

§ 15498. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Union Street Charter **Contact (Name, Title, Email, Phone Number):** John Schmidt, Principal, john.unionstreet@gmail.c, 707-822-4845 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies.; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>As Stated last year revised for 2015-16 plan</p> <ol style="list-style-type: none"> 1. LCAP survey for parents, community, board, and staff members. Survey Monkey open from April 1 - April 28. 2. LCAP input meetings for board members (3/4/15), staff (3/16/15), and parents/community (3/4/15). 3. Classroom activities to elicit input from students April and May. 4. Public Meeting for Review of LCAP (first) and Board Meeting May 6: // Board review of LCAP draft, Board meeting for review of budget on May 6 (Public meeting for review of charter budget not required) 5. Adoption of LCAP and 2014-15 budget on June 3, 2015. 	<ol style="list-style-type: none"> 1. Stakeholder input validated what the school does well; positive climate and high engagement, opportunities for parent involvement, safe appealing environment, and highly qualified dedicated hard working teachers and staff. There was concern about keeping and recruiting highly qualified teachers with the lower pay scale and higher work load of Union Street teachers. Consequently, providing staff raises is a budgetary priority in the LCAP continues as a priority for stakeholders. 2. Stakeholder input provided ideas for possible facilities improvement: better PE activities on rainy days, validation of role and level of technology in our school culture and curriculum, appreciation for implementation of responsible technology use policy and web filtering. 3. Stakeholder input influenced goals for continuing positive pupil outcomes, support for increased professional development (differentiation, common core, technology) and time for staff collaboration - a core component of our

	curriculum.
<p>Annual Update: Refine language of goal 2 to not overlap with goal New Goal 2: To maintain a sense of safety and connectedness for students, staff, and parents. To maintain a stable, effective learning community. To maintain a safe campus for high quality learning.</p> <p>Make former goal 3 (To provide high quality materials for learning and a safe campus for high quality learning.) from an action to a goal: New goal 3: To maintain a well equipped school environment. Refocus goal 4 (former: "To improve student learning and engagement.") New Goal 4: To maintain a rich diverse balanced curriculum or arts and academics that fosters student engagement and high quality learning opportunities.</p>	<p>Annual Update:</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	The USC learning community of students, teachers, and parents will maintain consistently high performance.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 Local : Specify
Identified Need :	To preserve the quality and achievements of all students in a high performing school.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Metric SBAC when scores become available. DIBELS screening. Aggregate school conference reports on academic grade level. DIBELS SCREENING Qualitative: % of students marked at or above grade level in 4 or 5 core subject areas. Outcome When SBAC scores become available for 3 years, target 3 year average to be on a par with former API scores. DIBELS screening will identify students who need rading support and intervention. % of students in grades 1 - 5 who need support and intervention will decrease as a class moves from year to year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action: Foster high return rate for Union Street Charter's qualified, dedicated, and experienced teachers and administrative staff by offering yearly pay increases. Service: staffing for high quality instruction and school program.	All classroom teachers, principal, adminisrat ive assistant.	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries 345,000 Health Benefits 110,000 Employer Costs 44,000

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric SBAC when scores become available. DIBELS screening. Aggregate school conference reports on academic grade level. DIBELS SCREENING Qualitative: % of students marked at or above grade level in 4 or 5 core subject areas.</p> <p>Outcome When SBAC scores become available for 3 years, target 3 year average to be on a par with former API scores. DIBELS screening will identify students who need rading support and intervention. % of students in grades 1 - 5 who need support and intervention will decrease as a class moves from year to year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action: Foster high return rate for Union Street Charter's qualified, dedicated, and experienced teachers and administrative staff by offering yearly pay increases. Service: staffing for high quality instruction and school program.</p>	<p>All classroom teachers, principal, administrative assistant</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries 353,625 Health Benefits 115,500 Employer Costs 46,000</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric SBAC when scores become available. DIBELS screening. Aggregate school conference reports on academic grade level. DIBELS SCREENING Qualitative: % of students marked at or above grade level in 4 or 5 core subject areas.</p> <p>Outcome When SBAC scores become available for 3 years, target 3 year average to be on a par with former API scores. DIBELS screening will identify students who need rading support and intervention. % of students in grades 1 - 5 who need support and intervention will decrease as a class moves from year to year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action: Foster high return rate for Union Street Charter's qualified, dedicated, and experienced teachers and</p>	<p>All classroom</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Salaries 353,625</p>

