



Union House Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146107718

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Union House staff collaborated to review school data from the past three years, 2017-2019. We examined trends as well as current needs of students and staff. Our discussion and analysis was guided by the Eight State priorities and EGUSD's strategic goals. Meetings were held with the following stakeholders: General Staff meetings, Leadership Team meetings, PBIS Team meetings, ELAC Meetings, School Site Council Meetings, and Parent Meetings. Within meetings stakeholders had opportunities to provide feedback and have discussion on High Quality Instruction, Assessments and Program Evaluation, Wellness, and Family and Community Engagement.</p> <p>Leadership Meetings: 9/9/19, 10/14/19, 12/9/19, 1/13/20, 4/3/20, 9/21/20 School Site Council Meetings: 9/26/19, 10/30/19, 2/26/20, 4/22/20, 9/15/20 ELAC: 9/16/20 Back To School and Title I Meeting: 8/22/19, 8/25/20 PBIS Team Meeting: 8/28/19, 9/25/19, 10/23/19, 2/26/20 Parent, Student, Staff Surveys: Fall 2019, September 2020</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>As a result from collaborating with stakeholders, it was noted that support for Social Emotional Learning continues to be a need for our school community. Although, we have made some significant progress in the area of suspensions, we still have work to do. We need to have fidelity to our PBIS school wide systems of behavior and support as well as support for staff in creating safe learning environments and trauma-based training approaches. It is also noted that parent workshops and resources to help parents support their children at home are greatly needed.</p> <p>Fall 2020: Collaboration with stakeholders in August and September 2020 resulted in additional feedback. Staff and parents identified the need to support under-served students and families within the Distance Learning model. Parents indicated the need for additional resources for supporting their child with online learning, Social and Emotional strategies and skills through an equity lens. Both staff and parents identified a need for additional professional learning for staff in culturally responsive teaching practices.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>Union House was identified as Alternative Targeted Support and Improvement because our Chronic Absenteeism is Very High for the following subgroups: Two or More Races, Students with Disabilities, and African American Students. In addition our Suspension rate is Very High for the following subgroups: Two or More Races, White, Students with Disabilities, Socioeconomically Disadvantaged. The following groups were also designated Very Low in the areas of ELA and Math respectively: Students With Disabilities and African Americans. These groups need additional targeted support to meet growth goals. as a result of our needs assessment, the following goals and actions have been added to support students:</p>

- 1.1.2 Teachers and site administrators will receive professional learning on instructional practices and strategies that support equitable student outcomes.
- 1.1.3 Supplementary resources will be purchased to provide additional reading and math support that is accessible at school and home.
- 1.1.6 Teachers will meet each week during their Early Out Professional Learning Collaboration time to discuss the progress of African American and Students With Disabilities using standards-aligned interim assessment data.
- 3.1.1 The suspension rate for African American, Two or More Races, White, Students with Disabilities, Socioeconomically Disadvantaged will be addressed providing mentoring and support for students.

