

## 2021 - 2022 School Accountability Report Card - Executive Summary



### Union House Elementary

7850 Deer Creek Dr  
Sacramento, CA 95823  
916-424-9201

### Board of Education

Beth Albiani  
Nancy Chaires Espinoza  
Carmine S. Forcina  
Gina Jamerson  
Dr. Crystal Martinez-Alire  
Anthony "Tony" Perez  
Sean J. Yang

#### Hours of Operation

Our office is open from 7:30 a.m. to 3:30 p.m. Monday through Friday. We are on a modified traditional school calendar. Parents are always welcome to visit the office where our staff can assist with registration as well as providing information and programs available at the school.

#### School Highlights and Awards

Union House supports student achievement by offering:

- \*Preschool Classes
- \*ASES After School program serving 200 students
- \*National Elementary Honor Society
- \*Dance Club
- \*School Band
- \*Science Club
- \*Media Club
- \*Sports Clubs
- \*CA PBIS Coalition 2021 Silver PBIS Award
- \*AVID

#### Student Demographics

	School	District
Enrollment	745	63,130
English Learners	208	9,477
Languages Spoken	19	96
Students of Poverty	679	30,945
GATE	30	5,743

SOURCE: 2020 - 2021, California Dept. of Education

#### Population by Ethnicity

Ethnicity	Percentage
African American	16%
American Indian	0%
Asian	35%
Filipino	3%
Hispanic	32%
Pacific Islander	6%
Two or More Races	7%
White	3%

SOURCE: 2020 - 2021, California Dept. of Education

#### Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: <http://www.egusd.net/academics/assessments/school-accountability-report-cards/>

#### A Message From the Principal

Union House Elementary Vision: At Union House All students will have equitable access to high-quality educational instruction so they can achieve high levels of academic and social-emotional success.

The safety and well-being of our students is our school's first priority. Our Positive Behavioral Interventions and Supports (PBIS) plan provides school wide behavioral expectations, positive incentive programs, as well as social emotional learning activities that support student agency. Our Pioneer Promise of Be Safe, Be Respectful, Be Responsible, Be Engaged helps to create an atmosphere in which students feel comfortable and supported.

Parent support and involvement is fundamental to the success of Union House Elementary School. We welcome parent participation. Many parents help plan the programs and policies through a variety of committees including School Site Council and English Learner Advisory Committee. Some parents serve as classroom volunteers, chaperone field trips, plan family activities, or provide support around campus. Parents also support student achievement by supporting students in completing their daily homework, reading with them on a nightly basis, and by sending a clear message that education and regular school attendance are important to the family. The atmosphere at Union House makes the community feel welcome and our students feel comfortable to achieve and learn. We welcome you as partners in the pursuit of your child's academic achievement.

Paul Cordero, Principal  
Union House Elementary

#### Parental Involvement

All families are encouraged to become informed and actively involved. We have Back to School Night, Open House, PTO meetings, student assemblies, spirit rallies, Pioneer Family Academy, Bring Your Parent to Lunch days and other special events. You are welcome to schedule time to meet with your child's teacher to volunteer in your child's classroom. Parents can also become involved by joining the School Site Council or other parent advisory committees. For information contact our school secretary, Silvia Quintero, at (916)424-9201.

## Teacher Credentials and Misassignments

In the 2019-2020 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

### Teacher Credentials (School Year 2019 - 2020)

Total Number of Teachers	35
Total Full Credentials	34

SOURCE: 2021 - 2022, EGUSD

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019 - 2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.8
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.8

SOURCE: 2020 - 2021, California Dept. of Education

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019 - 2020)

Authorization/Assignment	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

SOURCE: 2020 - 2021, California Dept. of Education

### Class Assignments (School Year 2019 - 2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

SOURCE: 2020 - 2021, California Dept. of Education

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## School Facility Conditions and Planned Improvement

Union House was built in 1988. It has 34 classrooms, a multipurpose room, a library, a computer lab, and an administration building. A new classroom building was completed in 2006. Additional perimeter fencing as well as a gate in front of the multipurpose room was added in 2013. In 2018, the first phase of updates and site renovations began as a result of Measure M, the District's first ever general obligation school facilities bond measure. In the summer of 2018, a new roof was installed campus-wide and all HVAC units were replaced. A new parking lot was designed which included upgrades to the handicapped parking, student drop-off lane, secure bike parking, and pedestrian fencing. New outdoor seating and learning spaces were created and installed. In the summer of 2019 the office, library, Kindergarten rooms, and two classroom wings were remodeled. The front entry of the school was redesigned and remodeled. Continuous maintenance of the buildings and grounds is a priority to provide our students and staff a safe and welcoming learning environment.

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

In 2017, we added 8 new Chromebook carts to support technology education in the classrooms, providing us 1:1 access for grades 2-6.

