, all costs	LCFF general fund, State and federal special education, all costs
<b>Budget Reference</b>	RES 6500, objects -all	RES 6500, objects -all	RES 6500, objects 1x-7x

**Action #4**

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

**Students to be Served**

**Location(s)**

Specific Student Groups, low-performing students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

Title I and 1/2 of Title IV funds will be used to serve the needs of low-performing students with a credentialed teacher.

**Budgeted Expenditures**

**Year 2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A	N/A	\$13,375
<b>Source</b>	N/A	N/A	Title 1 & Title IV
<b>Budget Reference</b>	N/A	N/A	Resource 3010, objects 2x-5x & Res. 4127 object 5716, mgnt 3010

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## 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:** 3, 5, 6

**Local Priorities:**

### Identified Need:

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

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------



% of parents that volunteer in classrooms or drive on field trips as reported by teachers during winter data collection.

75% of parents volunteer

73% of parents volunteered

75% of parents will volunteer

76% of parents volunteer

Ratio of Board Members who are parents.

6 of 11 board members are parents

6 of 11 board members are parents

6 of 11 board members will be parents

6 of 10 board members are parents

% of parents attending school wide events and parent conferences as reported by teachers during winter data collection.

92% of families attend events, 99% attend conferences

91% of families attended events, 99% attended conferences

92% of families will attend events, 99% will attend conferences

92% of families attend events, 100% attend conferences

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

% of parents filling out LCAP/parent input Fall survey and % that agree parents have opportunities for involvement.

25% Parent participation on survey and 100% agree that parents have many opportunities for involvement.

28% Parent participation on survey and 100% agreed that parents have many opportunities for involvement.

There will be 35 % Parent participation on survey and 100% will agree that parents have many opportunities for involvement.

30% parent participation on survey and 100% agree that parents have many opportunities for involvement.

Annual Attendance, chronic absenteeism rate as reported on the dashboard and % of students that re-enroll

Annual Attendance 97%, 2% chronic absenteeism as reported on the dashboard, and 100% re-enrollment

P1 Attendance 97%, chronic absenteeism 8% 100% reenrollment

P1 Attendance 97%, chronic absenteeism 8% 100% reenrollment

Annual Attendance 97%, 2% chronic absenteeism as reported on the dashboard, and 100% re-enrollment

Expulsions as reported on SARC and suspension rate as reported on the dashboard.

No expulsions, Suspension rate is 1%

No expulsions, Suspension rate is 1%

No expulsions, Suspension rate is 1%

No expulsions, Suspension rate is 1%

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

% of LCAP survey respondents and % of students agree on survey that USC fosters a positive school climate.

93% of LCAP survey respondents and 91% of students agree on survey that USC fosters a positive school climate.

100% of LCAP survey respondents and 93% of students agreed on survey that USC fosters a positive school climate.

100% of LCAP survey respondents and 93% of students will agree on survey that USC fosters a positive school climate.

94% of LCAP survey respondents and 92% of students agree on survey that USC fosters a positive school climate.

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

Provide communication opportunities for parents including: school and classroom news (including information about curriculum), publishing staff contact information, a parent handbook, IEP meetings for special education, quality conferences, an up to date website, and an open door policy for the Principal's office.

### 2018-19 Actions/Services

Provide communication opportunities for parents including: school and classroom news (including information about curriculum), publishing staff contact information, a parent handbook, IEP meetings for special education, quality conferences, an up to date website, and an open door policy for the Principal's office.

### 2019-20 Actions/Services

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.

## Budgeted Expenditures

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

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

## Action #2

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

Students to be Served	Location(s)
All Students	All Schools

**OR**

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide meaningful, diverse ways for parents to be involved in the school by volunteering on work days, in classrooms and on fieldtrips, and serving on advisory, site council and the board.

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.

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.

### Budgeted Expenditures

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

### Action #3

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

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.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

See Goal 1, Action 1

See Goal 1, Action 1

See Goal 1, Action 1

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Source</b>	See Goal 1, Action 1	See Goal 1, Action 1	See Goal 1, Action 1
<b>Budget Reference</b>	See Goal 1, Action 1	See Goal 1, Action 1	See Goal 1, Action 1



(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

### Identified Need:

New playground equipment.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers that are credentialed as reported in SARC	100% of teachers with credentials.	100% of teachers are credentialed.	100% of teachers will be credentialed.	100% of teachers with credentials.

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Teachers report that they have satisfaction with quality and standards aligned instructional materials.	Teachers report that they have 98% satisfaction with quality and standards aligned instructional materials.	Teachers reported that they have 96 % satisfaction with the high quality and standards aligned instructional materials.	Teachers will report that they have 100 % have high satisfaction with quality and standards aligned instructional materials.	Teachers will report that they have 100 % satisfaction with quality and standards aligned instructional materials.
2 year average of % of systems in "good repair" rating on the Facility Inspection Tool report.	91% of system in "good repair" rating on the Facility Inspection Tool report.	93% of system was in good repair	94% of system will be in good repair	94% of system in "good repair" rating on the Facility Inspection Tool report
% of LCAP stakeholders surveyed that are satisfied with the conditions of learning.	100% are satisfied with the conditions of learning.	97% are satisfied with the conditions of learning.	97% will be satisfied with the conditions of learning.	100% are satisfied with the conditions of learning.