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment 	
<p>Jump To: District Goal 1 District Goal 2 District Goal 3 District Goal 4 Justification Certification</p>		
<p>Site Goal 1.1</p>		
<p>Provide targeted instruction for students assessed to be below grade level using the following measures: CAASPP data, DRA data, Fountas & Pinnell data, i-Ready data. Increase the effectiveness of core instruction and building capacity of grade level PLC's to close the achievement gap through professional development opportunities in research-based practices.</p>		
<p>Close the achievement gap with the lowest performing subgroups in ELA according to the most recent CAASPP:</p>		
<ul style="list-style-type: none"> • African American will move from 17% meets or exceeds to 23% (Red to Orange) • Hispanic will move from 28% meets or exceeds to 38% (Orange to Yellow) • Socioeconomically Disadvantaged will move from 31% meets or exceeds to 41% (Orange to Yellow) • Students with Disabilities will move from 4% meets or exceeds to 9% (orange to yellow) • English Learners will move from 11% meets or exceeds to 21% (Yellow to Green) • Asian students will move from 45% meets or exceeds to 55% (Yellow to Green) 		
<p>Close the achievement gap with the lowest performing subgroups in Math according to the most recent CAASPP:</p>		
<ul style="list-style-type: none"> • African American will move from 9% meets or exceeds to 14% (Red to Orange) • Hispanic will move from 22% meets or exceeds to 27% (Orange to Yellow) • Socioeconomically Disadvantaged will move from 23% meets or exceeds to 28% (Yellow to Green) • Students with Disabilities will move from 4% meets or exceeds to 9% (Orange to Yellow) • English Learners will move from 13% meets or exceeds to 18% (Yellow to Green) • Asian students will move from 32% meets or exceeds to 38% (Yellow to Green) 		
<p>Metric: CAASPP</p>		
<p>Actions/Services 1.1.1</p>		
<p>Principally Targeted Student Group</p>		
<ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White 		
<p>Specific Actions to Meet Expected Outcome</p> <p>Supplemental Personnel</p> <ul style="list-style-type: none"> • Academic Intervention Teacher on contract will use Guided Reading strategies for students they will teach. <p>Supplemental Services</p> <ul style="list-style-type: none"> • Timesheet teachers to provide additional small group targeted 	<p>What is the Research Confirming this is an Effective Practice?</p> <p>John Hattie Intervention Research</p> <ul style="list-style-type: none"> • Small Group Learning has an effect size of 0.49 • Reading Phonics Instruction has an effect size of 0.60 • Reading Comprehension Programs has an effect size of 0.58 • Response to Intervention has a learning effect size of 1.07 	<p>How will you Measure the Effectiveness of the Actions/Services?</p> <ul style="list-style-type: none"> • Monitor the use of Guided Reading strategies and evaluating progress through DRA data, interim assessments, Fountas and Pinnell. • Monitor student and class progress through use of i-Ready Assessment data to predict what percentage of students will be on grade level or above according to CAASPP data.

<p>instruction to underperforming students during extended day.</p>	<p>Avoiding the Devastating Downward Spiral: The Evidence that Early Intervention Prevents Reading Failure, Torgesen 2004</p> <p>Research Base for Guided Reading as an Instructional Approach, Fountas and Pinnell 2010</p>	<ul style="list-style-type: none"> Intervention instruction will focus on assistance to underperforming students focusing on the use of guided reading strategies - additional instruction beyond what the core classroom teachers provide
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Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$91231	Certificated Salaries	Edit	Delete
Title I - Basic (4900/3010)	\$10000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Professional Development</p> <p>1. I-Ready: Provide teachers with professional development on how to analyze i-Ready data to identify specific student needs for whole group instruction as well as small group support in order to provide personalized learning as well as monitoring student progress throughout the year. \$7,000 for subs for teacher release for training</p> <p>2. AVID: Provide professional development to site administrators and teachers through the AVID Summer 2020 Institute as well as monthly professional learning opportunities. \$3700 for Monthly release days - subs for 2 teachers/month Sept - May \$4800 for 12 teachers per month, 1 hour per month</p> <p>3. GLAD: Provide professional development to teachers who have not already been trained in Guided Language Acquisition and Design through NorCal GLAD trainers. \$17,000 for 3 Teachers to attend off site GLAD training with outside provider</p> <p>4. Grade Level Data Analysis: Provide teachers release time to analyze data and collaborate on best practices that lead to high quality instruction. \$21,000 for all grade levels to have 3 release days during the year</p>	<p>John Hattie Research on PD</p> <ul style="list-style-type: none"> Collective Teacher Efficacy has an effect size of 1.57 Classroom Discussion has an effect size of 0.82 Teacher Clarity has an effect size of 0.75 Problem Solving Teaching has an effect size of 0.68 Explicitly Teaching Strategies has an effect size of 0.57 <p>The Impact of Lesson Study on Teacher Effectiveness, Somma 2016</p>	<ul style="list-style-type: none"> Surveys from Professional Development sessions Improved student achievement according to our site based data Best Practices for High Quality Instruction and success indicators will be developed through the collaboration of coaches, teachers, and administration.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$7000	Certificated Salaries	Edit	Delete
Title I - Basic (4900/3010)	\$8500	Certificated Salaries	Edit	Delete

