



Union House Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Paul Cordero

County-District-School (CDS) Code: 34673146107718

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

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

IV. Goals, Action Plans and Progress Monitoring

Union House Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 638)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 learn in an equitable, 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 engage family and community partners.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Our staff reviewed last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2024-2025 school year. Our PBIS Team Tier II met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

During Union House Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal met periodically with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Union House's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Union House Grade Level Leadership Team Meetings on 9/11/23, 10/16/23, 12/11/23, 1/22/24, 4/15/24, 5/13/24
- School Site Council on 09/28/23, 11/30/23, 2/15/24, 4/11/24, 5/16/24
- ELAC on 10/12/23, 12/07/23, 4/25/24, 5/16/24
- Staff meetings on 8/21/23, 9/18/23, 10/9/23, 11/27/23, 1/8/24, 1/29/24, 2/26/24, 4/1/24, 5/6/24, 5/20/24
- Back to School Night and Title One Meeting on 8/17/23
- Continual input sought through ongoing stakeholder and parent communication through zoom meetings, parent nights, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were modified or added:

- For the 23-24 school year, we had three full-time Academic Intervention Teachers focusing on grades kindergarten through grade six. For the 24-25 school year we will be focusing our Academic Interventions with students in Kindergarten through second grade before extending out to students in grades four through six.
- We are adding whole-school professional development on **Restorative Practices** and will be spending Title I carry-over funds to pay for .5 VP.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

According to the California Dashboard, during the 2023-2024 school year, Union House Elementary was designated as ATSI. This designation was due to our students who identify as being "Two or More" races, having received a red metric on the California Dashboard for chronic absenteeism. In response to this designation, Union House will systematically designate resources both human and material, to support this targeted group of students to improve their attendance throughout the 24-25 school year.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 1:

All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

Site Goal 1.1 (SiteGoalID: 7503) (DTS: 12/13/23)

Overall English Language Arts (ELA) scores will increase from 31% to 35% of our students meeting or exceeding standards on the state CAASPP assessments.

Very Low Category:

- African American students will increase from 24% met or exceeded standards to 28%
- Students with Disabilities (SWD) will increase from 9% met or exceeded standards to 17%

Low Category:

- Asian students will increase from 40% to 44%
- EL students will increase from 16% met or exceeded standards to 20%
- Hispanic students will increase from 24% met or exceeded standards to 28%
- Socioeconomically Disadvantaged students will increase from 25% to 29%

These subgroups will be targeted for academic intervention and tutoring services.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.1.1 (SiteGoalID: 7503) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>1. <u>AVID:</u> School-wide Implementation of AVID. We will purchase allowable, reasonable and necessary supplies and professional development to complete the Action Plan for this goal.</p> <p>2. <u>K-6 ACADEMIC INTERVENTION:</u> 1.0 FTE (T1) AIT, time-sheeted para (SC) will target students (K-2 priority) not meeting grade level standards in ELA. Purchase allowable, reasonable and necessary supplies.</p> <p>3. <u>COUNSELOR:</u> .5 FTE (T1) will work with individual students, small groups, and deliver SEL curriculum.</p> <p>4. <u>VICE PRINCIPAL:</u> .5 FTE (SC) Vice Principal to coordinate extended day, EL Services, student support.</p> <p>5. <u>LIBRARY TECH:</u> Provide additional services including researching, purchasing and presentation of supplemental materials for student classroom and library use. Purchase allowable, reasonable and necessary supplies and books.</p> <p>6. <u>COMPUTER PROGRAMS & SUBSCRIPTIONS & FIELD TRIPS:</u> Purchase supplemental computer programs and subscriptions. Purchase allowable, reasonable and necessary technology, equipment and accessories. Pay for buses for K-6 field trips.</p> <p>7. <u>INSTRUCTIONAL FRAMEWORK</u> School-wide emphasis on all Principles of High Quality Instruction, with an emphasis on Active Participation. Work with</p>	<p>1. AVID CCI score will increase. TFI progress will be monitored monthly by VP and reported to PBIS Team.</p> <p>2. Students being served will demonstrate growth and make adequate progress towards grade level. AITs will report to principal every six weeks and Academic Leadership Team every trimester.</p> <p>3. PBIS data including CICO and referral data will demonstrate growth for targeted students.</p> <p>4. Effective implementation of EL Program including ELPAC administration, completion of assigned duties. Use LCAP Metrics to show Progress Toward English Proficiency and Reclassification. VP and EL Coach will run reports and report to principal, ELAC, and staff.</p> <p>5. All classes will have access to, through reading and/or checking out, supplemental books and research on topics such as science, social studies, and multiculturalism.</p> <p>6. Each trimester, Principal will monitor student and teacher usage, specifically for parent reporting of progress. Monitor number of field trips taken by each grade level.</p> <p>7. FONT observations, collection of data related to students' and teachers' ability to define active participation and how they'll know they are successful, PLC notes/plans, etc.</p>	<p>1. Our overall AVID CCI for 2023-2024 is _____. Our goal for the 2024-2025 school year is to increase this overall score to _____.</p> <p>2. _____ number of students were served. Of those students, _____% made adequate progress towards grade level.</p> <p>3. _____ students, _____ groups, _____ classes were served by counselor. PBIS TFI data showed _____.</p> <p>4. _____% of students showed Progress Toward English Proficiency (district goal 55%) _____% of students were reclassified (district goal 15%)</p> <p>5. _____ additional books were added to the collection. Topics of focus were _____.</p> <p>6. _____ classes used data reports from computer programs during conferences and educational meetings. Grade levels participated in _____ field trips.</p> <p>7. Scores on teacher survey regarding active participation are _____. Student scores on survey are _____.</p>

