

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Union Street Charter

Contact Name and Title

Rea Erickson

Director/Principal

Email and Phone

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2017-20 Plan Summary

The Story

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

Union Street Charter, a K-5 school, began operation in August of 2006. The school is housed on a unique rural campus surrounded by trees and apartments. This high performing public charter school attracts dedicated and enthusiastic teachers, parents, and students from the surrounding communities. We are currently 28% Free and Reduced Meal Eligibility (socioeconomically disadvantaged indicator). With only 100 students, there are not 11 or more students of any one ethnicity to be identified except white, which effects dashboard results. There are no foster youth or English Language Learners and very low numbers of homeless. High School indicators and metrics are not applicable. According to the dashboard, we have much to celebrate.

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

LCAP Highlights

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

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

Review of Performance

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

Greatest Progress

In 2018 USC was honored as a Distinguished School and an Exemplary Arts Program. We have a low suspension rate and blue levels in ELA and Math. The greatest progress has been seen in Math with an overall increase of 8.2 points from level 3 and continuous growth on PE testing in % of students in HFZ over last three years. Increased use of classroom Aides have improved overall achievement. Teachers aligned curriculum with NGSS. The board approved a vacation benefit for 12 month classified staff and a 3% increase for all staff was included in the 2018-19 budget in order to retain staff. Student support for social and emotional needs was added this year. An outdoor classroom space was achieved through grant funding, restrooms were painted and new roofs were accomplished.

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

Greatest Needs

It will be challenging to maintain our ratings and test scores because we are a small school where data is

easily affected. Keeping the suspension rate at 1 will also be challenging depending on students in any given year. There is a new science test that we will need to look at and analyze to see if we are meeting NGSS. Stakeholder input has decreased this year with less participation on surveys. New or better communication with parents may increase involvement in the school and on surveys. Playground upgrades and a new heating system for the facility are also needs.

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

Performance Gaps

The LCFF Evaluation Rubric doesn’t reveal any performance gaps because Union Street Charter doesn’t have 11 or more students in any sub-group.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

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

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$994,906
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$835,520

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$820,870

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric: The 2 year average of CAASPP results of students who met or exceeded standards in math and language arts.

Baseline: Math -83% of students met or exceed standards
ELA-82% of students met or exceed standards

17/18 expected outcome: Math-83% of students will meet or exceed standards
ELA-82% of students will meet or exceed standards

Met-Math-87% of students met or exceeded standards

Met-ELA-82% of students met or exceeded standards

Metric: 3 yr. average of DIBELS testing % of students to reach core reading levels as measured by end of year screening in grades 1 and above.

Baseline: 76% of students reached core reading levels

17/18 expected outcome: 77% of students will reach core reading levels

Met-77% of students reached core reading levels

Metric: 3 yr. avg. Academic achievement in core subject areas as reported "at or above grade level" on Fall conference reports.

Baseline: Math-88%, ELA-81% of students were at or above grade level

17/18: expected outcomes: Math-89%, ELA 82% of students will be at or above grade level

Not Met-Math-87%,
Met-ELA-84% of students will be at or above grade level

Expected

Metric: 3 yr. avg. Students in Grade 5 that have advanced or proficient science scores.

Baseline: 92% of students in Grade 5 had advanced or proficient science scores

17/18 expected outcome: NA as there will not be results in 2017

Metric: 3 yr. avg. of Grade 5 students in Healthy Fitness Zone

Baseline: 80% of Grade 5 students were in Healthy Fitness Zone

17/18 expected outcome: 81% of Grade 5 students will be in Healthy Fitness Zone

Metric: Math and ELA Achievement on the CDE Dashboard

Baseline: In 2017 USC will achieve Blue (5) level in Math and ELA on the CDE Dashboard

17/18 expected outcome: In 2017 USC will achieve Blue (5) level in Math and ELA on the CDE Dashboard

Actual

Not applicable as no results in 2017

Met-84% of Grade 5 students were in Healthy Fitness Zone

Met-Blue level achieved in Math and ELA on the CDE Dashboard

Actions/Services

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

Action 1

Planned Actions/Services

Union Street Charter will implement CCSS in ways that are compatible with the mission and vision of the charter and the highly successful curriculum practices of past years and administer/monitor state standardized tests (CAASPP, PE & science grade 5), Dibels Screening, and other measures of student progress and achievement.

