Union House Elementary

Local Control Accountability Plan (LCAP)
2022-2023

Principal: Paul Cordero

County-District-School (CDS) Code: 34673146107718

Elk Grove Unified School District
Elk Grove, California

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

IV. Goals, Actions and Services

Union House Elementary | Focused Work: 2022-2023

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

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

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 educational partners have provided critical input for creating the 2022-2023 LCAP. The following opportunities were held for stakeholders to be part of the planning process:
Leadership Team Meetings: 9/21/21, 10/26/21, 12/7/21, 1/25/22, 4/29/22, 5/17/22

School Site Council: 9/15/21, 9/29/21, 2/24/22, 4/28/22, 5/26/22
ELAC: 12/16/21, 4/28/22, 5/27/22
Title I Parent Involvement Meeting: 9/3/21, 1/15/22, 4/29/22
Staff Meetings: 9/7/21, 10/4/21, 11/1/21, 12/1/21, 1/10/22, 1/31/22, 2/28/22, 4/4/22, 5/2/22
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.

Impact of LCAP and Annual Update

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

As a result of collaboration with our stakeholders, it was noted that our data continue 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. There is also a need for a return of parent academic nights that were absent during pandemic years. Additional support at recesses will be necessary to continue our support of at-risk students and combat disproportionality in discipline.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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. It has been challenging to get staffing for Academic Intervention and para-educator support.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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.

District Needs and Metrics 1:

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, IXL, EGUSD Benchmark/Illuminate Assessments. Increase the effectiveness of core instruction and building capacity of grade level PLCs 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 IXL data. 1 from district ESSER funding 1 from Title I $135,000 1 from Supplemental Concentration $75000 Timesheet teachers to provide	**John Hattie Intervention Research** · 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 **Avoiding the Devastating Downward Spiral: The Evidence that Early Intervention Prevents Reading Failure**, Torgesen 2004	1. Effectiveness will be measured through the following: • number of students being served and exiting AIT services. This will be determined each trimester • Grade Level benchmark assessments to determine students needing AIT support every trimester • Pre/post assessments by AIT every 6-8 weeks.

additional small group targeted instruction to underperforming students during extended day. Provide supplemental instructional supplies to support target small group. Timesheet para-educators to provide additional small-group targeted instruction to underperforming students during regular day. Provide supplemental instructional supplies to support target small group.	**Research Base for Guided Reading as an Instructional Approach**, Fountas and Pinnell 2010	

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	$20000	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	$77400	Certificated- Salaries	
Title I – Basic (4900/3010)	$135112	Certificated- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 IXL:** Provide professional development to site administrators and teachers through IXL coaches and the AVID Summer 2022 and 2023 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.	**John Hattie Research on PD** · 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 **The Impact of Lesson Study on Teacher Effectiveness**, Somma 2016	1. Surveys from Professional Development sessions 2. Improved student achievement according to our site based data (IXL, 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. 3. Teacher will meet trimesterly to analyze data. Effectiveness will be measured by equitable intervention practices across grade levels in addressing student needs. Trimester common assessments

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$60000	Contracts/Services /Subscriptions	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Supplemental Instructional Materials 1. Supplemental Programs for reading, math, concept building, vocabulary development (Reading Counts, MyOn, Reflex Math IXL, Brain Pop, Brain Pop, Jr., Scholastic News, and on the district's approved list)	**John Hattie Research on Curricula** · Repeated Reading programs has an effect size of 0.75 · Reading Comprehension programs has an effect size of 0.47 · Concept mapping has an effect size of 0.64 · Explicitly Teaching Strategies has an effect size of 0.57	1. Improved student achievement according to I-Ready data and site data 2. Best Practices for High Quality Instruction and success indicators will be developed through the collaboration of coaches, teachers, and administration. Scores of at least three on AVID Measurement Tool under organizational strategies.

2. Supplemental Supplies for AVID and GLAD: AVID Elementary, Binders, Pencil Pouches, Pencils, Colored Pencils, Highlighters, Pens, Binder Paper, Dividers, Sentence strips, etc. 3. Web-based subscriptions for Flocabulary, Reflex Math, Premium Kahoot, and other web-based instructional curriculum on the District's approved list 4. Supplies for supplemental copying including paper, and supplies for the Riso copiers. Paying for copying of supplemental materials using district print shop.	**Avoiding the Devastating Downward Spiral: The Evidence that Early Intervention Prevents Reading Failure**, Torgesen 2004 **Research Base for Guided Reading as an Instructional Approach**, Fountas and Pinnell 2010 **Study Says Reading Aloud to Children, More than Talking Builds Literacy**, Frey 2015 EdSource 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	3. Student Learning and interaction will increase with additional technology resources. IXL Vocabulary subscore will increase by 10%. SBAC scores on Reading and Math will increase by at least 2% 4. Improved student achievement according to IXL, District common assessments, Tier 2 assessment monitoring and site data.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$29000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$12000	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Actions 1. Provide Extended day programming for GATE students as well as those seeking enrichment. 2. Provide supplies and materials to support programs.	**John Hattie Research** · 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	**Measurements** 1-5: 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.

3. Provide timesheets for teachers 4. Fund GATE Coordinator to oversee GATE identification process, attend district GATE meetings, and coordinate site level GATE activities. 5. Fund science camp for GATE students and GATE candidate students in target subgroups	**Research on Science Programming** · 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	CAASPP scores for these students will be at "Standard Exceeded" or "Standards Met" level in both ELA and Math.

