

**Introduction:****State Priorities that are not applicable to Union Street Charter, a K-5 program.**

**N/A: Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9) - - - Union Street Charter is not a county office of education.

**N/A: Sections of Pupil Achievement that are not applicable:**

- share of pupils that are college and career ready: **N/A - Union Street Charter is a K-5 school**
- share of English learners that become English proficient, English learner reclassification rate: **N/A - Union Street Charter currently has no English learners**
- share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. **N/A = Union Street Charter is a K-5 school, no AP or EAP**

**N/A: Sections of Pupil Engagement that are not applicable:**

- middle school dropout rates, high school dropout rates, high school graduations rates. **N/A Union Street Charter is a K-5 program, so no data for middle school or high school**

**All Goals and actions section A**

USC has a small number of low income students (12 of 99 in 2015-16). 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. Moreover, we respect the confidentiality and privacy of low income students and don't want to draw attention to them as a separate group.

**LEA:** Union Street Charter

**Contact:** John Schmidt, Principal, john.unionstreet@gmail.com, (707)822-4845

**LCAP Year:** 2016-17

**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
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<p><b>Describe activities for this year planning for 2016-17</b></p> <ul style="list-style-type: none"> <li>• Review of current LCAP by staff, board and administrator.</li> <li>• Scheduling input meetings for parents, staff, board, and community members.</li> <li>• Attending administrator meetings and consultations at county office of education to prepare for LCAP update.</li> </ul>	<p><b>Describe activities for this year planning for 2016-17</b></p> <ul style="list-style-type: none"> <li>• Goals revised to create logical arrangement of former goals to align with state priorities more clearly</li> <li>• Parent/Borad input urges continuation of goals to maintain quaility and focus of successful school program</li> <li>• Staff strongly supports LCAP goals and desire to preserve the quality and diversity of the school program</li> </ul>
<p><b>Annual Update:</b></p> <p><b>Describe activities for this year planning for 2016-17</b></p> <ul style="list-style-type: none"> <li>• Staff input meeting for 2016-17 LCAP on February 22, 2016</li> <li>• Board, parent, community member input at public meeting for 2016-17 LCAP on March 2, 2016</li> <li>• Parent LCAP survey input in April</li> <li>• Student LCAP survey input(grades 3 - 5) in April</li> <li>• Board and Staff review draft of annual update on April 20</li> <li>• Public Meeting for review of final LCAP draft on May 25, 2016</li> <li>• Board review of final LCAP draft on May 25, 2016</li> <li>• Annual update available for public insptection by June 2</li> <li>• Adoption of annual update on June 8</li> </ul>	<p><b>Annual Update:</b></p> <p><b>Describe activities for this year planning for 2016-17</b></p> <ul style="list-style-type: none"> <li>• Goals are more focused, understandable goals</li> <li>• Continuation of aide(s) to support high needs learners</li> <li>• Continue to acquire and integrate appropriate technology in support of quality instruction</li> <li>• Continue to support staff collaboration for sharing best practices and integrating CCSS in the context of Union Street Charter's mission and vision</li> </ul>

## 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).

**Actions/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?

<b>GOAL:</b>	GOAL 1: All students will continue to maintain a high level of achievement in all areas of the program according to multiple measures.	Related State and/or Local Priorities:  _1 _2 _3 X 4 _5 _6 _7 X 8 Local:    Achievement & Outcomes, State  Priorities 4 & 8 
<b>Identified Need:</b>	Parents and teachers need to know that the school can maintain the tradition of high performance standards while implementing common core standards in the context of the school's mission and vision. 79% of Union Street Charter students met or exceeded state standards as measured by 2015 CAASPP scores. This achievement is on a par with past API achievement over the last ten years. The Union Street community of learners has the goal of continuing and maintaining high achievement as reflected on three year averages of CAASPP scores. Staff wants to strengthen and improve staff collaboration to improve the quality of instruction in order to maintain high achievement. The staff is looking for more opportunities to measure lesson effectiveness and instructional continuity from year to year in support of engagement and achievement.	

