



Union House Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Union House staff and our School Site Council met throughout the school year to review our progress towards our LCAP goals and analyze our results. During our Site Council and ELAC meetings site data was shared and members' feedback was solicited. Our site Leadership team and the School Site Council reviewed our data related to the district's four strategic goals as well as our progress toward those goals. These ongoing conversations with our stakeholders, has provided critical input for creating the 2021-2022 LCAP. The following opportunities were held for stakeholders to be part of the planning process: Leadership Team Meetings: 9/21/20, 10/26/20, 12/7/20, 1/25/21, 4/29/21, 5/17/21 School Site Council: 9/15/20, 9/29/20, 2/24/21, 4/28/21, 5/26/21 ELAC: 12/16/20, 5/27/21 Title I Parent Involvement Meeting: 9/3/20 Staff Meetings: 9/31/20, 9/14/20, 9/12/20, 11/9/20, 12/14/20, 1/11/21, 1/22/21, 4/12/21, 5/3/21 Parent, Student, Staff Surveys: Fall 2020 and Spring 2021 LCAP Stakeholder and Planning meetings were held with SSC on 4/28/21 and 5/26/21 and with staff on 4/26/21 and with leadership on 4/19/21 and 5/17/21.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>As a result of collaboration with our stakeholders, it was noted that our data continues to demonstrate a need for social emotional learning for our students that is addressed both on an individual level as well as through supports school wide. Additional targeted intervention in the areas of literacy, math and in English Language development is needed for our students.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>Union House has previously been identified as needing Alternative Targeted Support and Improvement in the area of absences to address our Chronic Absenteeism which is high for our students of 2 or more races, Students with Disabilities, and African American Students. During the 20-21 school year with Distance Learning, school attendance was accounted for a bit differently but we continue to have students with chronic absenteeism that need support.</p>

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
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All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

Provide targeted instruction for students assessed to be below grade level using the following measures: CAASPP data, DRA data, Fountas & Pinnell data, i-Ready data, EGUSD Benchmark/Illuminate Assessments. Increase the effectiveness of core instruction and building capacity of grade level PLC's to close the achievement gap through professional development opportunities in research-based practices.

Close the achievement gap with the lowest performing subgroups in ELA according to the most recent CAASPP 2021 and the California Accountability Dashboard:

- African American will move from 17% meets or exceeds to 23% (Red to Orange)
- Hispanic will move from 28% meets or exceeds to 38% (Orange to Yellow)
- Socioeconomically Disadvantaged will move from 31% meets or exceeds to 41% (Orange to Yellow)
- Students with Disabilities will move from 4% meets or exceeds to 9% (orange to yellow)
- English Learners will move from 11% meets or exceeds to 21% (Yellow to Green)
- Asian students will move from 45% meets or exceeds to 55% (Yellow to Green)

Close the achievement gap with the lowest performing subgroups in Math according to the most recent CAASPP:

- African American will move from 9% meets or exceeds to 14% (Red to Orange)
- Hispanic will move from 22% meets or exceeds to 27% (Orange to Yellow)
- Socioeconomically Disadvantaged will move from 23% meets or exceeds to 28% (Yellow to Green)
- Students with Disabilities will move from 4% meets or exceeds to 9% (Orange to Yellow)
- English Learners will move from 13% meets or exceeds to 18% (Yellow to Green)
- Asian students will move from 32% meets or exceeds to 38% (Yellow to Green)