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

Union Street Charter will offer competitive salary and benefits package in order to hire and retain credentialed and other staff.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	See Goal 1, action 1	See Goal 1, action 1	See Goal 1, action 1
<b>Source</b>	See Goal 1, action 1	See Goal 1, action 1	See Goal 1, action 1
<b>Budget Reference</b>	See Goal 1, action 1	See Goal 1, action 1	See Goal 1, action 1

## Action #2

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**2017-18 Actions/Services**

Purchase additional quality research based and standards aligned instructional materials

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

Purchase additional quality research based and standards aligned instructional materials including Amplify science units, Everyday Math, Handwriting Without Tears, Spelling Dictionaries for Beginning Writers, Readers Notebook, Words Their Way and Spelling Connections.

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2019-20 Actions/Services**

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.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$17,782	\$19,348	\$26,077
<b>Source</b>	LCFF general fund, lottery, SRSA	lottery, SRSA	General fund, lottery, SRSA
<b>Budget Reference</b>	RES 0013, 1100 and 4126 objects 4310	1100 and 4126 objects 4310	Resources 0013, 1100, 5820 6300, 4126 objects 4310

## Action #3

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

### Select from New, Modified, or Unchanged for 2017-18

Modified

### Select from New, Modified, or Unchanged for 2018-19

Modified

### Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

Make any required repairs or upgrades to facility and playground. Improve heating system. Includes ASD contract to clean and maintain facilities.

### 2018-19 Actions/Services

Make any required repairs or upgrades to facility and playground. Improve heating system and bookshelf safety as noted in the FIT. Includes ASD contract to clean and maintain facilities.

### 2019-20 Actions/Services

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$75,262	\$66,129	\$74,505
<b>Source</b>	LCFF, Clean Energy	LCFF, Clean Energy	LCFF
<b>Budget Reference</b>	RES0013, objects 4374, 4381 & ASD Maint/Custodial of 5800 and RES 6230 objects 4000-7998	RES0013, objects 4374, 4381 & ASD Maint/Custodial of 5800 and RES 6230 objects 4000-7998	RES0013, objects 4374, 4381 & ASD Maint/Custodial of 5800, and function 8210 object 5819

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## 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:** 2, 7

**Local Priorities:** A balance of arts and academics, Teacher collaboration

### Identified Need:

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

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------



% of classes that have drama, art, music and Spanish per the program schedule.

100% 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 will have drama, art, music and Spanish per the program schedule.

100% of classes that have drama, art, music and Spanish per the program schedule.

% of LCAP survey respondents that agree that students are highly engaged.

94% of LCAP survey respondents agree that students are highly engaged.

93% of LCAP survey respondents agree that students are highly engaged.

94% of LCAP survey respondents will agree that students are highly engaged.

94% of LCAP survey respondents agree that students are highly engaged.

% of teachers that participate in peer observation and collaboration per schedule.

100% of teachers participate in peer collaboration

100% of teachers participated in peer collaboration

100% of teachers will participate in peer collaboration

100% of teachers that participate in peer collaboration

% of teachers that participate in professional development as reported on teacher survey.

100% of teachers that participate in professional development as reported on teacher survey.

100% attended professional development

100% will attend professional development

100% of teachers that participate in professional development as reported on teacher survey.

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to offer drama, art, music and Spanish

Continue to offer drama, art, music and Spanish

Continue to offer drama, art, music and Spanish

## Budgeted Expenditures

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

## Action #2

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**2017-18 Actions/Services**

Teachers will seek professional development that meets needs identified by teachers. Teachers will observe each other and collaborate in a professional learning community that identifies curriculum that meets school standards.

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

Teachers will seek professional development that meets needs identified by teachers. Teachers will observe each other and collaborate in a professional learning community. They will self-select professional development that meets school standards, including the following: Visible Thinking, Acting Right, Guided Reading, Lucy Caulkins Writing and the Redwood Writing Project.

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2019-20 Actions/Services**

Teachers will seek professional development that meets goals identified by teachers. Teachers will observe each other and collaborate in a professional learning community.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$6,661	\$11,427	\$12,556
<b>Source</b>	Title II, EE	Title II, SRSA	Title II, Title IV, and SRSA
<b>Budget Reference</b>	RES 6264 & 4035, objects 5210	4126 & 4035, objects 5210	Resources 0013 & 5820, object 5210, Res. 4035 obj. 5x

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$23,579

Percentage to Increase or Improve Services

2.59 %

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$36,313

Percentage to Increase or Improve Services

4.63%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or

quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Goal 1 action 2 addresses unduplicated students. We will be expanding student support for social and emotional needs. We will continue to offer food service, instructional aides for intervention, small class sizes to benefit low-income students as there may be fewer books in the home, no internet access, working parents with less time to read with their children or assist with homework, etc.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

45269

Percentage to Increase or Improve Services

5.57

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

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

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