<b>Goal Applies to:</b>	<b>Schools:</b> All <b>Grades:</b> All		
<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Metrics for State Priorities 4 &amp; 8: SBAC, API, Other Indicators (PE, CTE, etc.)</b>          Non-applicable Metrics: A-G completion, EL progress &amp; reclassification, AP%, and EAP% all N/A</p> <p><b>Student Achievement:</b> API, CAASPP performance.</p> <p><b>Other Student Outcomes:</b> Dibels screening, student conference reports. Science and PE scores for grade 5.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Target to achieve a 3 year CAASPP average that aligns with past API high performance. We won't be able to directly compare API to new scores, but expect to maintain whatever new level is considered high performing over a three year average for CAASPP.</li> <li>• Target for more than 70% of students to reach core reading levels as measured by end of year DIBELS screening in grades 1 and above.</li> <li>• Academic achievement in core subject areas as reported on conference reports will show that more than 70% of all students are at or above grade level.</li> <li>• 70% or more students in Grade 5 will have advanced or proficient science scores.</li> <li>• Union Street will improve the % of Grade 5 students who pass 4 out of 5 PE screening goals.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Administer and monitor state standardized tests (SBAC, PE & science grade 5), Dibels Screening, and other measures of student progress and achievement.	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Staffing costs budgeted for 2015-16 = 587,170
<b>LCAP Year 2</b>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metrics for State Priorities 4 &amp; 8: SBAC, API, Other Indicators (PE, CTE, etc.)</b>                  Non-applicable Metrics: A-G completion, EL progress &amp; reclassification, AP%, and EAP% all N/A</p> <p><b>Student Achievement:</b> API, CAASPP performance.</p> <p><b>Other Student Outcomes:</b> Dibels screening, student conference reports. Science and PE scores for grade 5.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Target to achieve a 3 year CAASPP average that aligns with past API high performance. We won't be able to directly compare API to new scores, but expect to maintain whatever new level is considered high performing over a three year average for CAASPP.</li> <li>• Target for more than 70% of students to reach core reading levels as measured by end of year DIBELS screening in grades 1 and above.</li> <li>• Academic achievement in core subject areas as reported on conference reports will show that more than 70% of all students are at or above grade level.</li> <li>• 70% or more students in Grade 5 will have advanced or proficient science scores.</li> <li>• Union Street will improve the % of Grade 5 students who pass 4 out of 5 PE screening goals.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Administer and monitor state standardized tests (SBAC, PE &amp; science grade 5), Dibels Screening, and other measures of student progress and achievement.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Staffing costs budgeted for 2015-16 = 587,170</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metrics for State Priorities 4 &amp; 8: SBAC, API, Other Indicators (PE, CTE, etc.)</b>                  Non-applicable Metrics: A-G completion, EL progress &amp; reclassification, AP%, and EAP% all N/A</p> <p><b>Student Achievement:</b> API, CAASPP performance.</p> <p><b>Other Student Outcomes:</b> Dibels screening, student conference reports. Science and PE scores for grade 5.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Target to achieve a 3 year CAASPP average that aligns with past API high performance. We won't be able to directly compare API to new scores, but expect to maintain whatever new level is considered high performing over a three year average for CAASPP.</li> <li>• Target for more than 70% of students to reach core reading levels as measured by end of year DIBELS screening in grades 1 and above.</li> <li>• Academic achievement in core subject areas as reported on conference reports will show that more than 70% of all students are at or above grade level.</li> <li>• 70% or more students in Grade 5 will have advanced or proficient science scores.</li> <li>• Union Street will improve the % of Grade 5 students who pass 4 out of 5 PE screening goals.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Administer and monitor state standardized tests (SBAC, PE &amp; science grade 5), Dibels Screening, and other measures of student progress and achievement.</p>	<p>All Grades: All</p>	<p>X All -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                  _ Other</p>	<p>Staffing costs budgeted for 2015-16 = 615,063 plus associated increases for STRS, PERS, and health costs.</p>

<b>GOAL:</b>	<p><b>Goal #2</b></p> <p>Union Street Charter will maintain meaningful parental involvement and high student engagement in a positive school climate characterized by safety and connectedness.</p>	<p>Related State and/or Local Priorities:          _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:          Involvement, Engagement, Climate to align with State Priorities 3.5.6</p>
<b>Identified Need:</b>	<p>Surveys and meetings indicate that staff, parents, and students believe that the small, emotionally supportive, family atmosphere of the school is essential to maintaining the effective learning community. All stakeholders want to preserve parental involvement, student engagement, and a positive school climate.</p>	
<b>Goal Applies to:</b>	<p><b>Schools:</b> All</p> <p><b>Grades:</b> All</p>	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Metrics for state priorities: 3, 5, 6</b></p> <ul style="list-style-type: none"> <li>• Parent participation: classroom volunteers, field trip drivers, board members, attendance at school events, parent surveys, student surveys, Healthy Kids survey..</li> <li>• Attendance rates, re-enrollment rates, classroom atmosphere</li> <li>• non-applicable state metrics: middle and high school dropout/graduation rates</li> </ul> <p><b>Outcome</b></p> <ol style="list-style-type: none"> <li>1. Parents of more than 95% of households volunteer in classrooms or drive on field trips.</li> <li>2. 6 of 11 Board Members are parents.</li> <li>3. Parents from more than 95% of households attend school events; there were 250 people at the 2016 Spring Sing and Potluck and the end of year picnic has similar numbers.</li> <li>4. Parents of more than 60% of students filled out LCAP/parent input survey.</li> <li>5. Attendance reporting period P2 showed ADA &gt; 95%</li> <li>6. Union Street had no expulsions as reported on SARC</li> <li>7. Suspension rates are less than 1% per year.</li> <li>8. A high % of students re-enroll each year, typically &gt; 95%.</li> <li>9. Parents and staff identify positive classroom atmosphere and a school culture of caring and cooperation on surveys, during parent conferences, in stakeholder meetings, and in conversations.</li> </ol>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ample communication opportunities for parents including: weekly school news and classroom news, publishing staff email and phone contact information, parent handbook, easy access to teachers, quality conferences, an open door policy for Principal's office.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs for staff salaries reported in Goal #1.
Plan meaningful, diverse ways for parents to be involved in the school.  Encourage honest open communication.  Staff will respect, listen to, and respond to parent ideas, thoughts, and feelings.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs for staff salaries reported in Goal #1.
Plan 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 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs included in staff salaries reported in Goal #1.
<b>LCAP Year 2</b>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metrics for state priorities: 3, 5, 6</b></p> <ul style="list-style-type: none"> <li>• Parent participation: classroom volunteers, field trip drivers, board members, attendance at school events, parent surveys, student surveys, Healthy Kids survey..</li> <li>• Attendance rates, re-enrollment rates, classroom atmosphere</li> <li>• non-applicable state metrics: middle and high school dropout/graduation rates</li> </ul> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Parents of more than 95% of households volunteer in classrooms or drive on field trips.</li> <li>• 6 of 11 Board Members are parents.</li> <li>• Parents from more than 95% of households attend school events; there were 250 people at the 2016 Spring Sing and Potluck and the end of year picnic has similar numbers.</li> <li>• Parents of more than 60% of students filled out LCAP/parent input survey.</li> <li>• Attendance reporting period P2 showed ADA &gt; 95%</li> <li>• Union Street had no expulsions as reported on SARC</li> <li>• Suspension rates are less than 1% per year.</li> <li>• A high % of students re-enroll each year, typically &gt; 95%.</li> <li>• Parents and staff identify positive classroom atmosphere and a school culture of caring and cooperation on surveys, during parent conferences, in stakeholder meetings, and in conversations.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide ample communication opportunities for parents including: weekly school news and classroom news, publishing staff email and phone contact information, a parent handbook, and easy access to teachers, quality conferences, and an open door policy for the Principal's office.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Costs included in staff salaries reported in Goal #1.</p>