<p>administrative staff by evaluating the ability to offer a salary increase this year. Rinsing STRS costs and health care benefits need to be factored in. Service: staffing for high quality instruction and school program.</p>	<p>teachers, principal, administrative assistant.</p>	<p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>Health Benefits 121,500</p> <hr/> <p>Employer Costs 43,114</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	To maintain a sense of safety and connectedness for students, staff, and parents. To maintain a stable, effective learning community.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify	
Identified Need :	To preserve the quality and achievements of all students in a high performing school.		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Metric Properly credentialed teachers, parent feedback on surveys, attendance rates.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain experienced, highly qualified, properly credentialed teachers by providing yearly raises.	All pupils in grades K - 5.	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase 2014 - 15 salaries by 1 to 2%.
Review survey input by parents, teachers, board members, and community members to gauge satisfaction with school program and LCAP goals.	School Community input.	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Small amount of staff time to review surveys.
Monitor Attendance rates	Students in grades K - 5	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Small amount of staff time

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	To maintain a well equipped school environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 Local : Specify
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Identified Need : To preserve the quality and achievements of all students in a high performing school.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Metric
 Implementation of CCSS, Student access to standards-aligned instructional materials, Facilities in good repair, Student access to all required areas of study,
 Outcome
 Union Street Charter will provides a well equipped school environment that fosters a high quality learning experience.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve Playground Field. Clear and check drainage. Plug and seed field.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1,000
Rent 470 Union Street Facility	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	55,000

Purchased Everyday Math materials or other CCSS aligned math program, Handwriting without tears materials, Zaner-Bloser spelling and grammar materials, and other permanent and consumable student materials for the current school year.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	15,000
Purchased: 10 Ipads, 2 Roots of Reading - Seeds of Science science kits, Library and phonics instructional materials.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10,300

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	To maintain a rich diverse balanced curriculum of arts and academics that fosters student engagement and high quality learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify	
Identified Need :	To preserve the quality and achievements of all students in a high performing school.		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Metric Basic services (teachers, materials, facility), CCSS implementation, Parental involvement, student achievement, attendance, & student access Outcome Students are engaged and experience a rich, diverse, high quality educational program.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improved reading intervention program; hired reading specialist with experience and training in this area. Allocated aide time for 2 part time aides to assist in math, reading, and writing in classrooms or small pull out groups	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	12,000
Use common core \$ to purchase CCSS and other high quality instructional materials and technology (Ipads)	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10,300