PLCs to ensure there is a clear definition of active participation and that strategies align with key instruction and are communicated as success criteria. Work with CPL coaches to support PD and PLC work.

Action 1.1.2 (SiteGoalID: 7503) (DTS: 04/27/24)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • SWD • Two or More

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. <u>K-6 ACADEMIC INTERVENTION:</u> 1.0 FTE (T1) AIT, time-sheeted para (SC) will target students (K-2 and Targeted Student priority) not meeting grade level standards in ELA. Purchase allowable, reasonable and necessary supplies.</p> <p>2. <u>COUNSELOR:</u> .5 FTE (T1) will work within Targeted Student Groups to meet with individual students, small groups, and deliver SEL curriculum with the goal of teaching coping strategies, social skills, and help with trauma.</p> <p>3. <u>VICE PRINCIPAL:</u> .5 FTE (SC) Vice Principal to coordinate extended day, EL Services, and behavioral student support with a focus on Targeted Student Groups.</p>	<p>Progress Monitoring</p> <p>1. Targeted Students being served will demonstrate growth and make adequate progress towards grade level. AIT will report progress of subgroups to principal and teachers at monthly PLC meetings.</p> <p>2. PBIS data including CICO and referral data will demonstrate growth for Targeted Student Groups. VP will report at monthly PBIS meetings.</p> <p>3. Establishment of extended day opportunities for Targeted Student Groups. Monitoring of PBIS data specifically for Targeted Student Groups.</p>	<p>Evaluation</p> <p>1. _____ students from the Targeted categories were served. _____% made adequate progress towards grade level.</p> <p>2. _____ students from Targeted Student Groups were served. Of those students, _____% made adequate progress towards grade level.</p> <p>3. _____ students from Targeted Student Groups were served in extended day activities. Referrals rates and suspension rates for Targeted student groups are _____.</p>

Site Goal 1.2 (SiteGoalID: 7830) (DTS: 04/27/24)

VALLEY REGION GOAL

In the Valley Region, implementation High Quality Instruction and implementation of the Instructional Framework, specifically of effective active participation, will increase from 67-70% by the end of the year as measured by the teaching and learning program implementation continuum (PIC).

- From student survey data, when your teacher asks questions, do you have enough time to come up with answers? (64-72%)
- From teacher survey data, regarding current level of implementation, active participation will increase from 81.6% to 83%
- FONT implementation data will increase from 45 to 50 %
- From the student survey data, does the Teacher expect all students to participate every day? 74.7% to 77%.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.2.1 (SiteGoalID: 7830) (DTS: 04/27/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan 1. Work with regional coaches to develop PD plan for the Instructional Framework, focusing on active participation 2. Provide additional PD on Instructional Framework, FONT and active participation to site staff 3. Communicate and get input from students on what adequate	Progress Monitoring PIC data generated from FONT input will be analyzed. Principal will review monthly with VPs and leadership team. Principal will share with regional principals monthly.	Evaluation PD on active participation and FONT was held on _____. From teacher survey data, active participation increased to ____% FONT implementation data increased to ____% From student survey data, "does teacher expect all students to participate every day" increased to ____%

wait time looks like. Classes will develop common understanding of "active participation" and "adequate wait time".