<p>Plan meaningful, diverse ways for parents to be involved in the school.</p> <p>Staff will respect, listen to, and respond to parent ideas, thoughts, and feelings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Costs included in staff salaries reported in Goal #1.</p>
<p>Plan 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.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Costs included in staff salaries reported in Goal #1.</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metrics for state priorities: 3, 5, 6</b></p> <ul style="list-style-type: none"> <li>• Parent participation: classroom volunteers, field trip drivers, board members, attendance at school events, parent surveys, student surveys, Healthy Kids survey..</li> <li>• Attendance rates, re-enrollment rates, classroom atmosphere</li> <li>• non-applicable state metrics: middle and high school dropout/graduation rates</li> </ul> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Parents of more than 95% of households volunteer in classrooms or drive on field trips.</li> <li>• 6 of 11 Board Members are parents.</li> <li>• Parents from more than 95% of households attend school events; there were 250 people at the 2016 Spring Sing and Potluck and the end of year picnic has similar numbers.</li> <li>• Parents of more than 60% of students filled out LCAP/parent input survey.</li> <li>• Attendance reporting period P2 showed ADA &gt; 95%</li> <li>• Union Street had no expulsions as reported on SARC</li> <li>• Suspension rates are less than 1% per year.</li> <li>• A high % of students re-enroll each year, typically &gt; 95%.</li> <li>• Parents and staff identify positive classroom atmosphere and a school culture of caring and cooperation on surveys, during parent conferences, in stakeholder meetings, and in conversations.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide ample communication opportunities for parents including: weekly school news and classroom news, publishing staff email and phone contact information, a parent handbook, and easy access to teachers, quality conferences, and an open door policy for the Principal's office.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Costs included in staff salaries reported in Goal #1.</p>

Plan school events/programs	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Costs included in staff salaries reported in Goal #1.
Plan 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 Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Costs included in staff salaries reported in Goal #1.