Parent participation encouraged and welcomed. Parents volunteer in classrooms, on board, for field trips, for camping trips, and with direct donations to program.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Donations of more than 20,000
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	The USC learning community of students, teachers, and parents will maintain consistently high performance.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All		
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>Basic Services: % of fully credentialed teachers, standards aligned instructional materials, facilities in good repair.</p> <p>CCSS Implementation: in process for all students.</p> <p>Parental Involvement: seek input and participation.</p> <p>Student Achievement: Performance on tests</p> <p>Student Engagement: attendance rates</p> <p>School Climate: suspension & expulsion</p> <p>Course Access: all areas</p> <p>Other Student Outcomes: science and PE.</p> <p>Qualitative Metrics:</p> <ul style="list-style-type: none"> Parent/student feedback on surveys, conferences, and conversations. Student re-enrollment rate Teacher reporting on conference reports. <p>Outcome</p> <p>Establish Baseline SBAC scores for individual students: API unavailable until 15-16.</p> <ul style="list-style-type: none"> All classroom teachers are fully credentialed measured by review of credentials and periodic performance review by Principal. Math program, new science kits, and majority of new library books are CCSS aligned as reviewed by Principal. In-services and teacher trainings have CCSS implementation component. 	Actual Annual Measurable Outcomes:	<p>Outcome</p> <p>Results of SBAC will establish baseline in May or June 2015. Test Administrators and students are better prepared for the CAASPP than they were last year.</p> <ul style="list-style-type: none"> 100% of teachers are fully credentialed and appropriately assigned as reported on SARC and by Principal's review of employee records. Everyday math is CCSS aligned. New library materials and science kits are CCSS aligned. By DIBELS screening measure, 80% of students are at benchmark or above benchmark in reading. Teachers marked 72% of students in grades K - 5 at being at or above grade level in all core academic areas. Teachers marked 88% of students in grades K - 5 as being at or above grade level in all but one of the core academic areas. Attendance reporting period P2 showed ADA > 95% Union Street had no suspensions as reported on SARC Union Street had no expulsions Parents named quality of instruction, strength and comprehensiveness of academic program, and skill of teachers as a strength of the school. 76% of 5th Grade students scored at or above grade level on the state science test.