In 2019, new outdoor lighting was installed throughout the campus to increase visibility.

In 2019, the front entrance of the MP Room was remodeled along with the student bathrooms.

In 2019 the C,D, E, and F wings were remodeled, updating learning spaces with new wall coverings, flooring, and technology.

## School Facility Good Repair Status

Date of facilities inspection : 8/25/2021

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No
<b>Interior:</b> Interior Surfaces	X			No
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No
<b>Electrical:</b> Electrical	X			No
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			No
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No
<b>Structural:</b> Structural Damage, Roofs	X			No
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No

	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	X			

SOURCE: 2021 - 2022, EGUSD

**Class Size**

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes. For the 2021 - 2022 school year, class sizes are 24 to 1 in Transitional Kindergarten through 3rd grade, and 28 to 1 in 4th through 6th grades.

<b>School Average</b>	
Kindergarten	24
Grade 1	23
Grade 2	22
Grade 3	22
Grade 4	27
Grade 5	25
Grade 6	25

SOURCE: 2020 - 2021, California Dept. of Education

**California Assessment of Student Performance and Progress Results for All Students  
(School Year 2020 - 2021)**

<b>Subject</b>	<b>Percent of Students Meeting or Exceeding the State Standards</b>					
	<b>School</b>		<b>District</b>		<b>State</b>	
	<b>2019 - 2020</b>	<b>2020 - 2021</b>	<b>2019 - 2020</b>	<b>2020 - 2021</b>	<b>2019 - 2020</b>	<b>2020 - 2021</b>
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

## Professional Development

Our professional development initiatives include: support of Professional Learning Communities for the implementation of AVID strategies ; innovating education through implementation of social emotional learning strategies; expansion of teachers' repertoire of technology platforms to be used to enhance their instruction; and high leverage methods to build student language and literacy skills while developing early number sense.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges as well as new strategies for their classrooms.

District wide, EGUSD provides a variety of classes for support staff including, instructional assistants, school secretaries, office clerks, and custodians. All training relates to their job description and may include learning new technology skills or working more efficiently.

## School Safety Plan

Our district is committed to providing a safe, secure environment for learning. Our School Safety Plan, which was reviewed in September 2021, indicates the ways we solicit input from our community that addresses safety procedures as well as goals for developing a positive school climate. Each room is equipped with Safety Flip Charts that outline all of our safety procedures. A new communication system was installed in the fall of 2019, including emergency buttons in each room. An "Emergency Handbook" is kept in the school office. Random, periodic school safety inspections are conducted by the County of Sacramento, and various drills are held each month. The school is surrounded by fencing and visitors are asked to check in and enter the premises through the office. Adult supervision is provided before and after school.

## Specialized Programs

Academic needs are met through differentiated instruction in classrooms. Instruction is provided by teachers and para-educators, small group instruction in the Learning Center, and extended day and Intersession classes. Our "What I Need" time is a 30-minute period during the day when students are grouped across the school according to their language development needs. An Intervention Teacher provides intensive early literacy instruction for our students in first, second and third grades needing additional support. Our teachers provide additional instruction as well as enrichment during flexible group time. A Bilingual Teaching Associate assists teachers in providing primary language assistance, translations and academic support. GATE students participate in accelerated instruction within classrooms and in after-school programs. Targeted assistance is provided for EL students. Enrichment classes include STEM, basketball, soccer, running club, media club, dance, and band.

## Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$47,193	\$50,897
Midrange	\$67,621	\$78,461
Highest	\$98,138	\$104,322
<b>Principals</b>		
Elementary	\$125,579	\$131,863
Middle	\$122,900	\$137,086
High	\$133,715	\$151,143
<b>District Superintendent</b>	\$363,331	\$297,037
<b>Share of budget used for</b>		
Teachers' Salaries	35.0%	32.0%
Administrative Salaries	4.0%	5.0%

SOURCE: 2019 - 2020, California Dept. of Education

## District Administration

Christopher R. Hoffman  
Superintendent

Mark Cerutti  
Deputy Superintendent,  
Education Services and Schools

Bindy Grewal  
Assistant Superintendent,  
Elementary Education

Shannon Hayes  
Chief Financial Officer

Steve Mate  
Chief Technology Officer

Craig Murray  
Assistant Superintendent,  
Secondary Education

Robert Pierce  
Deputy Superintendent,  
Business Services and Facilities  
Administration

Xanthi Soriano  
Director of Communications and PIO

David E. Reilly  
Associate Superintendent

Amreek Singh  
Chief Human Resources Officer

## Discipline

	School	District
Suspensions	0.0%	0.1%
Expulsions	0.0%	0.0%

SOURCE: 2020 - 2021, California Dept. of Education

## Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2020)	63,130
Elementary Schools	42
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1