Actual Actions/Services

All the proposed tests and measures were administered.

Budgeted Expenditures

Amount
\$623,568

Source
LCFF general fund, personnel costs-minus Aides and Special Education

Budget Reference
RES. 0013, objects 1100-3600

Estimated Actual Expenditures

\$625,715

Source
LCFF general fund, personnel costs-minus Aides and Special Education

Budget Reference
RES. 0013, objects 1100-3600

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Small class size was maintained and Aides were used for intervention.

Amount
\$23,579

Source
LCFF Supplemental Concentration, Aides

Budget Reference
RES. 0013, objects 2100-3600

\$27,139

Source
LCFF Supplemental Concentration, Aides

Budget Reference
RES. 0013, objects 2100-3600

Action 3

Planned Actions/Services

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

Actual Actions/Services

The needs of students with disabilities were met by having small class size, Speech and Resource Teachers.

Budgeted Expenditures

Amount
\$42,338

Source
LCFF general fund, State and federal special education, all costs

Budget Reference
RES 6500, objects -all

Estimated Actual Expenditures

\$42,669

Source
LCFF general fund, State and federal special education, all costs

Budget Reference
RES 6500, objects -all

Analysis

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

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

The actions were to use a variety of testing to monitor student progress, and identify students for intervention or referral. All the testing was accomplished. Small class size was maintained, Aides were used for intervention, speech and resource are offered for special education students.

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

Blue level was achieved, academic and physical fitness results are high overall and expected outcomes were maintained. CAASPP math results were higher than expected. Dibels and math tests identified several students for intervention and others for referral to special education. Small class size, intervention, and special education services have met the needs of students. Additional Aide time for before school recess has been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 Action 2. Aides. a difference of \$3,560, which is 15% more than budgeted. There was an increase in PERS.

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

A rise in special education students resulted in a rise the budget for speech and resource. Dibels testing is done mid-year not at the end of the year, so that metric will change. Student support for social and emotional needs was added and Action 2 will be updated with this service. It should also be noted in Action 2 food service meets the needs of low-income students.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Metric: % of Parents that will volunteer in classrooms or drive on field trips.

Baseline: 80% of Parents volunteered in classrooms or drive on field trips

17/18 expected outcome: 85% of Parents that will volunteer in classrooms or drive on field trips

Actual

Not met-73% volunteered in class or drive on field trips

Expected

Metric: Ratio of Board Members who are parents.

Baseline: 6 of 11 board members were parents

17/18 expected outcome: 6 of 11 board members will be parents

Metric: % of families attending school wide events and % of families attending parent conferences

Baseline: 92% of families attended events, 100% of families attended conferences

17/18 expected outcome: 93% of families will attend events, maintain 100% of families will attend conferences

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

Baseline: 43 % parent participation on survey and 100% agree that parents have many opportunities for involvement.

17/18 expected outcome: There will be 45% parent participation on survey and 100% will agree that parents have many opportunities for involvement.

Actual

Met-6 of 11 board members were parents

Not Met-91% of families attended events

Not Met-99% of families attended conferences

Not Met-There was 28% parent participation on survey

Met-100% agreed that parents have many opportunities for involvement

Expected

Metric: P1 Attendance, chronic absenteeism rate and % of students that re-enroll

Baseline: P1 Attendance 96%, chronic absenteeism 2% 97% reenrollment

17/18 expected outcome: Maintain 96%, 2%, and 97%

Metric: Expulsions as reported on SARC and Local suspension rate

Baseline: No expulsions, Suspension rate will be 3%

17/18 expected outcome: Maintain 0 and 3%

Metric: Stakeholder surveys-agree that USC fosters a positive school climate.

