Union House Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Eileen Mann

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: 2026-2027

Goal Setting

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality 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 2026–2027 school year. Our PBIS Tier 2 & 3 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 Leadership Team Meetings on 8/25/25, 9/29/25, 10/27/25, 12/15/25, 3/30/26, 5/11/26 • School Site Council on 10/1/25, 11/12/25, 2/11/26, 4/15/26 and 5/13/26. • ELAC on 9/24/25, 12/12/25, 2/11/26, 5/6/26 • Staff Meetings on 8/12/25, 9/8/25, 10/6/25, 11/3/25, 12/1/25, 1/12/26, 2/2/26, 4/6/26, 5/4/26, 6/8/26

- Back to School Night and Title One Meeting on 8/19/25
- Continual input sought through ongoing parent communication including affinity groups such as Madres Latinas and Black Excellence Group, Young Empowered and Hopeful (YEAH) family nights, trimester awards assemblies, Bring Your Parent to Lunch days, Winter Wonderland Family Event, and Family Valentine's Dance.

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our community members allowed them to provide meaningful input that was integrated into the 2025–2026 LCAP and has directly informed the development of the 2026–2027 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 2025–2026, we had two school counselors due to an HR situation where one was funded by Title 1 and one provided by the school district. Working with HR, we have adjusted this duplicated staffing to have only one school counselor, which more than adequately meets our site needs based on caseloads.
For the 2026–2027 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.

not applicable

Goals, Actions, and Progress Indicators

District Strategic 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.

District Needs and Metrics 1:

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

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

Action 1.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Staffing • Provide hourly pay (timesheet) for certificated staff to tutor English Learners outside of the regular instructional day. • Utilize Vice Principal to coordinate EL student testing and progress monitoring. • **EL Supplemental for Tutoring: $2,000** Professional Development • Utilize the site-based EL coach and instructional coach to deliver professional development during staff meetings and PLCs. Release Days • Allocate funds for substitute teachers to release classroom teachers during the school year for English Learner progress monitoring. • **EL Supplemental: $1,000** Supplies - n/a Contracts - n/a	**Progress Monitoring** Monitor multilingual learner progress at grade-level release days as well as at designated ELD teacher release days.	**Evaluation** In 2023, 54% of ML students made progress. In 2024, 55% of ML students made progress. In 2025, 52% of ML students made progress. In 2026, ___% of ML students made progress. In 2024, 50% of LTELs made progress. In 2025, 75% of LTELS made progress. In 2026, ___ % of LTELS made progress. In 2023, 7% of ML students were reclassified fluent. In 2024, 11% of ML students were reclassified fluent. In 2025, 16% of ML students were reclassified. In 2026, ___ % of ML students were reclassified. In 2023, 17% of LTELs were reclassified as fluent. In 2024, 30% of LTELs were reclassified as fluent. In 2025, 29% of LTELs were reclassified as fluent. In 2026, ___ % of LTELs were reclassified as fluent. Source: EGUSD LCAP Metrics 2025

Site Goal 1.2

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 1.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Staffing • ELPAC Initial Assessments will be administered by a certificated teacher paid on a 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: $12,000** 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. • **Title 1: $30,000** Supplies • Provide small incentives to recognize student participation and punctuality	**Progress Monitoring** • Use Illuminate and TOMS to track student completion. • Check progress weekly during testing windows. • 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.	**Evaluation** Average student participation rate on required district assessments per year, K-6: 2023: 83%, 2024: 88%, 2025: 86%, 2026: ___ % Source: EGUSD LCAP Metrics 2025 100% of eligible students were tested with the initial or annual ELPAC in a timely manner. 99% of eligible students were tested with the SBAC / CAASPP test.

during testing (e.g., pencils, stickers, snacks). Contracts - n/a		

Site Goal 1.3

By the end of the 2026-27 school year, 42% of students who take the CAASPP ELA test will score Standard Met or Exceeded.

By the end of the 2026-27 school year, 33% of students who take the CAASPP Math test will score Standard Met or Exceeded.

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

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Action 1.3.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Staffing • 1.0 FTE **T1 $150,550** Academic Intervention Teacher (AIT): Provides intervention for students not meeting grade-level ELA standards, prioritizing K–2 and targeted student groups. • Time-sheeted Paraeducators **TI $37,500**: Supports targeted intervention. • .5 FTE **SC $100,136** Vice Principal: Coordinates extended day programs, EL services, and behavior support focused on improving academic outcomes. • .4688 FTE **SC $33,894** Library Tech: Supports research, acquisition, and presentation of supplemental academic materials. • Pay teachers on timesheets to collaborate and plan for AVID implementation. **T1 $2,000** Professional Development	**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 & Paras *(Staffing)* • 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,*	**Evaluation** CAASPP *(Staffing, PD, Release Days, Supplies, & Contracts)* % of students who met or exceeded the standard on ELA SBAC test in: 2023 - 31%, 2024 - 36%, 2025 - 38%, 2026 TBD % % of students who met or exceeded the standard on Math SBAC test in: 2023 - 27%, 2024 - 26%, 2025 - 30%, 2026 TBD % AVID *(Staffing, PD, Supplies)* • The AVID CCI score for 2024–25 it was 40. In 2025-26 is is ___ . PBIS / TFI • Tier 1: '24-93%, '25-97%, '26:97%, '27 ___% • Tier 2: '24-81%, '25-92%, '26-100%, '27