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Supplemental Personnel Academic Intervention Teacher on contract will provided targeted assistance in ELA and Math to students struggling to meet grade level standards as measured on Illuminate Benchmark assessments, CAASSP results, GL assessments, and iReady data. 1.0 FTE and 0.60 FTE positions Supplemental Service</p> <p>2. Timesheet teachers to provide additional small group targeted instruction to underperforming students during extended day. Provide supplemental instructional supplies to support target small group.</p>	<p>John Hattie Intervention Research</p> <ul style="list-style-type: none"> • Small Group Learning has an effect size of 0.49 • Reading Phonics Instruction has an effect size of 0.60 • Reading Comprehension Programs has an effect size of 0.58 • Response to Intervention has a learning effect size of 1.07 <p>Avoiding the Devastating Downward Spiral: The Evidence that Early Intervention Prevents Reading Failure, Torgesen 2004</p> <p>Research Base for Guided Reading as an Instructional Approach, Fountas and Pinnell 2010</p>	<p>1. Monitor the use of Guided Reading strategies and evaluating progress through DRA data, interim assessments, Fountas and Pinnell. Monitor student and class progress through use of i-Ready Assessment data and Illuminate Interim Benchmark Assessments to predict what percentage of students will be on grade level or above according to CAASPP data. Intervention instruction will focus on assistance to underperforming students focusing on the use of guided reading strategies - additional instruction beyond what the core classroom teachers provide</p> <p>2. Additional Targeted instruction will be measured using Pre/Post teacher assessments in ELA and Math</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$12000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$146968	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Professional Development 1. Culturally Responsive Teaching: Offer PD opportunities for staff in the area of culturally responsive teaching practices provided by site leadership. 2. AVID and iReady: Provide professional development to site administrators and teachers through iReady coaches and the AVID Summer 2021 and 2022 Institute as well as monthly professional learning opportunities. 3. Grade Level Data Analysis: Provide teachers release time to analyze data and collaborate on best practices that lead to high quality instruction.</p>	<p>John Hattie Research on PD</p> <ul style="list-style-type: none"> Collective Teacher Efficacy has an effect size of 1.57 Classroom Discussion has an effect size of 0.82 Teacher Clarity has an effect size of 0.75 Problem Solving Teaching has an effect size of 0.68 Explicitly Teaching Strategies has an effect size of 0.57 <p>The Impact of Lesson Study on Teacher Effectiveness, Somma 2016</p>	<ol style="list-style-type: none"> Surveys from Professional Development sessions Improved student achievement according to our site based data (iReady, AVID assessment tool). Best Practices for High Quality Instruction and success indicators will be developed through the collaboration of coaches, teachers, and administration. AVID Coaching and Certification Instrument will improve in the implementation expectations over our base score of 40 Expectations does not meet AVID implementation expectation to meets implementation in all areas. Teacher will meet trimesterly to analyze data. Effectiveness will be measured by equitable intervention practices across grade levels in addressing student needs. iReady Yearly Progress will be at least 125% for student performing two grade levels or below.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$12000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$49255	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Supplemental Instructional Materials</p> <ol style="list-style-type: none"> Supplemental Programs for reading, math, concept building, vocabulary development (Reading Counts, MyOn, 	<p>John Hattie Research on Curricula</p> <ul style="list-style-type: none"> Repeated Reading programs has an effect size of 0.75 Reading Comprehension programs has 	<ol style="list-style-type: none"> Improved student achievement according to I-Ready data and site data Best Practices for High Quality Instruction and success indicators will

