

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Union Street Charter

CDS code:

12 62679 0111708

Link to the LCAP:

(optional)

<http://www.unionstreetcharter.org/node/47>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title 1 Part A, Title II Part A, Title IV Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Union Street Charter uses federal funds to enhance local and state priorities as outlined in the LCAP. The LCAP goals are:

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.

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

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

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

Through stakeholder input, Union Street Charter's priorities, actions and services were developed and approved by the board. These priorities, actions and services were also chosen to meet Every Student Succeeds Act provision.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Federal funding is used in addition to state and local funds to support classroom Aide time, listed in the LCAP in Goal #1, Action #2. Professional Development is listed in Goal #4, Action #2 goal is to improve the basic program by adding instructional Aide time to all classrooms. Our support for effective instruction includes professional development for teachers.

ESSA Provisions Not Addressed in the LCAP

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-LEA is a charter school. Union Street Charter only has 1 class per grade level and all are served by effective, experienced and credentialed teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Union Street Charter (USC) involves parents in the educational program in several ways. Student progress is communicated through parent conferences twice a year. Newsletters are sent by email to parents and posted at the school weekly. Parents are volunteers in the classroom and assist with field trips, serve on the board and the Site Council. Several family events that showcase the educational program are held that are meant to engage parents in a sense of community, such as the Spring Sing and potluck where all students perform music and sing and the open house which displays student projects. The Union Street Family Engagement policy was developed jointly with and approved by the Site Council and school board on 6/7/17. It is distributed annually to parents and family members of participating students in the school handbook.

USC provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to

monitor a child's progress and work with educators to improve the achievement of their children at parent nights in the Fall and at parent conferences held twice a year.

USC provides materials and training to help parents to work with their children to improve their children's achievement by providing information at parent nights in the Fall, at parent conferences, and announcing local workshops in the school newsletter. In addition, workshops are held at the school on internet safety for parents.

Using information provided in the Family Engagement Framework listed on the CDE website, USC educates teachers, specialized instructional support personnel, the principal, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school during the staff training workshop before the start of the school year. In addition, the board and staff brainstorm ways to support and engage families throughout the year.

USC coordinates and integrates parent involvement programs and activities with other programs such as the McKinney Vento office, sends enrollment materials to the local public preschool programs, and coordinates services at the Arcata Family Resource centers, that encourage and support parents in more fully participating in the education of their children

USC ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. This is done by providing all newsletters and documents in print and electronic methods (webpage and email). Currently, English is the only home language among our families. We have a Spanish speaking translator on staff who can translate any documents. All documents on the webpage are ADA compliant, and other school publications can be provided upon request.

USC provides such other reasonable support for parental involvement activities as parents may request through open communication with staff and the administrator. This may include offering transportation to events, changing times of activities like conferences or finding meaningful ways for parents to be involved in the school.

USC provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand. Our Spanish translator can assist families in their participation at school events and at conferences. The school is handicapped accessible so all family members can participate in family engagement activities. Although we do not have identified migrant students, our school has a practice of ensuring students and families feel welcome at our schools, receive information in their home language, are provided the opportunity to return to the classroom they started in if it's in the same school year and academic supports and materials. Staff is supported from HCOE through the EL Coordinator who is readily accessible

USC aligns parent involvement required in the ESSA Section 1116 with the LCAP stakeholder engagement process by ensuring that families may participate in a survey regarding academics and school climate. Parents are involved in LCAP development during 3 input meetings during the year. Parents serve on the board and the Site Council that meet monthly to discuss the budget and LCAP.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP: N/A

TAS: Union Street Charter operates a targeted assistance Title 1 program. The teachers and paraprofessionals provide individual or small group instruction to those identified students, mainly in the areas of reading and math intervention. In addition, the school employs a multi-tiered system of support. Social emotional needs are addressed through instruction in the classroom, and individually with a counselor. To engage students, projects and activities that are engaging like STEM, music and art are taught.

Neglected or delinquent: N/A

Teachers use formative and summative data (Dibels, CAASPP, math unit tests) to determine which students need additional support. A student study team that includes teachers, paraprofessionals, and special services staff (counselor, resource, speech, reading intervention and student support) meets with administrator and parents to review a variety of academic and/or social emotional data and information. The team determines student needs and what types of supports best meet each student's goals.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enrollment, attendance and success of homeless students are supported by all staff. The principal and Secretary will assist homeless families with enrollment and monitor attendance. The staff will connect homeless families with the Arcata Family Resource Center, which has a social worker and many services located on site including housing location, counseling, food and clothing. In addition,

the LEA is part of a consortium that acquired a McKinney-Vento grant that provides a homeless/foster youth coordinator for further assistance. The teachers will monitor the success of homeless students. A student study team will set goals and provide intervention services as needed. Funds are reserved to provide education to homeless children in shelters or other locations where they may live.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

THIS ESSA PROVISION IS ADDRESSED BELOW:

This section is not applicable. The school doesn't operate any early childhood programs nor do we have middle school. Title 1 funds are not used on transitions.