<b>GOAL:</b>	<p><b>Goal #3</b></p> <p>Union Street Charter will maintain a safe, clean, well equipped school environment that is staffed by properly credentialed teachers for core subjects.</p>	<p>Related State and/or Local Priorities: X          1 _2 _3 _4 _5 _6 _7 _8 Local:          Teachers, books and equipmnet, facility align with State Priority #1 - Basic</p>	
<b>Identified Need:</b>	<p>All groups value, and want to preserve, the unique character of the school campus as well as the high quality learning materials available to staff and students. All groups recognize that experience, fully qualified teachers are the heart of the program. Parents and staff want to continue to introduce technology in a way that is consistent with the school's goals and values. Teachers want more leveled readers and high quality instructional materials in all subject areas. Parents want internet devices for student access to information and digital learning.</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Metrics</b></p> <p>- Teacher qualifications, Access to quality instructional materials, Access to CCSS aligned materials, Condition of facility as reported by inspections and feedback</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Retain and recruit highly qualified teachers</li> <li>• Students will have high quality instructional materials and, where appropriate, CCSS aligned instructional materials.</li> <li>• Facility and Campus are in good repair.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Purchase additional common core aligned instructional materials (new math program, literature, and science kits).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 13,592: Newsela leveled New Service \$400, Seeds of Sciece Materials \$368, Everyday Math \$6,053, Handwriting without tears \$910, Classroom set of Chromebooks \$5,861.</p>
<p>Make any required repairs or upgrades to facility and playground. Exterior of building was repainted during summer of 2015. Continue with Prop 39 energy grant to improve lighting in classrooms, replace forced air heating systems with heat pumps, and insulate floor of building.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000 for upgrades to heating and lighting system mostly funded by energy grant and parent fund.</p>
<p>Union Street Charter will offer increasingly competative salary and benefits package in order to hire and retain highly qualified teachers.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Budgeted Expenditures: \$615,063 for all staff: certificated, classified, and employer cost</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<b>Metrics</b> - Teacher qualifications, Access to quality instructional materials, Access to CCSS aligned materials, Condition of facility as reported by inspections and feedback  <b>Outcome</b> <ul style="list-style-type: none"> <li>• Retain and recruit highly qualified teachers</li> <li>• Students will have high quality instructional materials and, where appropriate, CCSS aligned instructional materials.</li> <li>• Facility and Campus are in good repair.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Purchase additional common core aligned instructional materials (new math program, literature, and science kits).	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$ 13,000
Make any required repairs or upgrades to facility and playground. Finish collaboration with landlord to use Energy Grant Funds and contributions from the parent fund to replace forced air heaters with heat pumps that have individual classroom control of heat, and to replace florescent lighting with LED lighting.	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000

<p>Union Street Charter will offer increasingly competitive salary and benefits package in order to hire and retain highly qualified teachers.</p>	<p>ALL Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Budgeted Expenditures: \$615,063 for all staff: certificated, classified, and employer cost plus anticipated increases in STRS costs and health benefit increases.</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metrics</b> - Teacher qualifications, Access to quality instructional materials, Access to CCSS aligned materials, Condition of facility as reported by inspections and feedback</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Retain and recruit highly qualified teachers</li> <li>• Students will have high quality instructional materials and, where appropriate, CCSS aligned instructional materials.</li> <li>• Facility and Campus are in good repair.</li> </ul>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Purchase additional common core aligned instructional materials (new math program, literature, and science kits).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>~ \$10,000</p>

<p>Make any required repairs or upgrades to facility and playground. We are planning on a collaboration with landlord to use Energy Grant Funds and contributions from the parent fund to continue energy upgrades, likely adding a solar array.</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$40,000 In the third out year, we hope to obtain additional energy grant funding to add another solar array to offset increased electrical usage by heat pumps.</p>
<p>Union Street Charter will offer increasingly competitive salary and benefits package in order to hire and retain highly qualified teachers.</p>	<p>ALL Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Budgeted Expenditures: \$615,063 for all staff: certificated, classified, and employer cost. Plus anticipated increases in STRS costs and Health benefits.</p>

<b>GOAL:</b>	<b>Goal #4</b>  Union Street Charter will maintain a rich curriculum that balances arts and academics for all students including high-needs students and exceptional students. Teachers will strengthen teaching practices through collaboration and training in common core instruction and other effective teaching practices to fulfill the mission and vision of the school.		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 X 7 _8 Local:  Conditions of Learning (CCSS & Broad Course) to align with State priorities 2 & 7
<b>Identified Need:</b>	All stake holders acknowledge that a balance of arts and academics is essential to student engagement and high quality learning. All groups support: 1. maintaining special programs in studio art, music, and Spanish, and 2. supporting classroom teachers to continue to integrate arts into the classroom curriculum. 3. Teacher training and support to improve the quality of teaching and understanding of common core standards in the context of the charter's mission and vision.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metrics for state priorities 2 and 7, conditions of learning</u></b></p> <ul style="list-style-type: none"> <li>- State standards implementation, broad course of study, programs developed to serve students with disabilities</li> <li>- <i>not applicable metrics: EL and EDL access (we have none), programs for unduplicated (we serve low income by serving all),</i></li> </ul> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>• There will be excellent conditions of learning for all students and all students are well served.</li> <li>• Students, including struggling students and advanced students, are contributing members of a positive learning community.</li> <li>• Union Street Charter is a integrated learning community created and supported by students, staff, parents, and community members.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Union Street Charter will implementation CCSS in ways that are compatible with the mission and vision of the charter and the highly successful curriculum practices of past years. Teachers will collaborate in a professional learning community whose goal is incorporation of the CCSS into the rich diverse curriculum that already exists. The math program is, and will continue to be, CCSS aligned. The writing program is increasingly CCSS aligned and new materials will support CCSS alignment in witting. Teachers are replacing older science units with common core aligned science practices and units of study.</p> <p>The school will continue to serve all students and all sub groups of students by having small classes, differentiated instruction, and support for special needs students with a continuum of accomodations and modifications on the response to intervention model of service and with formal special education supports.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See associated expenses in goals 1 and 2.</p>
<p>Continue to improve quality instruction to students who need support, and students who are advanced, through aide time, reading and math support, and training for staff to provide differentiated instruction.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classroom/ pullout aides ~ \$15,000. Staff training ~ \$1,000.</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metrics for state priorities 2 and 7, conditions of learning</u></b></p> <ul style="list-style-type: none"> <li>- State standards implementation, broad course of study, programs developed to serve students with disabilities</li> <li>- <i>not applicable metrics: EL and EDL access (we have none), programs for unduplicated (we serve low income by serving all),</i></li> </ul> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>• There will be excellent conditions of learning for all students and all students are well served.</li> <li>• Students, including struggling students and advanced students, are contributing members of a positive learning community.</li> <li>• Union Street Charter is a integrated learning community created and supported by students, staff, parents, and community members.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Union Street Charter will implementation CCSS in ways that are compatible with the mission and vision of the charter and the highly successful curriculum practices of past years. Teachers will collaborate in a professional learning community whose goal is incorporation of the CCSS into the rich diverse curriculum that already exists. The math program is, and will continue to be, CCSS aligned. The writing program is increasingly CCSS aligned and new materials will support CCSS alignment in witting. Teachers are replacing older science units with common core aligned science practices and units of study.</p> <p>The school will continue to serve all students and all sub groups of students by having small classes, differentiated instruction, and support for special needs students with a continuum of accomodations and modifications on the response to intervention model of service and with formal special education supports.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See associated expenses in goals 1 and 2.</p>