<p>iReady, Brain Pop, Brain Pop, Jr., Scholastic News, and on the district's approved list)</p> <ol style="list-style-type: none"> Supplemental Supplies for AVID and GLAD: AVID Elementary, Binders, Pencil Pouches, Pencils, Colored Pencils, Highlighters, Pens, Binder Paper, Dividers, Sentence strips, etc. Web-based subscriptions for Flocabulary, Reflex Math, Premium Kahoot, and other web-based instructional curriculum on the District's approved list Supplies for supplemental copying including paper, and supplies for the Riso copiers. 	<p>an effect size of 0.47</p> <ul style="list-style-type: none"> Concept mapping has an effect size of 0.64 Explicitly Teaching Strategies has an effect size of 0.57 <p>Avoiding the Devastating Downward Spiral: The Evidence that Early Intervention Prevents Reading Failure, Torgesen 2004</p> <p>Research Base for Guided Reading as an Instructional Approach, Fountas and Pinnell 2010</p> <p>Study Says Reading Aloud to Children, More than Talking Builds Literacy, Frey 2015 EdSource</p> <p>The degree in which students are ready for college and careers corresponds to their level of mastery of the elements in all four key areas, thinking about college/career, Knowing about College/career, Developing skills to act on a plan towards College/Career, Going to College/Career; Think, Know, Act, Go, David Conley, 2014</p>	<p>be developed through the collaboration of coaches, teachers, and administration. Scores of at least three on AVID Measurement Tool under organizational strategies.</p> <ol style="list-style-type: none"> Student Learning and interaction will increase with additional technology resources. iReady Vocabulary subscore will increase by 10%. SBAC scores on Reading and Math will increase by at least 2% Improved student achievement according to iReady, Tier 2 assessment monitoring and site data.
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$37300	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$9700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Actions</p> <ol style="list-style-type: none"> Provide Extended day programming for GATE students as well as those seeking enrichment. Provide supplies and materials to support programs. Provide timesheets for teachers Fund GATE Coordinator to oversee GATE identification process, attend district GATE meetings, and coordinate site level GATE activities. 	<p>John Hattie Research</p> <ul style="list-style-type: none"> Enrichment programs have an effect size of 0.53 Inquiry-based teaching has an effect size of 0.40 Creativity programs have an effect size of 0.62 Small Group Learning has an effect size of 0.49 <p>Research on Science Programming</p> <ul style="list-style-type: none"> Students have an even playing field on which to participate Students are forced to think rather than memorize. Students learn that they can interpret data. Students are encouraged to question observed events and resulting data. Students practice cause and effect thinking. Students rely less on authority and more on practical experience. Students will be better able to make independent decisions later in life. Robert C. Knott, Ed.D Science and Curriculum Improvement Study 3, University of California Berkeley 	<p>Measurements</p> <p>1-4: Increase the numbers of students participating in GATE to 60. For the 2019-2020 school year we had 55 students who were GATE identified under the EGUSD GATE criteria.</p> <p>CAASPP scores for these students will be at "Standard Exceeded" or "Standards Met" level in both ELA and Math.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$897	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> Maintain the Library Technician hours from the 2019-2020 levels, 6.5 hours per day. Implement a home literacy program using the "Let's Learn" backpacks through the collaborative efforts of the Academic Program Coordinator, Bilingual Teacher Associates, and Library Technician. 0.3 FTE of Academic Program Coordinator's work will be to work with families to build literacy. 	<p>School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries, Scholastic 2016</p> <p>Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation, Roscello, 2003-2004</p>	<ol style="list-style-type: none"> Increase the number of books checked out by 20%. Increase the passing percentage for Scholastic Reading Counts by 10%. 2-3. The APC, BTAs, and Library Tech will working with parents, families, and teachers in order to fully implement the "Let's Learn" home literacy program. Schoolwide data will be collected and analyzed on all students who check out the "Let's Learn" backpacks. This will be a baseline year for our data collection.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$21928	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$41890	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.6

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Data Analysis</p> <ol style="list-style-type: none"> Teachers will meet weekly on the Early Out afternoon to collaborate on student progress, analyze grade level data using iReady, interim assessment data, DRA, and other grade level data. Professional Development: Provide support and training for teachers to use Fountas and Pinnell Reading Assessments 	<p>John Hattie's Research supports collective efficacy through PLC work.</p> <ul style="list-style-type: none"> Teacher Clarity Effect Size .75 Professional Development Effect Size .62 Response to Intervention Learning Effect size 1.07 Collective Efficacy Effect size 1.57 <p>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey, Hattie 2016.</p>	<ol style="list-style-type: none"> Best Practices for High Quality Instruction and success indicators will be developed through the collaboration of coaches, teachers, and administration. 100% of teachers will participate in analysis meetings. Students who are 1-2 grade levels below (according to iReady) will make at least 125% progress in iReady Typical Annual Growth. 100% of teachers in grades K-6 will receive training in F&P

Funding Source	Amount	Description of Use		

Actions/Services 1.1.7

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase new Riso duplicator and ink/masters for one Riso duplicator used for copying of supplemental reading, writing, and math programs in addition to parent communication.	Small group learning, Effect size .49 Reading Phonic Instruction Effect size .60 Reading Comprehension Programs, Effect Size .58 Reading Second Chance Programs, Effect Size .50 Micro-teaching effect size, .88	<ul style="list-style-type: none"> • 100% of students reading 2 or more grade levels below benchmark will receive F&P assessments (running record) • Students reading 2 or more grade levels below benchmark will advance 4 levels as measured by F&P and will grow 150% of typical growth on iReady

