Union House Elementary

Local Control Accountability Plan (LCAP) 2025-2026

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

Goal Setting (lcapid: 797) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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.

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 the 2025–2026 school year. Our PBIS Tier II Team met biweekly to track student discipline data, and both the Leadership and PBIS Teams completed the PBIS Fidelity Inventory to assess progress toward our goals.

During Union House Title One meetings, site data was shared and member feedback was solicited. Our Vice Principal met periodically with our English Learner community to explore how we can best serve our EL students and to gather stakeholder input to inform the LCAP planning process. Our School Site Council reviewed Union House data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, along with ongoing conversations with all stakeholder groups, has provided valuable input for the development of 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 9/9/24, 10/21/24, 12/9/24, 1/27/25, 4/14/25, 5/12/25
- School Site Council on 9/26/24, 11/21/24, 2/13/25, 4/10/25, 5/15/25
- ELAC on 10/10/24, 12/5/24, 4/24/25, 5/15/25
- Staff Meetings on 8/19/24, 9/16/24, 10/7/24, 11/18/24, 1/13/25, 1/27/25, 2/24/25, 3/31/25, 5/5/25, 5/19/25
- Back to School Night and Title One Meeting on 8/15/24
- Continual input sought through ongoing stakeholder and parent communication including Zoom meetings, family nights, awards assemblies, and school events.

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 that was integrated into the 2024–2025 LCAP and has directly informed the development of the 2025–2026 LCAP. This input was gathered through staff, parent, and committee meetings, as well as surveys and school events.

The following budget items were modified or added based on stakeholder feedback and school data: In 2024–2025, we had three Academic Intervention Teachers (AITs) serving students in Kindergarten through sixth grade. For the 2025–2026 school year, due to budget adjustments, we will reduce to two AITs and prioritize support for students in Kindergarten through second grade before extending to grades four through six. We also introduced whole-school professional development on restorative practices and used Supplemental carryover funds to support a .5 FTE Vice Principal, which we would like to continue.

For the 2025–2026 LCAP, we will continue to fund all items identified in our needs assessment, including support staff, tutoring and enrichment opportunities, professional development, field trips, technology and materials, family engagement, and recess supervision programs.

Resource Inequities (ATSI, TSI 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.

n/a

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment 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**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8984) (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 1.1.1   (SiteGoalID: 8984) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Staffing • ELPAC Initial Assessments will be administered by a certificated teacher paid on a	• Use Illuminate and TOMS to track student completion. • Check progress weekly during testing windows.	A. <u>Benchmark Illuminate Assessments:</u> --% of our students have taken all of the Illuminate Benchmark Assessments.

timesheet within the first 30 days of school.
- ELPAC Summative Assessments will be administered by credentialed teachers paid on a timesheet.
- SBAC Assessments will be administered by classroom teachers, with additional support from the RSP team for students requiring accommodations.
- EL coordination and support will be provided by the Vice Principal.
- SBAC coordination and support will be provided by the Vice Principal.
- Teachers will administer Illuminate assessments to all students.
- Admin team, AITs, and CRT will help identify and coordinate make-up testing.
- **EL Supplemental for ELPAC Testing: $15,000**

Professional Development

- Provide training for new teachers on CAASPP, ELPAC, and Illuminate testing procedures.
- Provide refresher sessions for returning teachers on test administration and best practices.
- Use PLCs to review and discuss student data using Illuminate and grade-level assessments.

Release Days

- Schedule grade-level Data Analysis Days for teachers to collaborate and determine instructional next steps based on assessment results.
- Use release time as needed to review test completion and plan make-up testing strategies.
- **EL Supplemental: $2,400**
- **Title 1: $10,000**

Supplies

- Send updates to teachers with student lists needing make-ups.
- Coordinate make-up testing daily with support staff.
- Review final participation data at the end of each window.

End of Trimester One:
Completed assessments
Kinder: x/n students (--%)
Gr. 1: x/n students (--%)
Gr. 2: x/n students (--%)
Gr. 3: x/n students (--%)
Gr. 4: x/n students (--%)
Gr. 5: x/n students (--%)
Gr. 6: x/n students (--%)

Total: x/n = --% of students took Tri 1 Assessments

End of Trimester Two:
Completed assessments
Kinder: x/n students (--%)
Gr. 1: x/n students (--%)
Gr. 2: x/n students (--%)
Gr. 3: x/n students (--%)
Gr. 4: x/n students (--%)
Gr. 5: x/n students (--%)
Gr. 6: x/n students (--%)

Total: x/n = --% of students took Tri 2 Assessments

B. --% 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. (ongoing)

C. --% of students completed the SBAC test in May.

- Provide small incentives to recognize student participation and punctuality during testing (e.g., pencils, stickers, snacks).