Title I – Basic (4900/3010)	\$12000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$21000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Supplemental Programs for reading, math, concept building, vocabulary development (Reading Counts, MyOn, iReady, Brain Pop, Brain Pop, Jr., Scholastic News, and on the district's approved list) • Supplemental Supplies for AVID and GLAD: AVID Elementary Classroom Posters, College Banners, Binders, Pencil Pouches, Pencils, Colored Pencils, Highlighters, Pens, Binder Paper, Dividers, Sentence strips, etc. • Distance Learning Technology: online subscriptions for Flocabulary, Reflex Math, Premium Kahoot 	<p>John Hattie Research on Curricula</p> <ul style="list-style-type: none"> • Repeated Reading programs has an effect size of 0.75 • Reading Comprehension programs has an effect size of 0.47 • Concept mapping has an effect size of 0.64 • Explicitly Teaching Strategies has an effect size of 0.57 <p>Avoiding the Devastating Downward Spiral: The Evidence that Early Intervention Prevents Reading Failure, Torgesen 2004</p> <p>Research Base for Guided Reading as an Instructional Approach, Fountas and Pinnell 2010</p> <p>Study Says Reading Aloud to Children, More than Talking Builds Literacy, Frey 2015 EdSource</p> <p>The degree in which students are ready for college and careers corresponds to their level of mastery of the elements in all four key areas, thinking about college/career, Knowing about College/career, Developing skills to act on a plan towards College/Career, Going to College/Career; Think, Know, Act, Go, David Conley, 2014</p>	<ul style="list-style-type: none"> • Improved student achievement according to I-Ready data and site data • Best Practices for High Quality Instruction and success indicators will be developed through the collaboration of coaches, teachers, and administration. • Student Learning and interaction will increase with additional technology resources.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$50000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$32000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$12000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Services</p> <ul style="list-style-type: none"> • Provide Extended day programming for GATE students as well as those 	<p>John Hattie Research</p> <ul style="list-style-type: none"> • Enrichment programs have an effect size of 0.53 	<ul style="list-style-type: none"> • Increase the numbers of students participating in GATE. For the 2019-2020 school year we had 55 students

<ul style="list-style-type: none"> seeking enrichment. • Provide supplies and materials to support programs. • Provide timesheets for teachers • Provide Field trips and fees • Contract with outside providers for enrichment. 	<ul style="list-style-type: none"> • Inquiry-based teaching has an effect size of 0.40 • Creativity programs have an effect size of 0.62 • Small Group Learning has an effect size of 0.49 <p>Research on Science Programming</p> <ul style="list-style-type: none"> • Students have an even playing field on which to participate • Students are forced to think rather than memorize. • Students learn that they can interpret data. • Students are encouraged to question observed events and resulting data. • Students practice cause and effect thinking. • Students rely less on authority and more on practical experience. • Students will be better able to make independent decisions later in life. Robert C. Knott, Ed.D Science and Curriculum Improvement Study 3, University of California Berkeley 	<p>who were GATE identified under the EGUSD GATE criteria.</p>
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Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>Maintain the Library Technician hours from the 2019-2020 levels.</p> <p>Purchase High interest and culturally relevant books for school and classroom libraries</p>	<p>School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries, Scholastic 2016</p> <p>Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation, Roscello, 2003-2004</p>	<p>Increase the number of books checked out by 20%.</p> <p>Increase the passing percentage for Scholastic Reading Counts by 10%.</p> <p>Students' interest in reading will increase by increasing the number of high interest and culturally relevant books classroom and school libraries.</p>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$21506	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$52835	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.6

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>Data Analysis</p> <p>Teachers will meet weekly on the Early Out afternoon to collaborate on student progress,</p>	<p>John Hattie's Research supports collective efficacy through PLC work.</p> <ul style="list-style-type: none"> • Teacher Clarity Effect Size .75 	<p>Best Practices for High Quality Instruction and success indicators will be developed through the collaboration of coaches, teachers, and</p>		

analyze grade level data using I-Ready, interim assessment data, DRA, and other grade level data.