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$6000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

Use assessment data to make actionable instructional decisions through the collaborative process of Professional Learning Communities.
EL students need instruction, supports, and services that are based on the data from the administration and analysis of the ELPAC. Increase the consistent use of research proved ELD practices such as GLAD throughout the instructional day. Teachers will provide Designated ELD instruction to EL students 30 minutes per day, 5 days per week (Kinder: 15 minutes) as required by law.
2016-17 Reclassification rate was 19%, 17-18 was 28%, 18-19 was 11%. Our goal for the 2021-2022 school year will be 15%or more. During the 2018-2019 school year, 37% of our EL students were making progress towards English Language proficiency. We aim to increase this to 40%.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. English Language Learners will receive high quality programs and services connected to ELPAC data and outcomes. Provide teachers planning time to analyze data and strategic practices and plan for instruction. 2. Timesheets to administer ELPAC 3. Admin will serve as EL Coordinator - planning and holding ELAC meetings, attending DELAC and District EL Coordinator meetings, overseeing ELPAC, and supporting and monitoring staff in meeting the needs of EL students. 	Matching student instructional opportunities based on Language proficiency increases their success	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • 100% of EL students will receive designated and integrated EL instruction. Grade levels will receive coach support in delivering Designated EL during COVID restrictions. 2-4 <ul style="list-style-type: none"> • Increase student ELPAC level by one each year. Monitor progress of WIN groups in Reading, Writing, Listening

<p>4. Provide Supplemental reading and writing support for struggling EL students and Newcomer students with additional opportunities to develop ELA proficiency through targeted small group instruction. Purchase necessary materials and supplies.</p>		<p>and Speaking through iReady and benchmark assessments.</p> <ul style="list-style-type: none"> • Increase the number of EL students who become re-designated by 15%. • Increase participation in ELAC meetings by 10% over previous year's participation
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$17500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1614	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1

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

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

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

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

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

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

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

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

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

Two or More Races will move from Red to Orange

Native Hawaiian or Pacific Islander will move from Orange to Yellow

Socioeconomically Disadvantaged will move from Orange to Yellow

African American will move from Orange to Yellow

Students with Disabilities will move from Orange to Yellow

Chronically Absent students school wide will move from Yellow to Green

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Supplemental Personnel (Title I Basic) PBIS Wellness Counselor - .50 FTE</p> <p>2. PBIS Universal Supports for</p>	<p>Classroom Management Effect Size 0.52</p> <p>Self-Concept Effect Size 0.43</p> <p>Social Skills Programs Effect Size 0.40</p> <p>Decreasing Disruptive Behavior Effect size 0.53</p> <p>Motivation Effect Size 0.48</p>	<p>1. Counselor to meet with students individually and in groups based on MTSS referrals.</p> <p>2-5. 2019 Baseline School Climate Data as</p>

Program (PBIS)

Signage and supplies to support implementation of Rules and Expectations, hold student assemblies to support positive school culture and climate

3. Supplemental Materials

- Materials/Supplies to support Pioneer Pride Assemblies
- Materials/Supplies to support Schoolwide Positive Incentive Program
- Purchase Supplemental SEL curriculum as found on the EGUSD approved list and materials to support SEL lessons in the classroom.

4. Supplemental Services

Contract with outside provider to provide SEL education and student mentoring/character education during un-structured activities

5. Foster Youth Program

Ensure that we are working closely with our district and community service providers. When needed, invite them to be a part of our weekly Tier 2 meetings to discuss the needs of our foster students to ensure that they are receiving all needed services.

Professional Development

Provide professional learning opportunities for staff that support the development of culturally responsive practices, implicit bias interruption strategies, and social emotional learning through an equity lens.