4. Principals from regional schools will share a spreadsheet logging FONT implementation. They will calibrate at monthly meetings.

Funding Sources for District Goal 1 (DEV - LCAP ID: 638)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	212215	Certificated- Salaries
Title I – Basic (4900/3010)	20000	Certificated- Timesheets
Title I – Basic (4900/3010)	27000	Classified- Salaries
Title I – Basic (4900/3010)	2000	Classified- Timesheets
Title I – Basic (4900/3010)	30600	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	12660	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	84000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	15000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	16871	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets

EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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:

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7508) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7508) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan 1. ILLUMINATE ASSESSMENTS: Teachers will administer Illuminate	Progress Monitoring 1. Principal and Instructional Coach will pull Illuminate reports to ensure at least 95% of all eligible	Evaluation 1. <u>Benchmark Illuminate Assessments:</u> ____% of our students have taken all of

<p>Assessments to all students.</p> <p>2. <u>PLC COLLABORATION:</u> Teachers will meet weekly to discuss students progress and analyze data utilizing Illuminate and additional grade level data.</p> <p>3. <u>DATA ANALYSIS DAYS:</u> Data Days will be scheduled for each grade level in order to allow time for teacher collaboration to determine next steps with instruction.</p>	<p>students have taken the Illuminate Assessments each trimester. Principal will report to leadership and staff.</p> <p>2. Grade levels will share agendas and minutes with the principal weekly.</p> <p>3. Teachers will submit agendas as well as products of collaboration such as goal sheets, planning documents, etc.</p>	<p>the Illuminate Benchmark Assessments.</p> <p><u>End of Trimester One:</u> ____% of our students have taken all of the Illuminate End of Trimester One Assessments.</p> <p><u>End of Trimester Two:</u> ____% of our students have taken all of the Illuminate End of Trimester Two Assessments.</p> <p>2. PLC minutes were submitted to administration.</p> <p>3. ____ grade levels held data days and submitted the expected products.</p>
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Action 2.1.2 (SiteGoalID: 7508) (DTS: 04/27/24)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p><u>1. ELPAC ASSESSMENTS:</u> ELPAC Initial Assessments will be given by a certificated time-sheeted teacher within the first 30 days of school. Summative Assessments will be given to all EL students beginning in February. EL Coordination will be handled by Vice Principal.</p> <p>2. ELAC training materials, supplies, and/or light refreshments</p>	<p>1. The percentage of completed ELPAC Assessments will be monitored.</p> <p>2. Number of parents who attend ELAC</p>	<p>1. ____% of Initial ELPAC Assessments were completed within the first 30 days of a newcomer arriving in our school. ____% of students were given the Summative ELPAC Assessment from February to May.</p> <p>2. ____ parents attended first ELAC Meeting, ____ second, ____ third.</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 638)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	10000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	18000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	906	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7504) (DTS: 12/13/23)

Our goal is to support the physical and emotional well-being of all students while increasing the positive culture and climate, and working towards eliminating disproportionality at Union House Elementary.

- 2023-2024 Suspension Rate Data: __%. **Goal for 2024-2025 will be to maintain less than the district goal of 3.5%**
- 2023-2024 Overall Student Perception Survey: __%. **Goal for 2024-2025 will be to increase to 80%**
- 2023-2024 Overall PBIS Tier I & Tier II TFI score: 96%. **Goal for 2024-2025 will be to increase to 100%**

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1 (SiteGoalID: 7504) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan 1. <u>ASSIST RECESS MENTORS:</u> ASSIST Recess Mentors: Promote character development and social interaction.	Progress Monitoring 1. Vice Principal will share PBIS data with PBIS team at monthly meetings and at trimesterly staff meetings. This will include data on	Evaluation 1. To date, we have had _____ suspensions. 2. Second Step dashboard data show that ____% of lessons have

2. <u>SECOND STEP SEL CURRICULUM:</u> Utilize Second Step with counselor and MTSS counselor to support student subgroups.	targeted subgroups. 2. Usage of Second Step and number of students served, suspension data.	been taught.
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Funding Sources for District Goal 3 (DEV - LCAP ID: 638)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	50000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

EL Supplemental (7150/0000)

0

Classified- Timesheets

EL Supplemental (7150/0000)

0

Contracts/Services/Subscriptions

EL Supplemental (7150/0000)

0

Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7505) (DTS: 12/13/23)

Strengthen our home school connection through the programs and supports that we provide for students and families.