Baseline: 100% of parents and 87% of students agree that USC fosters a positive school climate.

17/18 expected outcome: Maintain 100% of parents, increase to 89% of students.

Actual

Met-P1 attendance: 97%

Not Met-Chronic absenteeism rate: 7.8

Met-Re-enrollment rate: 100%

Met-expulsions: 0

Met-suspensions: 1%

Met-100% of parents

Met- 93% of students agreed that USC fosters a positive school climate.

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

All of the stated actions for communication with parents were accomplished.

Budgeted Expenditures

Amount
See Goal 1, Action 1

Source

Budget Reference

Estimated Actual Expenditures

See goal 1 action 1

Action 2

Planned Actions/Services

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

Actual Actions/Services

All the opportunities for parent involvement were offered.

Budgeted Expenditures

Amount
See Goal 1, Action 1

Source

Budget Reference

Estimated Actual Expenditures

See goal 1 action 1

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

All of the events were held.

Amount
See Goal 1, Action 1

Source

Budget Reference

see goal 1 action 1

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

Analysis

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

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

Communication and volunteering opportunities were maintained, and all planned events were held.

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

Parent participation seems to have declined over last year, however, there are more opportunities late in the year. The reported # of chronic absenteeism is up over last year as it was not calculated accurately. There was an increase in the percent of students who agree that there is a positive school climate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All money supporting actions in this goal are included in goal 1.

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

Parents may not be reading emails so alternative methods may be needed to increase parent participation school surveys, volunteering and attending events. "As reported by teachers" will be added to metrics 1 and 3. Chronic Absenteeism will be changed to the actual # of students who are absent 10% of the school days, instead of a percent of the student population to reflect the dashboard measure. In addition the suspension rate should have been calculated by dividing the # of students suspended 1 full day or more by the total number of students.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

Metric: % of teachers that are credentialed as reported in SARC

Baseline: 100% of teachers were credentialed as reported in SARC

17/18 expected outcome: 100% of teachers will be credentialed as reported in SARC

Actual

Met-100% of teachers were credentialed as reported in SARC

Expected

Metric: Teacher reported sufficiency of high quality and CCSS aligned instructional materials.

Baseline: 100% of teachers reported sufficiency of high quality and CCSS aligned instructional materials.

17/18 expected outcome: 100% of teachers will report sufficiency of high quality and CCSS aligned instructional materials.

Metric: 2-year average of % of system in good repair rating on the FIT report.

Baseline: 89% of system was in good repair on the FIT report.

17/18 expected outcome: 90% of system will be in good repair on the FIT report.

Metric: % of LCAP stakeholders surveyed that are satisfied with the conditions of learning.

Baseline: 100% of LCAP stakeholders surveyed were satisfied with the conditions of learning.

17/18 expected outcome: 100% of LCAP stakeholders surveyed will be satisfied with the conditions of learning.

Actual

Not Met- 96% of teachers reported sufficiency of high quality and CCSS aligned instructional materials.

93% of system was in good repair on the FIT report.

Not Met-97% of LCAP stakeholders surveyed were satisfied with the conditions of learning.

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

A 2% raise was given to all staff. A vacation benefit was added for 12 month classified staff.

Budgeted Expenditures

Amount
See Goal 1, action 1

Source

Budget Reference

Estimated Actual Expenditures

see goal 1 action 1

Action 2

Planned Actions/Services

Purchase additional quality research based and common core aligned instructional materials

Actual Actions/Services

The textbooks were all purchased, and an additional science unit was purchased for 1st grade. An outdoor classroom was accomplished for science observation. The teachers aligned the curriculum with NGSS.