Reducing Anxiety Effect Size 0.48

Lasting Impact of SEL on Academic Achievement, Behavior, and Social-Emotional Competency - **A Systemic Approach to Managing Behavioral Disruptions in Early Grades: Foundational Best Practices to Improve Districtwide Behavior Management**, EAB 2019
<http://drive.google.com/file/d/1R29vmoQqLG7Gu-bV6wZoe9RM5tbddIGG/view?usp=sharing>

Cultural responsiveness is integral to the "essence" of effective teaching, Effective Teaching is Culturally Responsive, Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably, Basha Krasnoff, March 2016

perceived by students as measured on the California Healthy Kids Survey:

- School Connectedness - 71%
- Academic Motivation - 90%
- Caring Adults in School - 71%
- Social and Emotional Learning Supports - 80%
- Anti-bullying Climate - 77%

2021 Goals to increase the positive perception of school climate by students in the following areas as measured by California Healthy Kids Survey:

- School Connectedness - 80%
- Academic Motivation - 95%
- Caring Adults in School - 80%
- Social and Emotional Learning Supports - 90%
- Anti-bullying Climate - 85%

Continue to decrease our suspensions to meet the district goal as we address student behaviors through restorative practices: 2019-2020 Baseline Suspension data as reported in Synergy:

- African American - 16 suspensions
- Hispanic - 20 suspensions
- 2 or More Races - 4 suspensions
- Pacific Islander - 1 suspension
- Asian - 1 suspension
- Foster - 0 suspensions

Our PBIS program is evaluated through the Tiered Fidelity Inventory process. Our Tier 1 Fidelity Inventory score was 80% in 2018-2019. Our Tier 2 TFI score was 73% in 2018-2019. We did not conduct the TFI in the 19-20 school year due to the COVID Pandemic. In the 2020-2021 school year our Tier 1 TFI score was 73% and our Tier 2 TFI score is 81%. Our goal for the 2021-2022 school year is to increase our Tier 1 score to 85% and our Tier 2 score to 90%.

Professional Learning survey of staff

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$47077	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$23508	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • Hispanic or Latino • SWD

Specific Actions to Meet Expected Outcome	What is the Research	How will you Measure the
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	Confirming this is an Effective Practice?	Effectiveness of the Actions/Services?
<p>1. Provide training on implicit bias, racial inequities, and non-punitive discipline practices for all staff to reduce the number of referrals and suspensions amongst students of color and students with disabilities at Union House. The elimination of disproportionality in discipline is the focus for this action.</p> <ul style="list-style-type: none"> Staff will be trained on behavior management techniques, positive reinforcement, eliminating labels and racial bias, building relationships, and a multi-tiered approach. Purchase materials and supplies related to such training. Summer/Fall reading - Book group with PBIS and then share with staff, <i>Discipline with Dignity</i> http://www.ascd.org/Publications/Books/Overview/Discipline-with-Dignity-How-to-Build-Responsibility-Relationships-and-Respect-in-Your-Classroom-4th-Edition.aspx Provide workshop for staff with an outside provider such as Dominique Smith or Brian Mender to provide additional training and Professional Learning for staff. 	<ul style="list-style-type: none"> Research indicates a relationship between a high discipline and suspension rate and lack of training in restorative justice, empathy, social justice, racial equity among teachers. (Hinojosa, 2008; Skiba et al 2011; Bradshaw, Mitchell, O'brennan and Leaf, 2010) Students of color are 6 times more likely to receive subjective discipline referrals and suspensions that those of their counterparts. (Riddle and Sinclair, 2019; U.S. DOE, 2016) 	<p>1. Decrease in classroom and playground referrals for students of color specifically for African American and Hispanic students as well as students with disabilities.</p> <ul style="list-style-type: none"> Staff will review disaggregated behavior referral data on a monthly basis and identify areas of growth and areas for continued work. Student discipline data will be shared with Leadership team and School Site Council each trimester.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$4500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> Attendance Rate Chronic Absentee Rate Family and Community Engagement Input in Decision Making Other (Site-based/local assessment) Partnerships for Student Outcome Relationships Between Staff and Families
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Site Goal 4.1

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

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

Metric: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group		
• All • EL		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Supplemental Programs & Services	Parental Involvement in learning Effect Size of .51	1. Increase in participation of Parent surveys and increase participation in Family events