<p>Continue to improve quality instruction to students who need support, and students who are advanced, through aide time, reading and math support, and training for staff to provide differentiated instruction.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classroom and pullout aides ~ \$15,000. Staff training ~ \$1,000.</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metrics for state priorities 2 and 7, conditions of learning</u></b></p> <p>- State standards implementation, broad course of study, programs developed to serve students with disabilities</p> <p>- <i>not applicable metrics: EL and EDL access (we have none), programs for unduplicated (we serve low income by serving all),</i></p> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>• There will be excellent conditions of learning for all students and all students are well served.</li> <li>• Students, including struggling students and advanced students, are contributing members of a positive learning community.</li> <li>• Union Street Charter is a integrated learning community created and supported by students, staff, parents, and community members.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Union Street Charter will implementation CCSS in ways that are compatible with the mission and vision of the charter and the highly successful curriculum practices of past years. Teachers will collaborate in a professional learning community whose goal is incorporation of the CCSS into the rich diverse curriculum that already exists. The math program is, and will continue to be, CCSS aligned. The writing program is increasingly CCSS aligned and new materials will support CCSS alignment in witting. Teachers are replacing older science units with common core aligned science practices and units of study.</p> <p>The school will continue to serve all students and all sub groups of students by having small classes, differentiated instruction, and support for special needs students with a continuum of accomodations and modifications on the response to intervention model of service and with formal special education supports.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 1,500</p>
<p>Continue to improve quality instruction to students who need support, and students who are advanced, through aide time, reading and math support, and training for staff to provide differentiated instruction.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classroom and pullout aides ~ \$15,000. Staff training ~ \$1,000.</p>

## 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?

<b>Original Goal from prior year LCAP:</b>	GOAL 1: The USC learning community of students, teachers, and parents will maintain consistently high performance standards in order to preserve quality learning and the achievements of all students in a consistently high performing school.		Related State and/or Local Priorities: X 1 _2 _3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	<b><u>Metric</u></b>	Actual Annual Measurable Outcomes:	Actual Outcome responsive to Updated Goal 1: high achievement and outcomes
	<p><b>Basic Services:</b> % of fully credentialed teachers</p> <p><b>Student Achievement:</b> API, CAASPP performance.</p> <p><b>Other Student Outcomes:</b> Dibels screening, student conference reports. Science and PE scores for grade 5.</p> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>- 100% of teachers are fully credentialed and appropriately assigned as reported on SARC and by Principal's review of employee records.</li> <li>- Facilities inspections result in good condition reports. Occasional minor corrections are addressed and fire inspectors sign off on no violations.</li> <li>- Target to achieve a 3 year CAASPP average that aligns with past API high performance. We won't be able to directly compare API to new scores, but expect to maintain whatever new level is considered high performing over a three year average for CAASPP.</li> <li>- Target for more than 70% of students to reach core reading levels as measured by end of year DIBELS screening in grades 1 and above.</li> <li>- Academic achievement in core subject areas as reported on conference reports will show that more than 70% of all students are at or above grade level.</li> <li>- 70% or more students in Grade 5 will have advanced or proficient science scores.</li> <li>- Union Street will improve the % of Grade 5 students who pass 4 out of 5 PE screening goals.</li> </ul>		<p>- Student scores for the first CAASPP 2015 reporting year were as follows:</p> <p>The CAASPP results demonstrate that Union Street Charter students, in year 1, are performing at high level comparable to the former API rankings.</p> <p><b>CAASPP Results for 2014-15, Students who Met or Exceeded State Standard</b></p> <p><b><u>Union Street:</u></b> English: 79% Math: 79%</p> <p><b>Statewide:</b> English: 44% Math: 33%</p> <p><b>Humboldt Co:</b> English: 39% Math: 29%</p> <ul style="list-style-type: none"> <li>- Preliminary 2016 CAASPP scores for Math and English show that more than 80% of Union Street students in grades 3 - 5 met or exceeded the standard in this year's tests.</li> <li>- By May 2016, 76% of students in the school reached core reading levels as measured by DIBELS screening in grades K and above.</li> <li>- Academic achievement in core subject areas reported on conference reports show that more than 70% of all students are at or above grade level.</li> <li>- 70% or more students in Grade 5 have advanced or proficient science scores. (Not yet reported).</li> <li>- Union Street will improve the % of Grade 5 students who pass 4 out of 5 PE screening goals from x% in 14-15 to x% in 15-16. This year is not yet reported.</li> </ul>