Budgeted Expenditures

Amount
\$10,796

Source
LCFF general fund, lottery, RLIS

Budget Reference
RES 0013, 1100 and 4126 objects 4310

Estimated Actual Expenditures

\$17,782

Source
LCFF general fund, lottery, RLIS

Budget Reference
RES 0013, 1100 and 4126 objects 4310

Action 3

Planned Actions/Services

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

Actual Actions/Services

The roof was partially replaced this year. ASD maintained and cleaned the facilities. The restrooms were repainted and safety mirrors were purchased and installed.

Budgeted Expenditures

Amount
\$56,658

Source
LCFF, Clean Energy

Budget Reference
RES0013, objects 4374, 4381 & ASD Maint/Custodial of 5800 and RES 6230 objects 4000-7998

Estimated Actual Expenditures

\$75,262

Source
LCFF, Clean Energy

Budget Reference
RES0013, objects 4374, 4381 & ASD Maint/Custodial of 5800 and RES 6230 objects 4000-7998

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

Analysis

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

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

Salaries were increased, instructional materials were purchased, the roof was replaced and the facility was maintained.

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

We have been able to retain most staff members through the raises. Teachers reported sufficiency of textbooks and materials is high, though there are more things they would like to have 100% of students have the netbooks they need. Stakeholders are also satisfied with the conditions of learning. Prop 39 funds for heater replacement have not yet been spent as the energy plan had to be rewritten to attract contractors.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3, action 2-\$6,986 more than budgeted. We purchased a new Literacy Footprints set for K that was \$3,000 and a new science unit for 1st grade, Light and Sound that was \$1,200.

Goal 3, action 3-\$18,604 more than budgeted. We spent \$21,190 on roofing and our contracts for maintenance and janitorial services increased.

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

Change action #1 to include all staff (certificated and classified). Change metric #2 to read teacher satisfaction with instructional materials. Overall teacher satisfaction with instructional materials is high, but some things may need to be replaced and new science units added. Work on surfaces like bookshelves needs to be accomplished, and will be added to action 3.

Goal 4

To maintain a broad course of study including all subject areas and a rich curriculum that balances arts and academics for all students including 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7

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

Annual Measurable Outcomes

Expected

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

Baseline: 100% of classes have drama, art, music and Spanish per the program schedule

17/18 expected outcome: 100% of classes will have drama, art, music and Spanish per the program schedule

Actual

Met-100% of classes had drama, art, music and Spanish per the program schedule

Expected

Metric: % of LCAP stakeholders agree that students are highly engaged

Baseline: 96% of LCAP stakeholders agree that students are highly engaged

17/18 expected outcome: 96% of LCAP stakeholders will agree that students are highly engaged

Metric: % of teachers participate in peer observation and collaboration per substitute logs and visitation schedule.

Baseline: 100% of teachers participate in peer observation and collaboration per substitute logs and visitation schedule.

17/18 expected outcome: 100 % of teachers will participate in peer observation and collaboration per substitute logs and visitation schedule.

Metric: % of teachers who participate in professional development per leave requests.

Baseline: 100% of teachers who participate in professional development per leave requests.

17/18 expected outcome: 100 % of teachers will participate in professional development per leave requests.

Actual

Not Met-93% of stakeholders agreed that students are highly engaged.

Met-100% of teachers participated in peer observation and collaboration per substitute logs and visitation schedule.

Met-100% of teachers participated in professional development per leave requests

Actions/Services

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

Action 1

Planned Actions/Services

Continue to offer drama, art, music and Spanish

Actual Actions/Services

We offered drama, art, music and Spanish this year, though Spanish didn't start until January.

Budgeted Expenditures

Amount
See Goal 1 action 1

Source

Budget Reference

Estimated Actual Expenditures

See goal 1 action 1

Action 2

Planned Actions/Services

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

Actual Actions/Services

The teachers went to professional development. They observed each other teaching and collaborated in a PLC regarding curriculum and standards.