- Work with the new FACE Regional coordinator to increase parent connections in AA, Hispanic, & Asian subgroups.

Maintain or increase Partnerships for Student Outcomes: Effective Provision of Opportunities for Parent Involvement survey score at above district Desired Outcome of 88%. Our current score is 92%

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 7505) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan

- Describe your step by step plan for intervention for at-risk students.

Progress Monitoring

- How will you measure implementation?
- How will you measure student improvement using formative data?

Evaluation

- Are you making progress towards your desired outcome?
- What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. Increase school-wide Family and Community Engagement programs and communication such as:</p> <ul style="list-style-type: none"> Parent/Teacher conferences Back to School Night Dia de los Muertos Parent Engagement activities such as: Author Night, AVID College & Career Night, and Science Night with support from FACE Utilize our FACE Family Liaison to make phone calls to personally invite families to events Establish & communicate current events in print, website, social media, Talking Points Hold Family Picnics in the Quad once per trimester Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy Multiple opportunities for parents to chaperone educational field trips 	<p>Progress Monitoring</p> <p>1. School Climate Surveys will be administered to students, staff and parents. Parent data will be used to monitor sense of belonging, connection, and opportunities. Special attention will be paid to subgroups in need.</p>	<p>Evaluation</p> <p>1. Survey Data: ?Parent Sense of Belonging _____%</p> <p>Relationships between School Staff & Families _____%</p> <p>Opportunities for Parent Involvement _____%</p>

Action 4.1.2 (SiteGoalID: 7505) (DTS: 04/29/24)

Targeted Student Group(s)

• Black or African American • Low Income • Native Hawaiian or Pacific Islander • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working?

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Increase attendance rate and decrease chronic absenteeism for ALL students, but with a focus on the following subgroups:</p> <p>Attendance Plan:</p> <p>1. Communicate attendance policy to families in multiple ways.</p> <ul style="list-style-type: none"> • Personal phone calls • FACE Liaison • Talking Points • School meetings (BTSN, conferences, etc.) <p>2. Attendance Incentive Program</p> <ul style="list-style-type: none"> • Goals for students in target populations with incentives • Magnets for classes • Rewards 	<p>Progress Monitoring</p> <p>1. Include attendance in agendas for school presentations.</p> <p>2. Implementation of Incentive Program and monthly check-in with VP to monitor student progress</p>	<p>Evaluation</p> <p>1-2, Chronic Absenteeism percentage:</p> <ul style="list-style-type: none"> • AA 44.5% to _____ • SED 39.7% to _____ • PI 38.3% to _____ • SWD 41.1% to _____ • 2 or more 38.7% to _____

Funding Sources for District Goal 4 (DEV - LCAP ID: 638)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	8857	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$212215	\$0	\$0	\$0	\$212215
Certificated- Timesheets	\$20000	\$10000	\$0	\$1000	\$31000
Classified- Salaries	\$27000	\$0	\$0	\$0	\$27000
Classified- Timesheets	\$2000	\$0	\$0	\$0	\$2000
Contracts/Services/Subscriptions	\$30600	\$0	\$0	\$8857	\$39457
Materials/Supplies/Equipment	\$12660	\$0	\$0	\$500	\$13160

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$84000	\$0	\$0	\$0	\$84000
Certificated- Timesheets	\$3000	\$0	\$0	\$0	\$3000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$15000	\$0	\$0	\$0	\$15000
Contracts/Services/Subscriptions	\$6000	\$0	\$50000	\$0	\$56000
Materials/Supplies/Equipment	\$16871	\$0	\$0	\$0	\$16871

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$18000	\$0	\$0	\$18000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$906	\$0	\$0	\$906

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

V. Funding

Union House Elementary (390) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$324,832	\$304,475	\$10,000	\$0	\$10,357	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$174,871	\$124,871	\$0	\$50,000	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$18,906	\$0	\$18,906	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$518,609	\$429,346	\$28,906	\$50,000	\$10,357	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$324,832	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$193,777	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Paul Cordero	_____	_____
School Site Council Chairperson	Geralynn Moore	_____	_____
EL Advisory Chairperson	Maria Belmontes	_____	_____