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Retain and recruit highly qualified teachers by providing raises.		\$567,550 for all staff: certificated, classified, and employer costs.	Retain highly qualified teachers by providing raises and benefit package.  Employer costs for teachers is ~ \$577,658
<b>Scope of service:</b>	All  Grades: All		Scope of service:  All teachers returned from prior year and the staff was given a 1% salary increase. The school continues to pay for full health benefit rather than capping school contribution to continually increasing health premium costs.  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
Administer and monitor state standardized tests and Dibels Screening.		Primarily personnel costs included in above box.	State test were administered and results compared to former API scores.  Included in staff salarie and employer costs ~ \$603,216

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	Grades 3 - 5 Grades: 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	This action is now associated with goal 3 that aligns with state priority1 addressing highly qualified teachers.  It will be in proper place in future years.				

<b>Original Goal from prior year LCAP:</b>	<b>Goal #2</b> To maintain a stable learning community that fosters a sense of safety and connectedness for students, staff, and parents.		Related State and/or Local Priorities: _1 _2 X3 _4 X5 _6 X7 _8 Local:	
<b>Goal Applies to:</b>	Schools: All Grades: All			
	<b>Applicable Pupil Subgroups:</b>	All		

<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>Metric</u></b> (priorities: parental involvement, pupil engagement, and school climate)</p> <p>- Parent participation: classroom volunteers, field trip drivers, board service, attendance at school events, fill out surveys.</p> <p>- Attendance rates, re-enrollment rates, classroom atmosphere</p> <p><b><u>Outcome</u></b></p> <p>&amp;bull; Parents of more than 95% of households volunteer in classrooms or drive on field trips.</p> <p>&amp;bull; 6 of 11 Board Members are parents.</p> <p>&amp;bull; Parents from more than 95% of households attend school events; there were 250 people at the 2015 Spring Sing and Potluck and the end of year picnic has similar numbers.</p> <p>&amp;bull; Parents of more than 55% of students filled out LCAP/parent input survey.</p> <p>&amp;bull; Attendance reporting period P2 showed ADA &gt; 95%</p> <p>&amp;bull; Union Street had no expulsions as reported on SARC</p> <p>&amp;bull; Suspension rates are less than 1% per year.</p> <p>&amp;bull; A high % of students re-enroll each year, typically &gt; 95%.</p> <p>&amp;bull; Parents and staff identify positive classroom atmosphere and a school culture of caring and cooperation on surveys, during parent conferences, and in conversations.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Parents of more than 95% of households volunteered in classrooms or drive on field trips.</li> <li>• 6 of 11 Board Members are parents.</li> <li>• Parents from more than 95% of households attended school events; there were 230 people at the 2016 Spring Sing and Potluck and the end of year picnic has similar numbers.</li> <li>• Parents of more than 55% of students filled out LCAP/parent input survey.</li> <li>• Attendance reporting period P2 showed ADA &gt; 95%</li> <li>• Union Street had no expulsions as reported on SARC</li> <li>• Suspension rates are less than 1% per year.</li> <li>• A 98% of students in grades K - 4 re-enrolled for the 2016-17.</li> <li>• 100% of parents responding to LCAP survey agreed that Union Street Charter fosters a positive school climate. Parents and staff identified positive classroom atmosphere and a school culture of caring and cooperation during parent conferences and in conversations. 100% of parents responding to LCAP survey agreed that students at Union Street Charter are highly engaged.</li> </ul>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide ample communication opportunities for parents including: weekly school news and classroom news, publishing staff email and phone contact information, a parent handbook, and easy access to teachers, quality conferences, and an open door policy for the Principal's office.		Costs included in staff salaries reported in Goal #1.	School sent weekly news letters to all parents. Teachers sent weekly classroom news to all parents in each grade. School is implementing emergency notification system for all parents. Parents conferences had a high participation rate; one or more parents of each child attended both fall and spring annual conferences.		Cost of high parent involvement is part of administration and classroom teacher staffing costs ~ \$603,216.
<b>Scope of service:</b>	All Grades: All		Scope of service:	Designed to serve all students and all parents; school was successful in reaching all students and parents.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Plan meaningful, diverse ways for parents to be involved in the school.</p> <p>Encourage honest open communication.</p> <p>Staff will respect, listen to, and respond to parent ideas, thoughts, and feelings.</p>		<p>Costs included in staff salaries reported in Goal #1.</p>	<p>Parents are involved in many ways:</p> <p>More than half of parent households paid for live scans to make them eligible to drive on field trips.</p> <p>Parents serve on the board, as classroom volunteers, and by attending special events. 98% of parents responding to LCAP survey agreed that parents have many opportunities to for involvement at Union Street Charter.</p>	<p>N/A</p>