Budgeted Expenditures

Amount
\$6,522

Source
EE, Title II

Budget Reference
RES 0013, 6264 & 4035, objects 5210

Estimated Actual Expenditures

\$6,661

Source
EE, Title II

Budget Reference
RES 0013, 6264 & 4035, objects 5210

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

Analysis

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

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

We were able to maintain a broad course of study for all students. Teachers have attended professional development, observed peers and collaborated. A Spanish teacher wasn't hired until January due to difficulty finding qualified staff.

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

100% of classes have a broad course of study, and 93% of parents agree that students are highly engaged. 100% of teachers participated in peer observations, and professional development. There was some parent frustration over the lack of a Spanish teacher, but support for finding a qualified candidate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

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

Metric will need to be changed because none of the teachers used leave request form for professional development (pd). Registration or invoices for workshops will need to be used to track pd instead. Educator Effectiveness funds have been expended. More funds will need to spent from the general fund for pd in action #2

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Input on LCAP Priorities:

January 2018 survey of stakeholders (parents, community members, board members, and staff) were collected during January and February in Survey Monkey-The survey was communicated to stakeholders through the e-mailed school newsletter and by email to all staff. Student Surveys collected Survey Monkey in February-Teachers allowed students to do the survey during class time.

February 2018 survey of students

March 26, 2018 Staff gave input for 2018-19 after reviewing the annual update and survey results.

USC Board Meeting April 4, 2018 The board is made up of teachers and parents. The board meeting was announced in the newsletter, the agenda was posted on the website and on the main bulletin board. The board gave input after reviewing the annual update and survey results.

May 14, 2018 The staff gave input on a draft of 2018-19 Goals Actions and Services

May 23rd The board is made up of the director, teachers and parents. The board meeting was announced in the newsletter, and the agenda was posted on the website and the main bulletin board. The board gave input on a draft of 2018-19 Goals Actions and Services

May 24th The Site council is made of parents and staff. They gave input on a draft of 2018-19 Goals Actions and Services

Public Hearing –June 5th

Final Draft Board Approval-June 6th

Impact on LCAP and Annual Update

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

January 2018 survey of stakeholders Goal #2 action #1- Communication with parents will include more information about the curriculum. Goal #1 a metric was added that includes survey participant satisfaction with student achievement.

February 2018 survey of students-Goal #3 action #2 Funding was increased for books and materials and new playground equipment.

Annual Update and Survey Analysis:

March 26, 2018 Staff. Goal #2 Metrics indicate that the teachers do the data collection. Dibels testing metric was modified to Winter data collection instead of end of the year. Definitions of suspension rate and chronic absenteeism were included. A metric that includes the state dashboard was added.

April 4, 2018 USC Board Meeting. Goal #1 The science metric does not have a baseline because no data is available. Goal #4 Specific areas for professional development are listed and invoices instead of leave requests are used to measure participation. Goal #1 Action #2 Student Support for social emotional needs and food service personnel were added to support low-income students.

Review draft of Goals Actions and Services:

May 14, 2018 Staff Mtg. All goals-metrics should be two year averages. Goal #3, Action #2, Specific curriculum that is used is listed. Goal #2 action #2- Work parties were listed on two actions, and now only one. It was noted that the % of parents that volunteer has declined and affected the expected outcome of metric #1. Goal #2 action #1 ADA compliant website was added for parent communication. Goal 2, action 3-Screen free week was added to parent activities. Goal #1, CAASPP Interim assessments were added to identified need.

May 23rd the board input included the following: goal #1 action #1small class size added, all metrics changed to reflect past and future tense and descriptors, include low-income and disabilities and pupil engagement/positive school climate on goal #2 action #3, and appropriately assigned to goal #3 action #1.

Public Hearing –June 5th

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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The 2 year average of CAASPP results of students who met or exceeded standards in math and language arts.