	<ul style="list-style-type: none"> • Parents are board members, classroom volunteers. Parents organize and participate in social functions and special school events. Parents help with field and camping trips. • More than 75% of students reach core reading levels as measured by DIBELS. • Principal review of academic achievement in core subject areas as reported on conference reports shows that 75% of all students are at or above grade level. • Maintain high attendance rates (>95%), high re-enrollment and survey satisfaction, and low staff turnover. • Suspension rates are less than 1% per year. • The school has had no expulsions. • As reviewed by principal and evidenced on parent surveys, all students have course access to, & quality instruction in, all core elementary subjects. • 76% of 5th grade students scored proficient or Advanced on the CAASPP science test (62% in district & 60 % in state) • High parent satisfaction expressed in surveys, conversations, conferences. • High % of re-enrollment 		<ul style="list-style-type: none"> • Fewer than 50% of fifth graders scored • Re-enrollment rates are typically above 95 % in grades K - 4. An unusually high number of families moved out of the area last year and the re-enrollment rate was 94%.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Retain and recruit highly qualified teachers by providing raises.		Highly qualified staff returned to our classrooms. The school increased the full time teacher salary from \$41,500 to \$42,500.	
Increase staff salaries 2.4%. LCFF 545,911		Includes: teachers, paraprofessionals, resource teachers, and speech therapist 556,756	
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)							
All Goals and actions section A USC has a small number of low income students (11 of 98 in 2013-14). We intend to serve the needs of these students by better serving the needs of all students as described in the school wide goals and actions. We believe it is a best practice, and best serves the needs of this sub-group, to support them in our highly individualized program where serving each student serves the sub-group without unnecessarily identifying them as separate or different.		All Goals and actions section A USC has a small number of low income students (10 of 99 in 2014-15). We intend to serve the needs of these students by better serving the needs of all students as described in the school wide goals and actions. We believe it is a best practice, and best serves the needs of this sub-group, to support them in our highly individualized program where serving each student serves the sub-group without unnecessarily identifying them as separate or different.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service		
Scope of Service	School Wide						
Scope of Service							
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After evaluating budget, funding projections, and school reserves, the board hopes to offer teachers 2015-16 salary raises of more than the current target, 2.4%. Union Street teacher salaries are among the lowest in Humboldt County and we assume that taking an aggressive approach to raising teacher salaries will help retain our dedicated and highly qualifies staff.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	To maintain a sense of safety and connectedness for students, staff, and parents. To maintain a stable, effective learning community. To maintain a safe campus for high quality learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>Basic Services: % properly credentialed teachers, student access to quality instructional materials, facilities in good repair.</p> <p>Facilities are inspected twice yearly by Health Department and Fire department. Facilities are inspected at least once a year by JPA risk management officer.</p> <p>Parent Involvement: seeks input and participation</p> <p>Student Engagement: attendance rates</p> <p>School Climate: suspension and expulsion, other</p> <p>Qualitative Measures:</p> <p>Outcome</p> <ul style="list-style-type: none"> Maintain high attendance rates (>95%), high re-enrollment and survey satisfaction, and low staff turnover. High Quality instructional materials Facilities in good repair Pick up and drop off parking systems are adequate Parents are board members, classroom volunteers. Parents organize and participate in social functions and special school events. Parents help with field and camping trips. Average ADA is = 95%. High parent satisfaction expressed in surveys, conversations, conferences. High % of re-enrollment 	<p>Actual Annual Measurable Outcomes:</p> <p>Outcome</p> <ul style="list-style-type: none"> 100% of teachers are fully credentialed and appropriately assigned as reported on SARC and by Principal's review of employee records. Everyday math is CCSS aligned. New library materials and science kits are CCSS aligned. Facilities inspections result in good condition reports. Occasional minor corrections are addressed and inspectors sign off on no violations. Parents are board members, classroom volunteers, and field trip drivers. Parents organize and participate in social functions and special school events. Parents help with field and camping trips. Parents give thoughtful meaningful feedback on surveys, board meetings, and during parent conferences. Attendance reporting period P2 showed ADA > 95% Union Street had no suspensions or expulsions as reported on current SARC. Parents named quality of instruction, strength and comprehensiveness of academic program, and skill of teachers as a strength of the school. Re-enrollment rates are typically above 95 % in grades K - 4. An unusually high number of families moved out of the area last year and the re-enrollment rate was 94%.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Improve: website, parent to parent communication with phone & email lists, teacher to home communication with technological tools.</p> <p>Improve Playground Field. Clear and check drainage. Plug and seed field.</p> <p>Rent 470 Union Street Charter Facility</p>	<p>Improvement is largely qualitative with some costs for training time and staff time to implement. Minimal impact on general fund</p> <hr/> <p>1,000</p> <hr/> <p>55,000</p>	<p>Board agendas are added to the website, teachers have email lists for all parents and send weekly classroom news electronically. Teachers are learning to use Google drive and google docs to enhance staff communication and communication with students using chrome books for some class assignments and homework in grades 3 - 5.</p> <p>District grounds crew plugged and seeded field. The grass is thicker than it has ever been.</p> <p>Rent 470 Union Street Charter Facility</p>	<p>Expenditures are imbedded in the costs reported with staff salaries in goal #1.</p> <hr/> <p>1,000</p> <hr/> <p>55,000</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No changes needed to this goal and action for the 2014-15 school year.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	To maintain a well equipped school environment.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All	-----	
Expected Annual Measurable Outcomes:	Metric Measured by monitoring purchase of materials. Measured by actions, feedback from staff and parents on annual surveys. **Site metrics from page 3 if possible Outcome Purchase and Monitor additional materials. Contract and monitor repair and/or improvement to facility.	Actual Annual Measurable Outcomes:	Outcome Staff, parents, and students are satisfied with the high quality and safe learning environment as evidenced on surveys and feedback at board meetings. The second grade classroom was expanded and remodeled. New playground balls and soccer goals. Teachers are integrating CCS into instruction with new instructional materials and technology.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Maintain & purchase high quality materials & program support services.	Lottery Funds 12,000 Restricted Lottery 3,000	Lottery funds used for Everyday Math materials, spelling and grammar books, Phonics materials, and Leveled readers, 6 ipads, 2 Science Units, Language arts materials.	14,984	
Purchase more technology and/or common core curriculum materials.	Common Core Implementation Funds 11,000		10,369	
Scope of Service		Scope of Service		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Staff decided to add Ipads to several classrooms to pilot their efficacy as learning tools and CC implementation. School adopted responsible technology use policy and is developing a technology scope and sequence that is consistent with the school's educational goals and values. The staff is evaluating and planning for what technology in future years will be added to support our educational goals and values.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	To maintain a rich diverse balanced curriculum or arts and academics that fosters student engagement and high quality learning opportunities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Metric Review & document staff training and how struggling students are identified and served by classroom modifications or intervention programs.</p> <p>Outcome Implement staff training and collaboration for differentiation. Students who are struggling, and students who are "high flyers" will be better identified and supported.</p> <ul style="list-style-type: none"> • identified earlier • identify and remediate reading and math • what does better identified mean • List and track support 	<p>Actual Annual Measurable Outcomes:</p> <p>Outcome Part of In-service in fall focused on differentiation and support for students through better use of teacher resources and two support aides that were added this year. The school adopted a technology use policy and chrome books are being used for more than testing in the grades 3 - 5. Come up with more quantitative verbiage . . .</p>
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Purchase leveled readers and/or provide staff development or collaboration time to develop better differentiation.	Pull out aide LCFF 12,000	Purchase leveled readers and provided staff development and collaboration time to develop better differentiation. Hired and trained two support aides for reading and for math, both for pull our in in class support. *??Is duplication of action a problem in reporting?
Scope of Service	School Wide	Scope of Service School Wide
<input checked="" type="checkbox"/> All OR: -----		<input checked="" type="checkbox"/> All OR: -----