Contracts - n/a

Site Goal 1.2   (SiteGoalID: 8890) (DTS: 02/13/25)

By June 2026, Union House Elementary will ensure that at least 55% of English Learners make progress toward English proficiency as measured by the ELPI (i.e., advancing at least one ELPI level or maintaining Level 4), with an emphasis on supporting students who previously maintained or decreased an ELPI level. Our current percent making progress is 54%

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

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Action 1.2.1   (SiteGoalID: 8890) (DTS: 02/13/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Staffing • Provide hourly pay (timesheet) for certificated staff to tutor English Learners outside of the regular instructional day. • Focus tutoring efforts on students who maintained or regressed on their ELPI level in the previous school year.	1. Writing Samples (3x/year) • Collect a short writing sample from each EL in fall, winter, and spring. • Look for growth in sentence structure, vocabulary, and clarity. • Talk about it during PLCs. 2. IXL Progress Checks (Trimester)	Based on 2023–24 ELPAC and ELPI data, ___% of English Learners at Union House Elementary progressed at least one ELPI level or maintained Level 4, [meeting/not meeting] the district's target of 55% for English Learner progress. Based on 2023–24 ELPAC and ELPI data, ___% of Long-Term English Learners at Union House

- Utilize Vice Principal to coordinate EL student testing and progress monitoring.
- **EL Supplemental for Tutoring: $1,800**

Professional Development

- Utilize the site-based EL coach and instructional coach to deliver professional development during staff meetings and PLCs.
- Topics will include analyzing ELPI/ELPAC data, designated and integrated ELD strategies, and scaffolding academic language for Long-Term English Learners.

Release Days

- Allocate funds for substitute teachers to release classroom teachers during the school year for English Learner progress monitoring.
- Release days will be used for ELPI data analysis, planning targeted instruction, and conducting student case studies for students not showing adequate growth.
- **Title 1: $10,000**

Supplies

- Purchase supplemental materials to support designated ELD instruction and ELAC.

Contracts

- Continue to provide computerized adaptive academic supports
- Include parents of English Learners in scheduled parent nights with a focus on ELPAC/ELPI awareness, progress, and reclassification.
- Provide translation and interpretation services to ensure full access for families who speak

- Choose a few language skills in IXL (like grammar and vocabulary).
- Check if students are improving and/or practicing regularly.
- Use this as one piece of evidence of growth.

3. Teacher Observations (Ongoing)

- During class, note if students are:
    - Using complete sentences
    - Using new vocabulary
    - Participating in discussions

4. PLC Data Conversations (3x/year)

- Use existing PLC time to ask:
    - Who is growing?
    - Who needs more support?
    - What are we seeing in writing and IXL?

Elementary progressed at least one ELPI level or maintained Level 4, [meeting/not meeting] the district's target of 55% for English Learner progress.

languages other than English.		

Site Goal 1.3   (SiteGoalID: 9002) (DTS: 03/17/25)

By the end of the 2025-26 school year, all students at Union House Elementary will improve their ELA CAASPP scores by at least 4 points on the Distance from Standard metric, reducing the gap from 39 points below standard in 2024 to 35 points below standard.
Low Performance Band (ORANGE):
Students with Disabilities 132 points below the standard in 2024. Goal to make progress by 10 points.
Medium Performance Band (YELLOW):
African American students 66 points below the standard in 2024. Goal to make progress by 8 points.
Asian students 12 points below the standard in 2024. Goal to make progress by 5 points.
Hispanic students 49 points below the standard in 2024. Goal to make progress by 5 points.
English Learners 33 points below the standard in 2024. Goal to make progress by 3 points.
Socioeconomically Disadvantaged students 46 points below the standard in 2024. Goal to make progress by 5 points.
By the end of the 2025-26 school year, all students at Union House Elementary will improve their Math CAASPP scores by at least 4 points on the Distance from Standard metric, reducing the gap from 58 points below standard in 2024 to 54 points below standard.
Low Performance Band (ORANGE):
African American students 97 points below the standard in 2024. Goal to make progress by 4 points.
Asian students 28 points below the standard in 2024. Goal to make progress by 4 points.
English Learners 52 points below the standard in 2024. Goal to make progress by 4 points.
Students with Disabilities 132 points below the standard in 2024. Goal to make progress by 20 points.
Medium Performance Band (YELLOW):
Hispanic students 67 points below the standard in 2024. Goal to make progress by 10 points.
Socioeconomically Disadvantaged students 63 points below the standard in 2024. Goal to make progress by 4 points.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.3.1   (SiteGoalID: 9002) (DTS: 03/17/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you

Action Plan	Progress Monitoring	Evaluation
Staffing	**AVID** *(Staffing, PD, Supplies)*	**SBAC / CAASPP** *(Staffing, PD, Release Days, Supplies, & Contracts)*

Action Plan

Staffing

- 1.0 FTE **(T1 $136,777)** Academic Intervention Teacher (AIT): Provides intervention for students not meeting grade-level ELA standards, prioritizing K–2 and targeted student groups.
- Time-sheeted Paraeducator **(SC $14,000)**: Supports targeted ELA intervention.
- .5 FTE **(SC $97,226)** Vice Principal: Coordinates extended day programs, EL services, and behavior support focused on improving academic outcomes.
- .4688 FTE **(SC $31,234)** Library Tech: Supports research, acquisition, and presentation of supplemental academic materials.
- Pay teachers on timesheets to collaborate and plan for AVID implementation.
- Pay teachers on timesheets to provide additional intervention support with AIT Team. (T1 & SC $23,000)

Professional Development

- AVID: Ongoing training and support for AVID Elementary including implementation of school-wide AVID strategies to strengthen writing, inquiry, collaboration, organization, and reading across content areas.
- Provide professional development to staff on:
  - IXL data monitoring
  - Analyzing DFS and district benchmark alignment
  - AVID instructional strategies
- Use PLCs to collaboratively review student performance on priority standards.