Math -85% of students who met or exceeded standards

ELA-82% of students who met or exceeded standards

Math -87% of students who met or exceeded standards

ELA-81% of students who met or exceeded standards

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

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

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

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

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

77% of students who reach core reading levels

76% of students reached core reading levels

77% of students will reach core reading levels

77% of students will reach core reading levels

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

Conference Reports-% at or above grade level:
Fall 2016 Math-88%, ELA-81%

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

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2 yr. avg. of Grade 5 students in Healthy Fitness Zone	80% of Grade 5 students in Healthy Fitness Zone	84% of Grade 5 students were in Healthy Fitness Zone	84% of Grade 5 students will be in Healthy Fitness Zone	84% of Grade 5 students will be in Healthy Fitness Zone
2 yr. average of students in grade 5 that met or exceeded standards on the CA Science Test	no data available for the CA Science Test	no data available no data available for the CA Science Test	baseline will be established no data available for the CA Science Test	see 18-19 to set goal for the CA Science Test
Math and ELA Achievement on the CDE Rubric and dashboard	Blue level Math and ELA achievement on the CDE Rubric and dashboard in 2017	Blue level Math and ELA achievement on the CDE Rubric and dashboard	USC will achieve Blue level Math and ELA on the CDE Rubric and dashboard	USC will achieve Blue level Math and ELA on the CDE Rubric and dashboard

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Union Street Charter will implement CCSS in ways that are compatible with the mission and vision of the charter and the highly successful curriculum practices of past years and administer/monitor state standardized tests (CAASPP, PE & science grade 5), Dibels Screening, and other measures of student progress and achievement.

Union Street Charter will implement CCSS in ways that are compatible with the mission and vision of the charter and the highly successful curriculum practices of past years and administer/monitor state standardized tests (CAASPP, PE & science grade 5), Dibels Screening, and other measures of student progress and achievement and maintain small class size.

Union Street Charter will implement CCSS in ways that are compatible with the mission and vision of the charter and the highly successful curriculum practices of past years and administer/monitor state standardized tests (CAASPP, PE & science grade 5), Dibels Screening, and other measures of student progress and achievement and maintain small class size.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$625,715	\$704,974	\$704,974
Source	LCFF general fund, personnel costs- minus Aides and Special Education	LCFF general fund, personnel costs- minus Aides and Special Education	LCFF general fund, personnel costs- minus Aides and Special Education
Budget Reference	RES. 0013, objects 1100-3600	RES. 0013, objects 1100-3600	RES. 0013, objects 1100-3600

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,139	\$36,800	\$36,800
Source	LCFF Supplemental Concentration	LCFF Supplemental Concentration	LCFF Supplemental Concentration
Budget Reference	RES. 0013, objects 2100-3600	RES. 0013, objects 2100-3600	RES. 0013, objects 2100-3600

Action #3

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

Students to be Served

Location(s)

Students with Disabilities

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$42,669	\$49,800	\$49,800
Source	LCFF general fund, State and federal special education, all costs	LCFF general fund, State and federal special education, all costs	LCFF general fund, State and federal special education, all costs
Budget Reference	RES 6500, objects -all	RES 6500, objects -all	RES 6500, objects -all

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

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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% of Parents that volunteer in classrooms or drive on field trips as reported by teachers during winter data collection.

80% of parents volunteer

73% of parents volunteered

75% of parents will volunteer

75% of parents will volunteer

Ratio of Board Members who are parents.

6 of 11 board members are parents

6 of 11 board members are parents

6 of 11 board members will be parents

6 of 11 board members will be parents

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

92% of families attend events, 99% attend conferences

91% of families attended events, 99% attended conferences

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

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

43 % Parent participation on survey and 100% agree that parents have many opportunities for involvement.