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Cheryl: Clarifying outcomes to provide more specific definition of "better identified".</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools:	-----	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:		Actual Annual Measurable Outcomes:
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools:	-----	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:		Actual Annual Measurable Outcomes:
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools:	-----	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:		Actual Annual Measurable Outcomes:
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$3,966
<p>For 2014-15 ALL FUNDS BENEFIT STUDENTS SCHOOL WIDE. LOW INCOME GROUPS ARE ~ 10 TO 12% AND SCHOOL WIDE EXPENDITURES SERVE THIS POPULATION. As stated above, we believe it is a best practice, and best serves the needs of this sub-group, to support them in our highly individualized program where serving each student serves the sub-group without unnecessarily identifying them as separate or different. We have no foster youth or English learner pupils. Replace with information for 2015-16 As stated above, Union Street Charter stake holders believe it is a best practice and best serves the needs of low income students, to provide a highly individualized program each student's needs are supported without unnecessarily identifying them as separate or different. We have no foster youth or English learner pupils. Supplemental and Concentration grant funds are used to pay a portion of the instructional aide salaries. The aides provide instructional support to the most academically at risk students.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

<table border="1"> <tr> <td><</td> <td>%</td> </tr> <tr> <td>1</td> <td></td> </tr> </table>	<	%	1		<p>For 2014-15 The (MPP?) supplemental and concentration grant funding is less and 1% of revenues. Union Street Charter will provide an increase in the # of hours of 1 to 1 and small group support provided by the instructional aides, an amount greater than the supplemental and concentration grant funding. This funding provides</p>
<	%				
1					

and additional 278 hours of instructional aide time.

2014-15	2015-16	2016-17	
Revenue for low income:	\$3,996	\$4,571	\$1,595
% of Funding for Low Inc.	.60%	.66%	.23%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Section 4: Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	Year 1	Year 2	Year 3	Total
All Funding Sources	499,000.00	515,125.00	518,239.00	1,532,364.00
Common Core Implementation Funds	0.00	0.00	0.00	0.00
Employer Costs	44,000.00	46,000.00	43,114.00	133,114.00
Health Benefits	110,000.00	115,500.00	121,500.00	347,000.00
LCFF	0.00	0.00	0.00	0.00
Lottery Funds	0.00	0.00	0.00	0.00
Restricted Lottery	0.00	0.00	0.00	0.00
Salaries	345,000.00	353,625.00	353,625.00	1,052,250.00

Total Expenditures by Object Type				
Object Type	Year 1	Year 2	Year 3	Total
All Expenditure Types				

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	Year 1	Year 2	Year 3	Total
All Expenditure Types	All Funding Sources				

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]