However, the school does provide an information night for incoming Kindergarten parents. In addition, Kindergarten students have a drop-in day before school starts so they can transition to the school. Outgoing 5th grade families are given information about middle school orientation at several nearby schools, and are encouraged to attend transition events.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title 1 funds are not used for GATE or library programs.

Union Street Charter addresses the needs of gifted and talented in the general classroom through differentiated instruction. Students have one-on one computing in grades 3-5 to develop digital literacy skills. In addition, Union Street Charter contracts with the County Office of Education Resource Center for support through a credentialed librarian.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

THIS ESSA PROVISION IS ADDRESSED BELOW:

Induction for Teachers, Principals and other School Leaders Teacher Induction Programs

North Coast Teacher Induction Program (NCTIP) program supports the growth and development of general education, Multiple Subject or Single Subject preliminary credentialed teachers through a full release mentor model while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential.

Administrator Induction Programs

Administrative Services Credential is a two-year competency based, job embedded leadership development program that leads to a clear administrative services credential. Candidates engage in 70 hours of professional learning. 40 hours are working directly with a coach and 30 are engaged in professional development. Each participant engages in a 2-year Problem of Practice inquiry. This inquiry focuses on the instructional and/or systemic issues that school leaders address at their school sites. The purpose of this professional learning exercise is for professional growth as an education leader and to use the inquiry problem solving cycle. Additionally, candidates demonstrate mastery over each of the California Professional Standards for Educational Leaders.

Educator Development and Support: Teachers (EDST)

To ensure all students have access to effective instruction, the school's teacher evaluation process, EDST, supports the development of increasingly high-quality teaching and learning practices. EDST includes observations, conferencing opportunities, and professional goal setting activities.

Educator Development and Support: School Leaders (EDSSL)

The Principal is evaluated through professional goal setting activities and a board survey. The foundation of EDSSL is the *School Leadership Framework*.

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

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are a one school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

School and teacher performance data for areas of improvement are gathered through LCAP parent/community and staff surveys, teacher observations, evaluations by the administrator, CAASPP and the Dashboard. The Administrator meets individually with teachers, paraprofessionals and specialized instructional support personnel (counselor and special education) at the beginning of the year to review areas for professional development based on the data, and at the end of the year to ensure attendance and effectiveness. The principal is also the director and meets with the board to set up professional development goals based on data and ensure they are met bi-annually.

The LEA uses the services of The Humboldt County Office of Education (HCOE) as a resource for recommendations on areas for professional development monthly. HCOE communicates ideas and opportunities to all staff through newsletters and to the administrator at area meetings. In addition, they coordinate online and in person trainings locally. The LEA consults with The Arcata Family Resource Center and The Department of Health and Human Services annually and they offer workshops and advice on mental health and social services.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

THIS ESSA PROVISION IS ADDRESSED BELOW:

Union Street Charter (USC) will use these funds to support our Title I part A and Title II part A programs, The Title IV, part A Activities and Program are described below.

The Title IV part A program and activities were developed in partnership with the parents, teachers and other staff at site council and board meetings and are refined annually. The LEA has a partnership with the Equinox Center for Education (ECE) by providing funding to carry out activities that support our objectives of a well-rounded education, a safe school and healthy students, and the effective use of technology.

A well-rounded education is a core objective at USC. All USC teachers produce a class play annually. Paraprofessionals provide bi-weekly instruction in art, music and Spanish. Math and science that includes observation and experimentation are taught at each grade level.

The school provides a safe place through regular maintenance and upgrading of the facilities, but also through social emotional curriculum and a counselor. LCAP funds are used for the lunch program to ensure healthy students. The ECE provides funding for the afterschool program so that working families have a safe place for their children.

A variety of sources, including ECE, federal programs like SRSA/REAP, and LCAP funding have provided technology that is used effectively in the classroom. Grades K-2 each have two ipads that are used as small group centers in reading and math. Grades 3-5 have class sets of chromebooks for writing, research, testing, and math.

The effectiveness of the program is evaluated several times a year. In the Fall the parents, teachers and staff, site council and board review the Dashboard for achievement in Math and English Language Arts, absenteeism, and suspension. Our school/LEA scores consistently high (80% meet or exceed the standards) on the CAASPP and has very low chronic absenteeism (5%) and

suspension (1%). In the Spring, Student and Parent surveys are used to measure the satisfaction with the activities and program, which is typically 95%. The surveys are reviewed and ideas for new objectives are considered and activities are revised by the site council and board.

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.