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

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

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

P1 Attendance, chronic absenteeism rate (# of students that miss 10% of school days/# of students enrolled) and % of students that re-enroll

P1 Attendance 96%, chronic absenteeism 5% 97% reenrollment

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

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

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

Expulsions as reported on SARC and suspension rate (# of students suspended 1 full day/total # of students enrolled)

No expulsions, Suspension rate is 1%

No expulsions, Suspension rate is 1%

No expulsions, Suspension rate is 1%

No expulsions, Suspension rate is 1%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

100% of LCAP survey respondents and 90% of students agree on survey that USC fosters a positive school climate.

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

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Provide school events/programs and family events that foster pupil engagement, connectedness and a positive school climate: classroom meetings, camping trips, Halloween party, Spring Sing and potluck, hobby and collections day, Author Festival, Earth Day, screen free week, field day, and the end of year picnic.

2019-20 Actions/Services

Provide school events/programs and family events that foster pupil engagement, connectedness and a positive school climate: classroom meetings, camping trips, Halloween party, Spring Sing and potluck, hobby and collections day, Author Festival, Earth Day, screen free week, field day, and the end of year picnic.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

See Goal 1, Action 1

See Goal 1, Action 1

See Goal 1, Action 1

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

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

Shelving needs security in case of earthquakes. New playground equipment.

Expected Annual Measureable Outcomes

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Union Street Charter will offer competitive salary and benefits package and flexible options in order to hire and retain credentialed appropriately assigned teachers and other staff.

Union Street Charter will offer competitive salary and benefits package and flexible options in order to hire and retain credentialed appropriately assigned teachers and other staff.

Budgeted Expenditures

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

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

Purchase additional quality research based and standards aligned instructional materials

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

Modified

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,782	\$19,348	\$19,348
Source	LCFF general fund, lottery, SRSA	lottery, SRSA	lottery, SRSA
Budget Reference	RES 0013, 1100 and 4126 objects 4310	1100 and 4126 objects 4310	1100 and 4126 objects 4310

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Modified

Goal 4

To maintain a broad course of study including all subject areas and a rich curriculum that balances arts and academics for all students including unduplicated and those with disabilities. Teachers will strengthen teaching practices through collaboration and training in effective teaching practices and state academic and performance standards to fulfill the mission and vision of the school.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7

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

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<p>% of classes that have drama, art, music and Spanish per the program schedule.</p>	<p>100% of classes have drama, art, music and Spanish per the program schedule.</p>	<p>100% of classes have drama, art, music and Spanish per the program schedule.</p>	<p>100% of classes will have drama, art, music and Spanish per the program schedule.</p>	<p>100% of classes will have drama, art, music and Spanish per the program schedule.</p>
<p>% of LCAP survey respondents that agree that students are highly engaged.</p>	<p>94% of LCAP survey respondents agree that students are highly engaged.</p>	<p>93% of LCAP survey respondents agree that students are highly engaged.</p>	<p>94% of LCAP survey respondents will agree that students are highly engaged.</p>	<p>94% of LCAP survey respondents will agree that students are highly engaged.</p>
<p>% of teachers participate in peer observation and collaboration per schedule.</p>	<p>100% of teachers participated in peer collaboration</p>	<p>100% of teachers participated in peer collaboration</p>	<p>100% of teachers will participate in peer collaboration</p>	<p>100% of teachers will participate in peer collaboration</p>
<p>% of teachers who participate in professional development per PD invoices.</p>	<p>100% attended professional development</p>	<p>100% attended professional development</p>	<p>100% will attend professional development</p>	<p>100% will attend professional development</p>

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to offer drama, art, music and Spanish

2018-19 Actions/Services

Continue to offer drama, art, music and Spanish

2019-20 Actions/Services

Continue to offer drama, art, music and Spanish

Budgeted Expenditures

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

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,661	\$11,427	\$11,427
Source	Title II, EE	Title II, SRSA	Title II, SRSA
Budget Reference	RES 6264 & 4035, objects 5210	4126 & 4035, objects 5210	4126 & 4035, objects 5210

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$23,579

Percentage to Increase or Improve Services

2.59 %

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$36,313

Percentage to Increase or Improve Services

4.63%

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

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

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