Supplemental Assessment Programs:
Purchase Fountas and Pinnell Benchmark Assessment System , 3rd Edition for teachers to identify instructional and independent reading levels of students.

- Professional Development Effect Size .62
- Response to Intervention Learning Effect size 1.07
- Collective Efficacy Effect size 1.57

administration.

Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey, Hattie 2016.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Use assessment data to make actionable instructional decisions through the collaborative process of Professional Learning Communities.
EL students need instruction, supports, and services that are based on the data from the administration and analysis of the ELPAC. Increase the consistent use of research proved ELD practices such as GLAD throughout the instructional day. Teachers will provide Designated ELD instruction to EL students 30 minutes per day, 5 days per week (Kinder: 15 minutes) as required by law.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • English Language Learners will receive high quality programs and services connected to ELPAC data and outcomes. • Timesheets to administer ELPAC • Admin will serve as EL Coordinator - planning and holding ELAC meetings, attending DELAC and District EL Coordinator meetings, overseeing ELPAC, and supporting and monitoring staff in meeting the needs of EL students. • Provide teachers planning time to analyze data and strategic practices and plan for instruction. • Purchase materials and supplies • Provide Supplemental reading and writing support for struggling EL students and Newcomer students with additional opportunities to develop ELA proficiency through targeted small group instruction. 	<p>Matching student instructional opportunities based on Language proficiency increases their success</p>	<ul style="list-style-type: none"> • Increase student ELPAC by one Level each year. • Monitor progress of WIN groups in Reading, Writing, Listening and Speaking • Increase the number of EL students who become re-designated by 15%.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$16614	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Strengthen our foundation of culturally responsive practices, intervention, Social Emotional Learning Strategies, and disciplinary practices.

Our goal is to continue to close the gap between subgroups in regards to the number of suspensions according to Synergy data: (comparing similar time periods August 2018-March 2019 & August 2019-March 2020)

African American suspensions in 2018-19 - 63 suspensions, 2019-2020 - 16 suspensions

Hispanic suspensions in 2018-19 - 39 suspensions, 2019-2020 - 20 suspensions

2 or More suspensions in 2018-19 - 15 suspensions, 2019-2020 - 4 suspensions

White suspensions in 2018-19 - 10 suspensions, 2019-2020 - 0 suspensions

Pacific Islander suspensions in 2018-19 - 2 suspensions, 2019-2020 - 1 suspensions

Asian suspensions in 2018-19 - 1 suspensions, 2019-2020 - 1 suspensions

Our goal is to close the gap between subgroups in regards to the number of chronically absent students according to the CA Dashboard:

Two or More Races will move from Red to Orange

Native Hawaiian or Pacific Islander will move from Orange to Yellow

Socioeconomically Disadvantaged will move from Orange to Yellow

African American will move from Orange to Yellow

Students with Disabilities will move from Orange to Yellow

Chronically Absent students school wide will move from Yellow to Green

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

- American Indian or Alaska Native
- Asian
- Black or African American
- EL
- Filipino
- Foster Youth
- Hispanic or Latino
- Low Income
- Native Hawaiian or Pacific Islander
- R-FEP
- SWD
- White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Supplemental Personnel(Title I Basic) PBIS Wellness Counselor - .50 FTE</p> <p>PBIS Universal Supports for Program (PBIS) Signage and supplies to support implementation of Rules and Expectations, hold student assemblies to support positive school culture and climate</p> <p>Supplemental Materials (Supplemental Concentration)</p> <ul style="list-style-type: none"> • Materials/Supplies to support Pioneer Pride Assemblies • Materials/Supplies to support Schoolwide Positive Incentive 	<p>Classroom Management Effect Size 0.52 Self-Concept Effect Size 0.43 Social Skills Programs Effect Size 0.40 Decreasing Disruptive Behavior Effect size 0.53 Motivation Effect Size 0.48 Reducing Anxiety Effect Size 0.48</p> <p>Lasting Impact of SEL on Academic Achievement, Behavior, and Social-Emotional Competency - A Systemic Approach to Managing Behavioral Disruptions in Early Grades: Foundational Best Practices to Improve Districtwide Behavior Management, EAB 2019 http://drive.google.com/file/d/1R29vmoQgLG7Gu-bV6wZoe9RM5tbddIGG/view?usp=sharing</p>	<p>Counselor to meet with students individually and in groups based on MTSS referrals.</p> <p>2019 Baseline School Climate Data as perceived by students as measured on the California Healthy Kids Survey:</p> <ul style="list-style-type: none"> • School Connectedness - 71% • Academic Motivation - 90% • Caring Adults in School - 71% • Social and Emotional Learning Supports - 80% • Anti-bullying Climate - 77% <p>2020 Goals to increase the positive</p>

<p>Program</p> <p>Supplemental Services (Supplemental Concentration) Contract with outside provider to provide SEL education and student mentoring/character education.</p> <p>Foster Youth Program Ensure that we are working closely with our district and community service providers. When needed, invite them to be a part of our weekly Tier 2 meetings to discuss the needs of our foster students to ensure that they are receiving all needed services.</p> <p>Professional Development Provide professional learning opportunities for staff that support the development of culturally responsive practices, implicit bias interruption strategies, and social emotional learning through an equity lens. Professional Learning will be provided through workshops, book study, SCOE professional learning resources, conferences.</p>	<p>Cultural responsiveness is integral to the "essence" of effective teaching, Effective Teaching is Culturally Responsive, Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably, Basha Krasnoff, March 2016</p>	<p>perception of school climate by students in the following areas as measured by California Healthy Kids Survey:</p> <ul style="list-style-type: none"> • School Connectedness - 80% • Academic Motivation - 95% • Caring Adults in School - 80% • Social and Emotional Learning Supports - 90% • Anti-bullying Climate - 85% <p>Continue to decrease our suspensions as we address student behaviors through restorative practices: 2019-2020 Baseline Suspension data as reported in Synergy: Total suspensions from August - March: 42</p> <ul style="list-style-type: none"> • African American - 16 suspensions • Hispanic - 20 suspensions • 2 or More Races - 4 suspensions • Pacific Islander - 1 suspension • Asian - 1 suspension • Foster - 0 suspensions <p>Tiered Fidelity Inventory for PBIS Implementation of Tier 1 and Tier2. Our Tier 1 Fidelity Inventory score was 80% in 2018-2019. Our goal is to increase our Tier 1 TFI to be 85% for 2020- 2021. Our Tier 2 TFI score was 73% in 2018-2019. Our goal is to increase our Tier 2 TFI to be 83% in 2010-2021.</p> <p>Professional Learning survey of staff</p>
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Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2112	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$47077	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$21396	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

<p>Site Goal 4.1</p> <p>Strengthen our home school connection through the programs and supports that we provide for students and families. Decrease our chronic absenteeism.</p>

- Decrease our chronically Absent student groups from 16% to 10% as measured on the CA Dashboard
- Decrease our AA chronically Absent student group from 23% to 20%
- Decrease our Pacific Islander chronically Absent student group from 20% to 18%
- Decrease our 2 or more Races chronically Absent student group from 30% to 27%
- Decrease our Socio-Economically Disadvantaged chronically Absent student group from 18% to 16%
- Decrease our Students with Disabilities chronically Absent student group from 25% to 22%