• AVID: Ongoing training and support for AVID Elementary including implementation of school-wide AVID strategies.
• **T1 $1,000**
 	
Release Days
 	
• Use data analysis days to reflect on progress
• **T1 $30,000**
 	
Supplies
 	
• Purchase allowable, reasonable, and necessary supplies to support:
  ◦ Designated interventions in ELA and Math
  ◦ Library and classroom supplemental resources
  ◦ AVID strategy implementation **T1 $2,000**
• 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 $42,000**
 	
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. **SC $2,000**
• AVID Trainings through AVID Elementary
• Partner with vendors or specialists to lead interest-based enrichment opportunities for GATE students.
• **T1 $31,000**
	Supplies) Computer Programs & Field Trips *(Supplies, Contracts)*
	
	• Track number of field trips per grade level to ensure access and alignment to instruction.
	
	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.
		___%
		• Tier 3: '24-n/a, '25-71%, '26-88%, '27 ___%
		
		Academic Intervention *(Staffing)*
		
		• In 25-26, AITs served 89 students; 17 met growth goals, and 6 were exited to Tier 3.
		• AITs served ___ students; ___ met growth goals, and ___ were exited to Tier 3.

Site Goal 1.4

Teachers will increase their effective use of active participation - strategic planning from 53% to 65% and of active participation - established routines from 56% to 65% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum.

Metric: Active Participation

Action 1.4.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Staffing - n/a Professional Development - site coaches will deliver professional development on how to engage students in active participation in the writing process. Release Days - teachers will use release days to analyze student writing skills and plan for active participation in the writing process. Supplies - n/a Contracts - n/a	**Progress Monitoring** We will use FONT data to monitor active participation .	**Evaluation**

Funding Sources for District Goal 1		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$182,267	Certificated- Salaries
Title I Basic (4900/3010)	$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	$32,939	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$19,341	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

By June 2027, 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 2.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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. Professional Development	**Progress Monitoring** Include RSP team in grade-level release days to monitor progress of students with disabilities and increase collaboration between RSP team and general education teachers. Planning Days are held for a full day at the end of Trimester 1 and for a half-day at the end of Trimester 2.	**Evaluation** The percentage of students with disabilities meeting or exceeding standards on the CAASPP increased from 11% to ___%, [meeting/not meeting] the goal of 13%.

- 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 - n/a Contracts - n/a		

Site Goal 2.2

In the 2026-2027 school year, Union House elementary will implement a mentoring program for Black students. The mentoring program is still to be determined based on input from the School Site Council and the Black Excellence Family Group.

Metric: African American Disparity

Action 2.2.1

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Contracts - Union House Elementary School will partner with a community based organization to implement a mentoring program for Black students.	**Progress Monitoring** Progress monitoring will include pre- and post-tests or self-reports, reports from teachers about participants' progress, and reports from mentors.	**Evaluation**

Funding Sources for District Goal 2

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	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$0	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$0	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:

Wellness

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

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, PBIS strategies, and extra-curricular opportunities for student engagement (interest clubs, coed sports) 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 3.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Staffing • ASSIST Recess Mentors: Facilitate character development, coach social interactions, and model PBIS expectations during recess and unstructured times. **(SC $20,000)** • SEL Lunch Bunch/Recess Support Para **(Title 1 $5,000)** • .5 Vice Principal Oversee PBIS implementation, monitor referrals and suspensions, and lead Tier 2/3 support systems. • Pay certificated staff on timesheets to support student engagement opportunities. • **T1 10,000** 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 supplies for the Lunch Bunch recess program **(T1 $1,000)** • Maintain stock of PBIS reinforcement tools **(T1 1,000)** • Provide playground supplies and materials that promote structured, inclusive recess games. Contracts - n/a	**Progress Monitoring** Counselor Support • Track number of students served in SEL groups and 1:1 in Tier 2/3 Team meetings • 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, Supplies)* • 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	**Evaluation** Overall Outcomes • First Trimester-Behavior referrals decreased by .8% from the previous year, which did not meet the goal of reducing incidents by 5%. • **According to the California Dashboard, Union House maintained the same suspension rate of 1.3%. African Americans' suspension rate increased by 1% but students with disabilities suspension rate decreased by 1.4%.** 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 were 22% of total school site referrals.** • Observational and referral data indicated that student engagement during unstructured times improved. PBIS Implementation (Including Restorative Practices) *(PD, Release Days, Supplies, Contracts)* • The PBIS Tiered Fidelity Inventory (TFI) score for spring 2026 was - information not yet available. • **There were --- total behavior referrals this year, compared to --- the previous year.** • **There were --- restorative circles or problem-solving conversations were documented by staff** (based on Teacher Managed referrals). • ---% of staff participated in PBIS and behavior-related professional learning. • Student climate survey data showed that ---% of students reported knowing the school rules. Feeling safe at school: **---% said they feel safe most of the time. ---% said they feel safe almost all of the time.**