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$2000	Certificated- Salaries	
GATE (7105/0000)	$2000	Contracts/Services /Subscriptions	
GATE (7105/0000)	$397	Materials/Supplies/Equipment	

Actions/Services 1.1.5

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Maintain the Library Technician hours from the 2019-2020 levels, 6.5 hours per day. 2. Purchase high-interest books to supplement student learning. Titles will serve target subgroups and topics of equity. 3. 0.3 FTE of Academic Program Coordinator's work will be to work with families to build literacy.	**School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries,** Scholastic 2016 **Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation,** Roscello, 2003-2004	1-2 Increase the number of books checked out by 20%. Increase the passing percentage for Scholastic Reading Counts by 10%. 3 Sign-in sheets for attendance at literacy nights. Attendance of Act 2 groups in literacy functions including multicultural and equitable practices.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$40000	Certificated- Salaries	
Title I – Basic (4900/3010)	$20000	Classified- Salaries	

Actions/Services 1.1.6

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Data Analysis 1. 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. 2. Professional Development: Provide support and training for teachers to use Fountas and Pinnell Reading Assessments NO FUNDING REQUIRED	John Hattie's Research supports collective efficacy through PLC work. • Teacher Clarity Effect Size .75 • Professional Development Effect Size .62 • Response to Intervention Learning Effect size 1.07 • Collective Efficacy Effect size 1.57 **Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning**, Fisher, Frey, Hattie 2016.	1. 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. 2. 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Provide supplemental learning opportunities for students at each grade level in order to build background, diminish inequities, and increase student comprehension and learning. Learning opportunities may take the form of field trips, transportation for field trips, guest speakers, on-campus enrichment programs in science, social studies and art.	Regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school.	• Student surveys

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$10000	Contracts/Services /Subscriptions	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. 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, including light snacks for ELAC meetings.	Matching student instructional opportunities based on Language proficiency increases their success	1. • 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 • Increase student ELPAC level by one each year. Monitor progress of WIN groups in Reading, Writing, Listening and Speaking through iReady and benchmark assessments. • Increase the number of EL students who become re-designated by 15%. • Increase participation in ELAC meetings by 10% over previous year's participation

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$1488	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	$20000	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • SWD • Two or More

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Grade Level Data Analysis Provide teacher release time for teachers to analyze data and collaborate around research-based best practice that leads to changes in high quality initial instruction	John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning** • **Teacher Clarity** Effect Size 0.75 • **Professional Development** Effect Size 0.62 • **Collective Teacher Efficacy** Effect Size 1.57 **A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities**, Voelkel R. (2011). **Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning**, Fisher, Frey, Hattie 2016.	• Administration will attend weekly PLC meetings to ensure practices are being implemented • Monitor grade-level benchmark assessments quarterly • grade-level common formative assessments provided through PLC reporting forms

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$20000	Certificated- Timesheets	

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**
- **School Climate**
- **Social Emotional Learning**
- **Suspension**

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. Supplemental Personnel(Title I Basic) PBIS Wellness Counselor - .50 FTE **2. PBIS Universal Supports for 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 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.	Classroom Management Effect Size 0.52 Self-Concept Effect Size 0.43 Social Skills Programs Effect Size 0.40 Decreasing Disruptive Behavior Effect size 0.53 Motivation Effect Size 0.48 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-bV6wZoe9RM5tbddlGG/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	1. Counselor to meet with students individually and in groups based on MTSS referrals. 2-5. 2020 Baseline School Climate Data as 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% 2022 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 goal for the 2021-2022 school year is to increase our Tier 1 score to 90% and our Tier 2 score to 95%. Professional Learning survey of staff

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$50000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$50000	Certificated- Salaries	

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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**
- **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**

Site Goal 4.1

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

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

Metric: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group

• All • EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Supplemental Programs & Services - Virtual Bridge Teacher-Family Visitation Program	Parental Involvement in learning Effect Size of .51 ***Culturally responsive parent engagement involves practices***	1. Increase in participation of Parent surveys and increase participation in Family events through sign-in sheets.

- 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

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

- Increase use of Talking Points.
- Increase number of staff trained in Virtual Family Home visit program.
- Increase participation in ELAC by 10%

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$1500	Certificated- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. 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. 2. Provide monthly recognition for students with the most improved attendance at our monthly assemblies 3. Work closely with our Foster Youth district providers to support our foster students.	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf	1. 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. 2. Two awards will be passed out per class. Decrease chronic absenteeism by at least .2 % points. 3. Monitor Foster Youth attendance and work with Foster Service providers to maintain steady attendance.

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. NO FUNDING REQUIRED			

Funding Source	Amount	Description of Use	

Site Goal 4.2

Increase attendance rate and decrease 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 4.2.1

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Meet monthly with new Regional Attendance liaison to monitor data 2. Establish Tier 1 & 2 attendance programs in conjunction with attendance office 3. Collaborate regionally on attendance goals	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media /chronicabsence-15chang.pdf	1-3 Increase of attendance rate from 84% to 86% Decrease of chronic absence by 2% Tracking at least 20 students' Tier 2 attendance rate through incentive program . 75% of these students will not become chronically absent.

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

V. Funding

Union House Elementary (390) | 2022 - 2023

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	0.0000	$0	$22,471	$22,471	$22,471	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$177,400	$177,400	$107,400	$20,000	$50,000	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$21,488	$21,488	$0	$21,488	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$352,612	$352,612	$301,112	$0	$50,000	$1,500	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$579,368	$579,368	$435,380	$41,488	$101,000	$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	$352,612
Subtotal of state or local funds included for this school	$226,756

Signatures: (Must sign in blue ink) Date

Principal	Paul Cordero	
School Site Council Chairperson	Sylvia Henderson	
EL Advisory Chairperson	Christy Gutierrez	