Metric: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group

- All • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Supplemental Personnel Timesheet staff to support programs Academic Program Coordinator</p> <p>Supplemental Programs</p> <ul style="list-style-type: none"> • Virtual Bridge Teacher-Family Visitation Program • English Language Advisory Committee (ELAC) • use of Technology and web-based educational programs <p>Supplemental Services</p> <ul style="list-style-type: none"> • Maintain website and Facebook <p>Contract STORM Program (Ron Robinson) to provide monthly virtual Parent/Family Engagement Workshops & Supports: Expanded Learning Initiatives Through Enrichment program designed to engage families of struggling and underserved populations in workshops that will provide both strategies and resources for families to support online learning, Health and Wellness, Growth Mindset, and academic support.</p>	<p>Parental Involvement in learning Effect Size of .51</p> <p><i>Culturally responsive parent engagement involves practices that respect and acknowledge the cultural uniqueness, life experiences, and viewpoints of classroom families and draw on those experiences to enrich and energize the classroom curriculum and teaching activities, leading to respectful partnerships with students and families,</i> Grant and Ray, 2016</p>	<p>Increase in participation of Parent surveys and increase participation in Family events through sign-in sheets. Increase use of website and Facebook.</p> <p>Increase number of staff trained in Virtual Family Home visit program.</p> <p>Increase participation in ELAC by 10%</p> <p>Increased communication with families through the use of technology and media: Synergy email, Parent Vue, School website and Facebook Page</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$41202	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$25000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

Principally Targeted Student Group

- All • Black or African American • Filipino • Foster Youth • Native Hawaiian or Pacific Islander • SWD • Two or More

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> • Personal phone calls from teachers, administrators, and office staff regarding attendance. Identify students with chronic absenteeism and connect them to site mentor 	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf</p>	<p>Analyze monthly attendance data. Monitor the attendance and tardies for the African American, Pacific Islander, 2 or More Races, and Students with Disabilities subgroups.</p>

<p>through the CICO system. Follow school policy as laid out in the EGUSD Parent/Student handbook for tracking and monitoring attendance via the SARB process.</p> <ul style="list-style-type: none">• Provide monthly recognition for students with the most improved attendance at our monthly assemblies• Work closely with our Foster Youth district providers to support our foster students. Ensure that they have the supports that they need to attend school regularly. Identify if they need access to our after school tutoring program or ASES program.		<p>Review and monitor students who are chronically absent (10% or more) monthly with the Tier 2 Leadership Team.</p>
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Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Union House Elementary - 390

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$25,034	\$25,034	\$25,034	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$37,088	\$37,088	\$37,088	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$23,508	\$23,508	\$0	\$0	\$23,508	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$20,114	\$20,114	\$0	\$19,614	\$0	\$500	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$447,351	\$447,351	\$327,072	\$0	\$50,577	\$69,702	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$554,095	\$554,095	\$389,194	\$19,614	\$75,085	\$70,202	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$447,351
Subtotal of state or local funds included for this school	\$106,744

<table border="1"> <thead> <tr> <th colspan="2">Benefits Calculator for Timesheets</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="radio"/> Certificated</td> <td>Staff Amount \$ <input type="text"/></td> </tr> <tr> <td><input type="radio"/> Classified</td> <td>Benefits Amount \$ <input type="text"/></td> </tr> <tr> <td></td> <td>Total \$ <input type="text"/></td> </tr> </tbody> </table>		Benefits Calculator for Timesheets		<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>	<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>		Total \$ <input type="text"/>	<p style="text-align: right;">Signatures: (Must sign in blue ink) Date</p>	
Benefits Calculator for Timesheets											
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<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>										
	Total \$ <input type="text"/>										
	Principal Dorothy Stoppelmann	_____	_____								
	School Site Council Chairperson Sophia Stewart	_____	_____								
	EL Advisory Chairperson Kao Yee Xiong	_____	_____								