Site Goal 3.2

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

Metric: Other

Action 3.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 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.	**Progress Monitoring** 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 support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	**Evaluation** 2025-2026: Dashboard shared at monthly PBIS meetings. Yard supervisor staffing discussed and adjusted to site needs. Signs ordered for safety and to reinforce PBIS rules. Yard Supervisor meetings are set for the entire school year. They occur once a month for 45-minutes. UH has partnered with the Equity department and they are at and will be at every meeting teaching restorative practices and de-escalation skills. Site focuses on behavior expectations and game/activity rules and expectations. This is the time yard supervisors discuss/share incident activity and suggest adjustments. For example: Students use MP room bathrooms for before and after school as they are better supervised. This reduced technology violations and altercations in this unsupervised area. Incident data is shared at monthly staff meetings. The dashboard is posted and discussed. There has been a decrease in referrals from last year and an increase in suspensions.

Funding Sources for District Goal 3		
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	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$12,714	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)	$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$1	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

By the end of the 2026-2027 school year, Union House Elementary will increase its overall attendance rate from 92% to 95%.

Metric: Attendance Rate

Action 4.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Staffing • .5 FTE Vice Principal will lead the attendance team, monitor attendance data, and coordinate outreach. Professional Development • Share schoolwide and subgroup attendance data during PLCs or staff meetings. Release Days - n/a Supplies - n/a Contracts - n/a	**Progress Monitoring** Staffing • Monitor attendance data monthly (sitewide and by subgroup) Professional Development • Share site and subgroup attendance data at all staff meetings	**Evaluation** Overall Outcomes • **The school's overall attendance rate for 2025–26 was 94%, compared to 94.4% in 2024–25.** This did not meet the goal of reaching 95%. • **The percentage of students identified as chronically absent was 19 %, compared to 20.7 % the previous year.** This met the goal of reducing chronic absenteeism to 20%. • For the 26-27 school year ___.

Site Goal 4.2

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

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Action 4.2.1

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	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between

	collect and how often?	the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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 and classified staff will participate in parent events such as Back to School Night, AVID Nights, and literacy or STEM nights. Teachers, paraeducators, and yard supervisors can be paid on a timesheet for supporting parent involvement events.
• **SC $8425 for certificated timesheets**
• **T1 1505 for classified timesheets**
 	
Professional Development - n/a
 	
Release Days - n/a
 	
Supplies - **$1,000** for TK Family University Program **(Title 1)**
 	
Trainining materials and light refreshments for ELAC meetings **$345 (EL Supplemental)**
 	
Contracts
 	
• Provide year-long family and student educational programming focusing on AVID, youth leadership development, enrichment, and school-home connection.
• **T1 $19,000**
	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. Mid-Year Parent Survey Results
	
	• Use a mid-year Rapid Cycle 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 350 families attended Back to School Night in 2025.
		• Attendance for AVID, leadership, STEM, or other enrichment events ranged from 58 to 123 families per event.
		• Bring your family to lunch attendance was 268 students per event.
		• 312 families attended Open House in April, 2026.
		
		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 __________.

Funding Sources for District Goal 4		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$3,000	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$500	Classified- Timesheets
Title I Basic (4900/3010)	$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$500	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$0	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

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	$150,550	$0	$0	$0	$150,550
Certificated- Timesheets	$32,000	$0	$10,000	$0	$42,000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$37,500	$0	$5,000	$1,505	$44,005
Materials/Supplies/Equipment	$44,000	$0	$2,000	$1,000	$47,000
Contracts/Services/Subscriptions	$32,000	$5	$0	$19,000	$51,005
				Title I Basic (4900/3010) Total:	**$334,560**

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$100,136	$0	$0	$0	$100,136
Certificated- Timesheets	$15,345	$0	$0	$8,425	$23,770
Classified- Salaries	$33,894	$0	$0	$0	$33,894
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$2,000	$5,000	$20,000	$0	$27,000
				Supplemental/Concentration (7101/0000) Total:	**$184,800**

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	$15,000	$0	$0	$0	$15,000
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	$345	$345
				EL Supplemental (7150/0000) Total:	**$15,345**

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) | 2026-2027

Fund Source *Mgmt. Code / Description* *Resc. Code / Description*	Allocation	EGUSD Strategic Goals 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	$334,560	$296,050	$5	$17,000	$21,505	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$184,800	$151,375	$5,000	$20,000	$8,425	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$15,345	$15,000	$0	$0	$345	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$534,705	$462,425	$5,005	$37,000	$30,275	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$334,560
Subtotal of state or local funds included for this school	$200,145