<p><b>Scope of service:</b></p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Plan 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.</p>		<p>Costs included in staff salaries reported in Goal #1.</p>	<p>2015-16 school events/programs and family events included: classroom meetings, classroom plays, camping trips, Halloween party, Spring Sing and potluck, the older kids' play staged at Humboldt State University, work parties, hobby and collections day, Author Festival, Earth Day, field day, community service Dunes Restoration event, and the end of year picnic</p>	<p>Part of staff costs</p>
<p><b>Scope of service:</b></p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>* Will continue successful efforts.</p>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p><b>Goal #3</b></p> <p>To maintain a well equipped school environment in order to preserve the quality and achievements of all students in Union Street Charter, a high performing school.</p>	<p>Related State and/or Local Priorities: X 1 X 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Grades: All</p> <p>Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>Metric</u></b></p> <p>(priorities: student access to quality instructional materials, a facility and campus in good repair, implement CCSS for all students, student access to all required courses of study)</p> <ul style="list-style-type: none"> <li>- Quality of instructional materials &amp; CCSS alignment.</li> <li>- Condition of facility as reported by inspections.</li> <li>- Training and support for implementation of CCSS.</li> <li>- All students are offered all required courses.</li> </ul> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>&amp;bull; Students will have instructional materials that are CCSS aligned.</li> <li>&amp;bull; Facility and Campus are in good repair.</li> <li>&amp;bull; Teachers will set learning goals and objectives based on CCSS in the context of Union Street Charter's mission and vision.</li> <li>&amp;bull; Students will have a broad education with a balance of arts and academics that includes all required courses.</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<p>instructional materials: \$22,673</p> <p>building repair and maintenance: \$ 6,000 (ASD contacted groundskeeping, maintenance, &amp; custodial)</p> <p>staff training costs \$3,200: workshops, leadership conference, on line trainings, CPI, HWT workshop.</p> <p>\$ 13,592: Newsela leveled New Service \$400, Seeds of Sciece Materials \$368, Everyday Math \$6,053, Handwriting without tears \$910, Classroom set of Chromebooks \$5,861.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Purchase additional common core aligned instructional materials (new math program, literature, and science kits).		\$ 13,000	Purchase common core aligned materials: (science kits, NEWSELA, leveled readers, 1st grade language arts resources)  Staff training supports review and implementation of training that supports CC alignment. Staff meeting review and discussion of common core practices and materials is an on going discussion.		\$ 13,592: Newsela leveled New Service \$400, Seeds of Science Materials \$368, Everyday Math \$6,053, Handwriting without tears \$910, Classroom set of Chromebooks \$5,861.
<b>Scope of service:</b>	All  Grades: All		Scope of service:	ALL  Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

<p>Make any required repairs or upgrades to facility and playground. Ask landlord to repaint exterior of building with help from parent volunteers. Agree to rent increase as needed. Rent was lowered from \$70,000 to \$55,000 after budget cuts in 2008-2009. Market value of rental space warrants a rent increase which will help the landlord to make capital improvements.</p>		<p>\$60,000</p>	<ul style="list-style-type: none"> <li>- paint school in summer of 2015</li> <li>- fix leaking sinks</li> <li>- added chips</li> <li>- Added 4th grade projector and mout</li> <li>- moving toward Prop 39 lights, heaters, and insulation</li> </ul>		<p>Increased rent \$6,000 to support paint job and improvements.</p> <p>District maintenance costs \$6,000</p> <p>Summer repairs: \$636</p>
<p><b>Scope of service:</b></p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Principal will review class offerings to ensure that all students have course access to, &amp; quality instruction in, all core elementary subjects.</p>		<p>Costs included in staff salaries reported in Goal #1.</p>	<p>This action is now aligned with Goal 4, Conditions of learning - broad course of study. It should appear as an action in the correct place on the next annual update.</p> <p>Principal reviewed class offerings and determined that students have access to all core subjects as part of a rich curriculum that balances instruction in arts, academics, physical education, and social/emotional spheres.</p>		<p>Part of staff salaries</p>

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	Union Street charter will continue to dedicate resources to staff, materials, facility, and to support parent involvement.				