Progress Monitoring

AVID *(Staffing, PD, Supplies)*

- Review AVID CCI score annually.
- Conduct walkthroughs with district AVID coaches twice per year to observe AVID strategies.

Academic Intervention – AIT & Para *(Staffing, Supplies)*

- AITs report progress to principal every six weeks and to Tier 2/3 team regulary.
- Review IXL and assessment data in PLCs each trimester to monitor student growth.

Vice Principal – EL & PBIS Support *(Staffing)*

- Monitor PBIS TFI progress in collaboration with SEL coach and report to PBIS Team.
- Review CICO and referral data each trimester with PBIS Team and Tier 2/3 Team.

Library & Supplemental Materials *(Staffing, Supplies)*

- Track book checkouts and class usage each trimester.
- Confirm that all classes have access to supplemental books aligned to content areas and multicultural topics.

Computer Programs & Field Trips *(Supplies, Contracts)*

- Monitor IXL usage each trimester for students and teachers.
- Track number of field trips per grade level to ensure access and alignment to instruction.

Counselor *(Staffing)*

- Maintain a log of students served through SEL support in collaboration with Tier 2/3 Team.

Evaluation

SBAC / CAASPP *(Staffing, PD, Release Days, Supplies, & Contracts)*

- CAASPP results from spring 2025 will be used to evaluate progress toward our SMART goals of improving Distance from Standard by 4 points in both ELA and Math.
- 2024 baseline scores were: ELA 39 points below standard, Math 58 points below standard.
- Progress will be measured by comparing DFS in 2025 and 2026 to these baseline scores.
- 2025 scores are: ELA ___ points below standard which met/did not meet our goal, Math ___ points below standard which met/did not meet our goal.
- 2026 scores are: ELA ___ points below standard which met/did not meet our goal, Math ___ points below standard which met/did not meet our goal.

AVID *(Staffing, PD, Supplies)*

- The AVID CCI score for 2023–24 was ___; the goal for 2024–25 is to ___.
- AVID walkthroughs showed ___% of classrooms using AVID strategies.
- Teacher reflections collected during AVID meetings indicated ___.

PBIS / TFI *(Staffing)*

- The TFI score remained at ___/40.
- Walkthroughs showed ___% of classrooms met PBIS expectations.
- ___% of staff reported teaching expectations and using recognition systems.

Release Days

- Provide release time for grade-level teams to:
  - Analyze formative and benchmark data
  - Monitor IXL progress
  - Adjust Tier 1 and intervention supports
- Use data analysis days to reflect on progress toward DFS growth and to identify trends by student group.
- **T1 $20,000**

Supplies

- Purchase allowable, reasonable, and necessary supplies to support:
  - Designated interventions in ELA and Math
  - Library and classroom supplemental resources
  - AVID strategy implementation
- Purchase books, manipulatives, and materials that reinforce grade-level standards in ELA and Math.
- Purchase materials and supplies to support GATE enrichment programs (e.g., 3D modeling, media club, STEM activities).
- **T1 $31,781**

Contracts

- Maintain subscriptions for IXL and other district-approved computer-based programs to support standards-based instruction and practice.
- Fund buses and entry costs for K–6 academic field trips, aligned to grade-level learning outcomes and content standards.
- AVID Trainings through AVID Elementary
- Partner with vendors or specialists to lead interest-based enrichment opportunities for GATE students.
- **T1 $20,000**

Instructional Planning & Data (PLC Work) *(PD, Release Days)*

- Use PLC notes and plans to track instructional adjustments based on data.
- Conduct FONT observations to monitor alignment with EGUSD Instructional Framework.
- Review benchmark and IXL data each trimester to guide next steps.

- Referral data showed a change of ___ in incidents and ___ in exclusions.

Academic Intervention *(Staffing)*

- AITs served ___ students; ___ met growth goals, and ___ were exited.
- AITs reported progress every six weeks and each trimester to site leadership.

Counselor *(Staffing)*

- The counselor supported ___ students across ___ groups and classes.
- SEL efforts focused on ___; teacher feedback noted ___.

English Learners *(Staffing, PD)*

- ___% of ELs showed progress; ___% were reclassified (district goal: ___%).
- LTEL progress was ___%, down from ___%; ___% of LTELs were reclassified.
- EL data was shared with staff and ELAC by the VP and EL Coach.

Library & Supplemental Materials *(Supplies)*

- ___ new books were added, focused on topics such as ___.
- All classes accessed materials through checkout or classroom use.

Computer Programs & Field Trips *(Contracts, Supplies)*

- ___ classes used program data during conferences.
- ___ field trips were completed across grade levels.
- Program usage was reviewed each trimester.

Instructional Practice *(PD, Release Days)*

- ___% of teachers reported using active participation

- strategies.
- FONT observations and PLC notes showed alignment with the instructional framework.
- ___% of students reported knowing how to be successful in class.