<ul style="list-style-type: none"> Virtual Bridge Teacher-Family Visitation Program English Language Advisory Committee (ELAC) use of Technology and web-based educational programs "Let's Learn" Home Literacy Program Parent Workshops for supporting students at home Science-Technology Family Night Collaborative with the FACE department to build greater connection between home and school. Maintain website and use Talking Points to communicate with multiple languages. Timesheet staff to participate in programs such as Virtual Bridge Visits 	<p>Culturally responsive parent engagement involves practices that respect and acknowledge the cultural uniqueness, life experiences, and viewpoints of classroom families and draw on those experiences to enrich and energize the classroom curriculum and teaching activities, leading to respectful partnerships with students and families, Grant and Ray, 2016</p>	<p>through sign-in sheets.</p> <ul style="list-style-type: none"> Increase use of Talking Points. Increase number of staff trained in Virtual Family Home visit program. Increase participation in ELAC by 10%
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> Personal phone calls from teachers, administrators, and office staff regarding attendance. Identify students with chronic absenteeism and connect them to site mentor through the CICO system. Follow school policy as laid out in the EGUSD Parent/Student handbook for tracking and monitoring attendance via the SARB process. Provide monthly recognition for students with the most improved attendance at our monthly assemblies Work closely with our Foster Youth district providers to support our foster students. Ensure that they have the supports that they need to attend school regularly. Identify if they need access to our after school tutoring program or ASES program. 	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf</p>	<ol style="list-style-type: none"> Analyze monthly attendance data. Monitor the attendance and tardies for the African American, Pacific Islander, 2 or More Races, and Students with Disabilities subgroups. Review and monitor students who are chronically absent (10% or more) monthly with the Tier 2 Leadership Team. Two awards will be passed out per class. Decrease chronic absenteeism by at least .2 % points. Monitor Foster Youth attendance and work with Foster Service providers to maintain steady attendance.

Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

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

n/a

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

Union House Elementary - 390

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$25,085	\$25,085	\$25,085	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	34.875	\$0	\$3,779,572	\$3,779,572	\$3,779,572	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.83	\$0	\$109,683	\$109,683	\$109,683	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$49,766	\$49,766	\$49,766	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$220,370	\$220,370	\$0	\$0	\$220,370	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$23,508	\$23,508	\$0	\$0	\$23,508	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7111 Administrative Support - Title I 0000 Unrestricted	0.5	\$0	\$72,344	\$72,344	\$72,344	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$20,114	\$20,114	\$0	\$20,114	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$30,090	\$30,090	\$0	\$0	\$30,090	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	2.2688	\$0	\$402,118	\$402,118	\$343,041	\$0	\$57,577	\$1,500	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$5,835	\$5,835	\$5,835	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$44,232	\$44,232	\$44,232	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 4124 ESSA: Title IV, Part B, 21st Century	0.1	\$68,525	\$213,034	\$281,559	\$281,559	\$0	\$0	\$0	\$0

Community Learning Centers Program									
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2.6563	\$0	\$130,736	\$130,736	\$0	\$0	\$130,736	\$0	\$0
4900 Director of School Improvement Support 5860 Title I - Afterschool - District (rolls to 3010)	0.375	\$0	\$15,279	\$15,279	\$15,279	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 5862 Equitable Access (rolls to 4124)	0	\$23,809	\$47,722	\$71,531	\$71,531	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0.5	\$41,907	\$239,868	\$281,775	\$281,775	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 6011 After School Kids Code Grant Pilot Program	0	\$35,946	\$0	\$35,946	\$35,946	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	4.25	\$0	\$291,707	\$291,707	\$291,707	\$0	\$0	\$0	\$0
3680 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier I 6500 Special Education	2.75	\$0	\$238,779	\$238,779	\$238,779	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	6	\$0	\$276,972	\$276,972	\$276,972	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	58.6051	\$170,187	\$6,242,211	\$6,412,398	\$5,927,503	\$20,114	\$463,281	\$1,500	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$951,290
Subtotal of state or local funds included for this school	\$5,461,108

Title I Centralized Services			
Title I Foster Youth	\$46,214	Title I Homeless	\$5,286
Title I Centralized Services	\$97,250	Title I Preschool	\$215,714

Principal **Paul Cordero** _____

School Site Council Chairperson **Sylvia Henderson** _____

EL Advisory Chairperson **Christy Gutierrez** _____