<b>Original Goal from prior year LCAP:</b>	<b>Goal #4</b> To maintain a rich diverse balanced curriculum of arts and academics that fosters student engagement and high quality learning in order to preserve a quality education for all students in Union Street Charter, a high performing school.		Related State and/or Local Priorities: _1 X 2 X 3 _4 X 5 X 6 X 7 _8 Local:	
<b>Goal Applies to:</b>	Schools: All Grades: All			
	<b>Applicable Pupil Subgroups:</b>	All		

<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>Metric</u></b></p> <p>(priorities: implement CCSS for all students, parental involvement, student engagement, school climate)</p> <ul style="list-style-type: none"> <li>- Quality of instructional materials &amp; CCSS alignment for all students.</li> <li>- Evidence of student engagement including struggling students and advanced students.</li> <li>- Evidence of parental involvement to support all students.</li> <li>- Evidence of positive school climate</li> </ul> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>• High quality instruction and instructional materials will foster student engagement.</li> <li>• Students, including struggling students and advanced students, are contributing members of a positive learning community.</li> <li>• In addition to parental outcomes listed in goal 2, the outcome of parental involvement is to foster student engagement. As they see parents in the school, students explicitly and implicitly understand that school is important to their parents.</li> <li>• Union Street Charter is a learning community created and supported by students, staff, parents, and community members.</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>- Teachers implement CCSS practices that are consistent with the charter's mission and vision.</li> <li>- The school maintains effective instructional practices that support all students including high-needs and exceptional students.</li> <li>- Grades 3 &amp; 4 are using NEWSOLA a news service that allows the teacher to adjust the content of each article to each students optimum reading level.</li> <li>- The school has a second set of chromebooks for instructional purposes.</li> <li>- The school is adding applications to the ipads that are in most classrooms.</li> <li>- 100 % of parents responding to LCAP survey are satisfied with the conditions of learning at Union Street Charter.</li> </ul>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Actions listed in prior goals: Goal 2: foster parental involvement Goal 2: Analyze evidence of student engagement Goal 3: purchase common core materials		See associated expenses in goals 1 and 2.	The refocus of goals to align with logical list of state priorities covers: parent involvement, student engagement, and the purchase of common core materials as reported in other places.		Addressed by comprehensive budget.
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to improve quality instruction to students who need support, and students who are advanced, through aide time, reading and math support, and training for staff to provide differentiated instruction.		Classroom and pullout aides ~ \$18,000.  Staff training ~ \$1,000.	Staff members meet before the start of and after the end of the year, as well as during a portion of staff meetings throughout the year, to discuss and collaborate on best practices and differentiation. Staff members attended trainings focused on improvement during the school year.		Embedded in staff salary and employer costs.

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Principal and staff will analyze evidence of a positive school climate: classroom atmosphere, re-enrollment, need for discipline, parent and student feedback, and parent/student support and satisfaction with program.		Costs included in staff salaries reported in Goal #1.	This action is now associated with goal # 2 school climate in a stable learning community.  Principal and staff conclude that we have a positive school climate as evidenced by multiple measures of engagement and satisfaction including surveys, rate of volunteering, and other soft measure of satisfactions. The LCAP surveys indicate that a very high, >95% of responding parents, percentage of parents approve of school climate, engagement, and satisfaction with school.  91% of students filling out the student survey think that "Union Street Charter has a positive school climate. School feels like a goodplace to be most of the time."		Actual expenditures are embedded in school budget.
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>We will continue to be a collaborative community of students, teachers, and parents.</p>	

**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.)

<p><b>Total amount of Supplemental and Concentration grant funds calculated:</b></p>	<p>15591</p>
<p><b>For 16-17</b></p> <p>ALL FUNDS BENEFIT STUDENTS SCHOOL WIDE. LOW INCOME GROUPS ARE 10% 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.</p> <p>Union Street Charter has no foster youth or English learner pupils.</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.

2.13	%
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**For 2016-17,**

The quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils is described in sections one and two of the LCAP. The 2016-17 funding for the LCAP MPP is projected to be \$15,591. The increased funding allows us to hire and retain highly qualified teachers, to purchase high quality materials, to support struggling learners, and to maintain a unique and welcoming facility.

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
MPP Revenue for low income:	15,591	3,519	6,353
% of funding for Low Inc.:	2.13%	0.47%	0.83%
<b>Section 4: Revenue/Expense Summary</b>	<b>Year 1: 16-17</b>	<b>Year 2: 17-18</b>	<b>Year 3: 18-19</b>
All Funding LCFF Funding Sources: Revenue	749,199	751,308	768,887
Expenditures: From Budget Expenses Resource 0013			
Employee Wages, Certificated and Classified 1-2000	415,196	415,196	415,196
Health Benefits 3411	130,848	137,391	144,261
Emp. Costs other than health benefits 3000	69,019	76,585	84,146

Other expense 4000 & 5000 (with 5716, EPA)	142,171	143,265	143,626
Total General Fund Expenses	757,234	772,437	787,229
<b>CHANGE TO FUND BALANCE:</b>	<b>(8,035)</b>	<b>(21,129)</b>	<b>(18,342)</b>

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.

UNION STREET CHARTER LCAP PLAN ADOPTION PAGE:

Introduced: 5/21/2014 \_\_\_\_\_

Adopted: 6/4/2014 \_\_\_\_\_

Amended: 6/3/2015 \_\_\_\_\_

Amended: \_\_\_\_\_

Amended: \_\_\_\_\_

Amended: \_\_\_\_\_

**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).