Action 1.3.2   (SiteGoalID: 9002) (DTS: 04/03/25)

Targeted Student Group(s)

• Asian • EL • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan See above. The action plan is the same.	**Progress Monitoring** Students with Disabilities DFS Targets: ELA +10 points | Math +20 points Monitoring Tools: • IXL progress monitored monthly • Curriculum-based assessments reviewed each trimester • AIT intervention logs • Progress discussed during IEPs and PLCs • FONT observations focused on active participation and student talk African American Students DFS Targets: ELA +8 points | Math +4 points Monitoring Tools: • IXL and assessment data reviewed in PLCs • Intervention participation tracked	**Evaluation** 1. Academic Intervention & Instructional Support • A total of ___ students from targeted groups were served through intervention. • Progress data from intervention logs and curriculum-based assessments indicate that ___% of students made adequate progress toward grade level expectations. • IXL reports and benchmark assessments were reviewed in PLCs every 6 weeks to monitor growth by subgroup. • FONT observations showed evidence of student engagement (active participation and student talk) across all grade levels, with targeted students frequently engaged in discussion and AVID-aligned learning routines.

- FONT observations focused on active participation and student talk
- Benchmark data disaggregated and reviewed each trimester

Asian Students
DFS Targets: ELA +5 points | Math +4 points
Monitoring Tools:

- IXL usage and assessments reviewed quarterly
- Grade-level discussions for differentiation or enrichment
- FONT observations focused on active participation and student talk

Hispanic Students
DFS Targets: ELA +5 points | Math +10 points
Monitoring Tools:

- IXL growth and curriculum-based assessments tracked
- Participation in intervention monitored
- FONT observations focused on active participation and student talk
- Student goal-setting integrated into instruction

English Learners
DFS Targets: ELA +3 points | Math +4 points
Monitoring Tools:

- IXL and assessment data disaggregated
- ELPAC and reclassification reports reviewed by VP and EL Coach
- FONT observations focused on active participation and student talk
- Progress shared at ELAC and parent meetings

Socioeconomically Disadvantaged Students
DFS Targets: ELA +5 points | Math +4 points
Monitoring Tools:

- IXL and assessment results monitored in PLCs

2. Counseling & SEL Support

- Counselors provided services to ____ students across targeted groups, primarily through small groups (____ groups) and whole-class SEL lessons (____ classrooms).
- While individual academic growth is difficult to quantify, teachers reported ____.

3. Behavior & Discipline Data

- Referral and exclusionary discipline data were reviewed monthly and disaggregated by student group:
  - African American: ____% incident rate
  - English Learner: ____%
  - Hispanic: ____%
  - Socioeconomically Disadvantaged: ____%
  - Students with Disabilities: ____%
- While a high rate of incidents involved students from our self-contained ABSS program, only ____ suspensions occurred outside of those settings.
- PBIS Tier I systems, including Pioneer Pride, Check-In/Check-Out, and SEL curriculum, were used to reduce referrals and increase positive student engagement.

4. Assessment Results (Pending/To Be Included)

- CAASPP ELA and Math DFS results will be used to evaluate subgroup progress toward SMART goals.
- ELPAC data will be used to evaluate progress and reclassification rates for English Learners, including Long-Term English Learners.

- Participation in academic supports tracked
- FONT observations focused on active participation and student talk
- AVID-aligned student goal-setting and reflection activities

Site Goal 1.4   (SiteGoalID: 9006) (DTS: 03/17/25)

By June 2026, Union House Elementary will increase the use of active participation strategies—defined as all students saying or doing something in response to instruction—in all classrooms, from the current rate of 74% to 85% of classrooms showing evidence of active participation on FONT observations and 90% of students reporting that their teacher expects them to pay attention and participate.

Metric: Active Participation

Action 1.4.1   (SiteGoalID: 9006) (DTS: 03/17/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Staffing • Principal will coordinate implementation of the goal, support PLC collaboration, and lead FONT observations. • CPL coach and EL coach will support teachers in lesson planning, observation calibration, and model lessons as needed.	**Progress Monitoring** FONT Observation Monitoring (Led by Principal) • 100% of classrooms will be observed at least once per trimester using the FONT tool. • Each classroom will receive a minimum of 3 FONT observations during the school year. • FONT data will be used to calculate the percentage of	**Evaluation** FONT Observation Data • By the end of the year, ___% of classrooms had been visited using the FONT tool at least once per trimester. • ___ classrooms received the full target of three FONT observations. • FONT implementation increased from --% to --% over the year.

Professional Development

- Collaborate with CPL coaches and regional leaders to develop and deliver site PD on active participation strategies from the EGUSD Instructional Framework.
- Include PD for admin team on using FONT as a tool for observation and reflection focused on active participation.
- Use staff meetings and PLC time to define active participation, analyze observation trends, and plan instructional adjustments.

Release Days - n/a

Supplies

- Provide anchor charts, visuals, whiteboards, and other participation tools to support classroom engagement.

Contracts - n/a

classrooms demonstrating active participation (goal: 85% or higher by spring 2026).
- Track the number of visits per classroom and publish a monthly summary to leadership for internal calibration and accountability.
- Use regional administrator meetings for monthly FONT calibration to ensure reliability across classrooms and grade levels.

PLC and Leadership Monitoring

- Grade level leaders will submit documentation by November 2025 confirming that each team has:
  - Agreed upon the district definition of active participation
  - Selected aligned instructional strategies
- Admin will review PLC agendas or notes, or have a conversation once per trimester for evidence of strategy reflection based on observation trends.

Student Feedback

- A short student survey will be administered twice (fall and spring) asking:
  - "Does your teacher expect you to pay attention and participate in class?"
- Data goal: 90% or more of students respond 'yes' by spring 2026.
- Optional reflection prompt: "What does active participation look like in your classroom?"

Professional Development Monitoring

- Attendance and participation will be tracked for each staff PD session related to the Instructional Framework.

- Regional administrators met ___ times to calibrate FONT expectations and ensure consistency.
- FONT data indicated that ___% of classrooms showed evidence of active participation (goal: 85%).

PLC Implementation

- All PLC teams submitted a shared definition of active participation by [month].
- ___% of PLCs documented implementation of aligned strategies.
- Admin reviewed PLC documentation ___ times to monitor consistency and next steps.

Student Voice

- In the fall, --% of students reported that their teacher expects them to participate every day; by spring, this increased to --%, a gain of 3.2 percentage points.
- Students defined active participation as: "--" "--" and "--."

Professional Development

- PD on active participation and the FONT tool was delivered on -- and --.
- --% of staff attended one or both sessions.
- Staff identified strategies such as: "--" "--" and "--" as most impactful in supporting engagement.

Funding Sources for District Goal 1 (DEV - LCAP ID: 797)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	136717	Certificated- Salaries
Title I – Basic (4900/3010)	33000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	15000	Classified- Timesheets
Title I – Basic (4900/3010)	41911	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	20000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	97226	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	31234	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	17872	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	19268	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1   (SiteGoalID: 8891) (DTS: 02/13/25)

By the end of the 2025-26 school year, Union House Elementary will strengthen and expand the Black Excellence Parent Group, increasing participation from the current rate of 5 people by at least 20% and ensuring monthly meetings, culturally responsive family engagement activities, and collaborative advocacy efforts, as measured by attendance records and parent feedback.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8891) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Staffing • Time-sheeted staff may be compensated to support event setup, facilitation, or supervision at meetings or events as needed. • **T1 14,500** Professional Development	**Progress Monitoring** 1. Track attendance at each monthly meeting. Compare to the baseline of 3 people at a meeting to monitor a 15% increase in participation. 2. Verify that one meeting is held each month and that at least one culturally	**Evaluation** 1. An average of ___ participants attended each monthly meeting, compared to the baseline of 3. This represents a [decrease/no change/increase] of ___%, [meeting/not meeting] the goal of a 15% increase.

- Provide culturally responsive training resources for staff related to Black family engagement and advocacy

Release Days - n/a

Supplies

- Purchase event materials (e.g., books, celebration items, cultural displays, informational packets).
- Provide light refreshments and child-friendly supplies for meetings.
- Print flyers, signage, and outreach materials for events and communication.
- T1 $1,250

Contracts

- Partner with speakers and artists to provide culturally relevant programming and family workshops.
- Fund year-long parent and student leadership development including AVID strategies and youth development.
- Offer childcare services as needed.

responsive activity is included each trimester.
3. Collect feedback from families after each meeting or event. Monitor for at least 80% satisfaction and interest in continued participation.
4. Track the number of guest speakers or community partners who participate in events. Goal: at least 2 in the school year.

2. A total of ___ monthly meetings were held during the year. We hosted ___ culturally responsive activities.
3. Family feedback collected after meetings showed that ___% of participants were satisfied and expressed interest in continued involvement.
4. A total of ___ guest speakers or community partners supported Black Excellence events this year, [meeting/not meeting] the goal of at least 2.

Site Goal 2.2   (SiteGoalID: 9021) (DTS: 03/19/25)

By June 2026, Union House Elementary will increase the percentage of students with disabilities meeting or exceeding standards on the CAASPP from 11% to 13% by strengthening student engagement, specifically through increased active participation and student talk during instruction.

Metric: Students with Disabilities Disparity

Action 2.2.1   (SiteGoalID: 9021) (DTS: 03/19/25)

Targeted Student Group(s)

• SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
Staffing • Administrative team will conduct focused FONT walkthroughs in classrooms with students with disabilities (all classrooms.) • Teachers may be time-sheeted for small group academic tutoring of students with disabilities. • Teachers may be timesheeted for collaboration between RSP teacher and GenEd teachers. • **T1 $14,500** **Professional Development** • Provide PD on active participation and student talk, with strategies tailored to students who are one or more grade levels behind benchmark. • Use PLCs for co-planning and reflecting on engagement strategies. **Release Days** • Release time for RSP and general education teacher collaboration. **Supplies** • Purchase engagement tools to support active participation. • **T1 $1,250** **Contracts - n/a**	1. Track how many classrooms with students with disabilities receive FONT walkthroughs. (Staffing) 2. Record which students receive tutoring and how many hours are provided. (Staffing) 3. Track teacher participation in PD and use PLC notes to confirm strategy planning. (Professional Development) 4. Monitor how often RSP and general education teachers use release time to collaborate. (Release Days) 5. Track which engagement tools are purchased and how they're used in classrooms. (Supplies) 6. At the end of the year, compare CAASPP results to see if the percentage of students with disabilities meeting standards increased from 11% to 13%.	1. FONT observations were conducted in all classrooms. Observers specifically looked for active participation and student talk from students with disabilities. ___% of observed classrooms showed evidence of engagement from these students. 2. ___ students with disabilities received timesheeted tutoring support, totaling ____ hours of instruction. 3. ___ teachers participated in professional development on active participation and student talk. PLC notes showed that ___ grade levels planned or reflected on strategies specifically supporting students with disabilities. 4. RSP and general education teachers used release time to collaborate on ___ occasions. 5. Engagement tools such as _____ and _____ were purchased and used in ___ classrooms to support access and participation. 6. The percentage of students with disabilities meeting or exceeding standards on the CAASPP increased from 11% to ___%, [meeting/not meeting] the goal of 13%.

Funding Sources for District Goal 2 (DEV - LCAP ID: 797)		
Funding Source	**Amount**	**Description of Use**

Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	14500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:	District Needs and Metrics 3:
Wellness	Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:
All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	- Cohort Graduation Rate - School Climate - Average Favorability Rating

Site Goal 3.1   (SiteGoalID: 9253) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1   (SiteGoalID: 9253) (DTS: 04/16/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to	

Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	

Site Goal 3.2   (SiteGoalID: 8892) (DTS: 02/13/25)

By the end of the 2025-26 school year, Union House Elementary will reduce student suspensions by 15% through the implementation of targeted interventions, restorative practices, and PBIS strategies, as measured by suspension rates. Our current suspension rate is 1.3% which is below the District desired outcome of 3%. We will decrease the suspension rate for Students with Disabilities from current level of 7.4% to 6%. We will decrease the suspension rate for African American students from current level of 3.9% to 2%.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1   (SiteGoalID: 8892) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Staffing • .5 FTE School Counselor **(T1 $66,753)** Supports targeted student groups through individual	**Progress Monitoring** Counselor Support *(Staffing – T1)* • Track number of students served in SEL groups and 1:1 in Tier 2/3 Team meetings	**Evaluation** Overall Outcomes • Behavior referrals decreased/increased by ___% from the previous year, which [met/did not

and small group SEL sessions; delivers schoolwide SEL curriculum (e.g., Second Step, Zones of Regulation).
- ASSIST Recess Mentors: Facilitate character development, coach social interactions, and model PBIS expectations during recess and unstructured times. **($15,898)**
- .5 Vice Principal Oversee PBIS implementation, monitor referrals and suspensions, and lead Tier 2/3 support systems.

Professional Development

- Provide PBIS Tier 1 and Tier 2 training for all staff, including new staff orientation and midyear refreshers.
- Include restorative practices training in staff meetings and with district facilitators.
- Offer training for yard supervisor team on conflict resolution, behavior prompting, and SEL strategies.
- Use staff meetings or PLCs to review behavior data, reteach expectations, and build capacity for consistent implementation.

Release Days - n/a

Supplies

- Purchase SEL materials for small groups and classrooms
- Maintain stock of PBIS reinforcement tools
- Provide playground supplies and materials that promote structured, inclusive recess games.
- Create visual tools: expectation posters, signage, and hallway reminders aligned to school rules.

- Monitor SEL lessons delivered by grade level
- Review behavior data monthly

ASSIST Recess Mentors & Yard Supervisor Team *(Staffing – Site-Funded or Contracts)*

- Track daily supervision and engagement during recess
- Monitor recess-related referrals and student behavior trends

PBIS Implementation (Includes Restorative Practices) *(PD, Release Days, Supplies, Contracts)*

- Monitor TFI scores each trimester
- Track behavior referral patterns
- Document use of restorative circles or problem-solving conversations
- Review staff training participation and student feedback on school climate

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meet] the goal of reducing incidents by 5%.
- Suspensions decreased/increased by ___%, which [met/did not meet] the goal of reducing suspensions by 15%.

Counselor Support (Staffing – T1)

- The counselor supported ___ students in Tier 2/3 through small group or 1:1 SEL interventions, as documented in team meetings.
- SEL lessons were delivered to ___ grade levels during the school year.
- Monthly behavior data reviews showed a decrease/increase in referrals among supported students.

ASSIST Recess Mentors & Yard Supervisor Team (Staffing – Site-Funded or Contracts)

- Recess mentors and yard supervisors provided daily supervision and social coaching across all grade levels.
- Recess-related behavior referrals decreased/increased by ___%.
- Observational and referral data indicated that student engagement during unstructured times [improved/remained the same/declined].

PBIS Implementation (Including Restorative Practices)
(PD, Release Days, Supplies, Contracts)

- The PBIS Tiered Fidelity Inventory (TFI) score for spring 2026 was ___.
- There were ___ total behavior referrals this year, compared to ___ the previous year.
- ___ restorative circles or problem-solving

Contracts

- Provide year-long student and family leadership education and training, focusing on AVID and youth empowerment principles.
- (SC $5,000)

conversations were documented by staff.
- ___% of staff participated in PBIS and behavior-related professional learning.
- Student climate survey data showed that ___% of students reported knowing the school rules and ___% felt safe at school.

Funding Sources for District Goal 3 (DEV - LCAP ID: 797)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	66753	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	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
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)	4000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	16000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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: 8893) (DTS: 02/13/25)

By the end of the 2025-2026 school year, Union House Elementary will increase its overall attendance rate from 92% to 95%.

By the end of the 2025-26 school year, Union House Elementary will improve the percent of students who are chronically absent by at least 4 points, reducing the percent chronically absent in the year from 28% to 24%. Our long-term goal is to reach the District's desired outcome of 15%.
Low Performance Band (ORANGE):
African American students 32% chronically absent 2024. Goal to make progress by 10 points.
English Learners 25% chronically absent in 2024. Goal to make progress by 3 points.
Two or More Races 33% chronically absent in 2024. Goal is to make progress by 10 points.
Pacific Islander 34% chronically absent in 2024. Goal is to make progress by 4 points.
Students with Disabilities 34% chronically absent in 2024. Goal to make progress by 7 points.
Medium Performance Band (YELLOW):
Asian students 18% chronically absent in 2024. Goal to make progress by 2 points.
Hispanic students 36% chronically absent in 2024. Goal to make progress by 6 points.
Socioeconomically Disadvantaged students 29% chronically absent in 2024. Goal to make progress by 9 points.

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 8893) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Staffing • .5 FTE Vice Principal will lead the attendance team, monitor attendance data, and coordinate outreach. • .5 FTE Counselor will support students through Tier 2 interventions, check-ins, and goal-setting. Professional Development • Provide staff training and planning time for Parent Teacher Home Visits • Share schoolwide and subgroup attendance data during PLCs or staff meetings. Release Days - n/a Supplies • Purchase incentives for students and classes (e.g., stickers, certificates, punch cards). • Provide visual tracking tools and posters to promote daily attendance. Contracts • Provide year-long family and student educational programming focusing on	**Progress Monitoring** Staffing • Monitor attendance data monthly (sitewide and by subgroup) • Document Tier 2 supports provided by counselor in Tier 2/3 Team meetings Professional Development • Promote staff participation in Parent Teacher Home Visits (PTHV) • Share site and subgroup attendance data trimesterly during PLCs Supplies • Monitor distribution and impact of student incentives Contracts • Track participation in family programming and AVID leadership events • Collect student and family feedback on impact of these programs • Review changes in attendance for students who participated	**Evaluation** Overall Outcomes • The school's overall attendance rate for 2025–26 was ___%, compared to ___% in 2024–25. This [met/did not meet] the goal of reaching 95%. • The percentage of students identified as chronically absent was ___%, compared to ___% the previous year. This [met/did not meet] the goal of reducing chronic absenteeism to 20%. Professional Development • ___ staff members participated in Parent Teacher Home Visits (PTHV). • Attendance data by grade level and subgroup was shared ___ times during staff meetings or PLCs. • Staff reported that data awareness and family engagement strategies helped improve attendance in ___% of classrooms. Supplies • ___ incentives were distributed to students and/or classrooms during the year.

AVID and youth leadership development.
- **T1 $10,000**
- **SC $5,000**

Contracts

- ____ students and ____ families participated in AVID or youth leadership programs.
- ____% of participating students showed improved attendance.
- Family and student feedback indicated that ____% found the programming valuable and motivating.

Action 4.1.2   (SiteGoalID: 8893) (DTS: 03/17/25)

Targeted Student Group(s)

• Asian • EL • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan
 	
See above. The action plan is the same.
	Progress Monitoring
	
	• Monthly Attendance Review: Use district reports to review subgroup attendance data (African American, EL, Two or More Races, Pacific Islander, SWD, Asian, Hispanic, SED).
	• Chronic Absence Flagging: Identify students with 10 or more absences and add them to a Tier 2 follow-up list.
	• Tier 2 Supports: Follow up with flagged students using strategies such as:
	   ○ Parent outreach (calls, letters, PTHV)
	   ○ Connection to school events (e.g., AVID, celebrations)
		Evaluation
		
		1. Chronic Absenteeism Percentages
		
		• African American students: 32% (2025) to _____ (2026)
		• English Learners: 25% (2025) to _____
		• Two or More Races: 33% (2025) to _____
		• Pacific Islander students: 34% (2025) to _____
		• Students with Disabilities: 34% (2025) to _____
		• Asian students: 18% (2025) to _____
		• Hispanic students: 36% (2025) to _____
		• Socioeconomically Disadvantaged students: 29% (2025) to _____

	• Trimester Checkpoints: Review subgroup progress toward chronic absence goals three times per year (fall, winter, spring) and adjust supports as needed. • Reporting & Communication: Report subgroup progress in leadership and staff meetings	2. Overall Change • Our overall chronic absenteeism rate changed from 28% in 2025 to _____ in 2026. 3. Narrative Summary • The most significant reduction in chronic absenteeism was seen in the _____ group, with a decrease of ___ percentage points. • Moderate gains were observed in the _____ and _____ groups. • The _____ group maintained its previous rate or showed minimal change. • Based on these results, our school will [continue/adjust] current strategies, with a focus on _____ for 2026–27.

Site Goal 4.2   (SiteGoalID: 9005) (DTS: 03/17/25)

By June 2026, Union House Elementary will increase parent participation in school events, conferences, and committees through consistent outreach, workshops, and communication. The school will also increase favorable parent responses on the LCAP Perspectives Survey to 95% in the areas of sense of belonging (current level is 93%), support for academic learning (current level is 90%), knowledge and fairness of discipline, rules, and norms (current level is 88%), and safety (current level is 91%).

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1   (SiteGoalID: 9005) (DTS: 03/17/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-	• Describe your step by step plan for progress monitoring	• Throughout the year, report the results of the formative

Action Plan	**Progress Monitoring**	**Evaluation**

Staffing
 	
• .5 FTE Vice Principal will coordinate all major family engagement events, promote consistent communication, and align efforts with campus culture and safety goals.
• Teachers will participate in parent events such as Back to School Night, AVID College & Career Night, and literacy or STEM nights. Teachers can be paid on a timesheet for some parent involvement events.
• **T1 $3,000**
 	
Professional Development
 	
• Provide PTHV (Parent Teacher Home Visit) training for new staff and refresher opportunities for returning staff.
• Use staff meetings to review family engagement goals and reflect on how events and interactions support parent perceptions of discipline fairness, safety, and academic learning.
• Offer guidance on making conferences and events more welcoming, inclusive, and informative.
 	
Release Days - n/a
 	
Supplies
 	
• Purchase materials, books, and supplies to support family nights and workshops that reinforce academic learning and student safety.
• Provide light refreshments to create a welcoming
	1. Event Attendance Tracking
	
	• Maintain sign-in sheets or RSVP records for all major school events (e.g., Back to School Night, conferences, AVID Nights, literacy/STEM events, family picnics).
	
	2. Annual Parent Survey Results
	
	• Use the spring LCAP Perspectives Survey to measure parent perceptions in four key areas:
	  ◦ Sense of belonging
	  ◦ Support for academic learning
	  ◦ Knowledge and fairness of discipline, rules, and norms
	  ◦ Safety
	• Compare results to baseline data (2025) and monitor for growth toward the 95% target in each area.
		Event Attendance Tracking
		
		• A total of ___ families attended Back to School Night, representing ___% of students.
		• ___ families attended fall conferences and ___ attended spring conferences.
		• Attendance for AVID, leadership, STEM, or other enrichment events ranged from ___ to ___ families per event.
		• Bring your family to lunch attendance averaged ___ families per event.
		
		Annual Parent Survey Results (LCAP Perspectives Survey)
		
		• Parent perceptions of sense of belonging increased from 93% in 2024 to ___% in 2026.
		• Parent perceptions of support for academic learning increased from 90% in 2024 to ___% in 2026.
		• Parent perceptions of discipline fairness and knowledge of rules increased from 88% in 2024 to ___% in 2026.
		• Parent perceptions of school safety increased from 91% in 2024 to ___% in 2026.
		• The percentage of parents rating all four categories as favorable reached ___% overall.
		• Based on these results, Union House will [continue/adjust] family engagement strategies with a focus on _____.

environment.
- Print flyers and signage promoting school norms, behavior expectations, and academic programs that contribute to positive school climate.
- **T1 $1,000**

Contracts

- Provide year-long parent and student programming focused on leadership development, AVID strategies, and youth empowerment to strengthen school-home connections.
- Offer childcare services to increase accessibility for all families.

Funding Sources for District Goal 4 (DEV - LCAP ID: 797)		
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)	1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	10000	Contracts/Services/Subscriptions
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)	1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	5000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

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	$136717	$0	$66753	$0	$203470
Certificated- Timesheets	$33000	$14500	$0	$0	$47500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$15000	$0	$0	$0	$15000
Materials/Supplies/Equipment	$41911	$0	$0	$1000	$42911
Contracts/Services/Subscriptions	$20000	$0	$0	$10000	$30000

Title I – Basic (4900/3010) Total: **$338,881**

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$97226	$0	$0	$0	$97226
Certificated- Timesheets	$10000	$5000	$0	$0	$15000
Classified- Salaries	$31234	$0	$0	$0	$31234
Classified- Timesheets	$0	$5000	$0	$0	$5000
Materials/Supplies/Equipment	$0	$2500	$4000	$1000	$7500
Contracts/Services/Subscriptions	$17872	$0	$16000	$5000	$38872

Supplemental/Concentration (7101/0000) Total: **$194,832**

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	$19268	$0	$0	$0	$19268
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: **$19,268**

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) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	EGUSD Strategic Goals					
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	Balance
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$338,881	$246,628	$14,500	$66,753	$11,000	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$194,832	$156,332	$12,500	$20,000	$6,000	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$19,268	$19,268	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$552,981	$422,228	$27,000	$86,753	$17,000	

Fund Subtotals

Subtotal of additional federal funds included for this school	$338,881
Subtotal of state or local funds included for this school	$214,100

Title I Centralized Services

Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0