Union House Elementary

Local Control Accountability Plan (LCAP)
2023-2024

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: 2023-2024

Goal Setting (Icapid: 553)

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

1. Involvement Process for LCAP and Annual Update

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

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2023-2024 school year. Our PBIS Team met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our

goals.

During Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our Principal met with both our Madres Latinas and Black Excellence groups to further solicit input. Our School Site Council reviewed Union House data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

   - Grade Level Leadership Team Meetings on 8/25/22, 9/15/22, 10/20/22, 11/10/22, 1/19/23, 2/16/23, 4/20/23, 5/18/23
    - AVID Site Team Meetings on 10/12/22, 12/14/22, 1/18/23, 3/15/23, 4/12/23, 5/17/23
    - School Site Council on 10/20/22, 12/1/22, 2/2/23, 4/13/23, 5/18/23
    - ELAC on 11/3/22, 1/11/22, 3/8/23, 5/18/23
    - Staff meetings on 8/10/22, 8/22/22, 10/10/22, 11/7/22, 1/9/23, 2/6/23, 3/3/23, 4/4/23, 5/1/23
    - Back to School Night and Title One Meeting on 8/18/22
    - Staff Survey in April 2023
    - EGUSD Parent, Staff and Student Surveys Fall 2022 Spring 2023
    - Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were <u>added:</u>

- It is recommended that the interventions in place be continued. In all, we will continue with three full-time Academic Intervention Teachers. We will also add a kinder and first-grade ESSER-paid teacher position. We will move some intervention services into math.
- Additional interventions in place will continue to support student growth, especially with our African American students and Students with Disabilities. These include professional development for teachers, release time for observation and collaboration, data meetings, professional development, and targeted intervention during the school day.

Resource Inequities

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

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

Student Group	ELA	MATH	CHRONICALLY ABSENT	SUSPENSION
African American	1	1	1	2
Students with Disabilities	1	1	1	1
Pacific Islander			1	5
EL	2	2	1	3

Throughout our school LCAP, we have have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

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   (SiteGoalID: 6528) (DTS: 02/10/23)

Overall English Language Arts (ELA) scores will increase from 31% to 35% of our students meeting or exceeding standards on the state CAASPP assessments.
Very Low Category:

- African American students will increase from 22% met or exceeded standards to 26%
- Students with Disabilities (SWD) will increase from 13% met or exceeded standards to 17%

Low Category:

- Asian students will increase from 39% to 43%
- EL students will increase from 16% met or exceeded standards to 20%
- Hispanic students will increase from 22% met or exceeded standards to 26%
- Socioeconomically Disadvantaged students will increase from 29% to 33%

These subgroups will be targeted for academic intervention and tutoring services.

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

Actions/Services 1.1.1   (SiteGoalID: 6528) (DTS: 02/10/23)

Targeted Student Group(s)

• Asian • Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why?

	Actions/Services?	
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What modifications do you need to make?

1. *August-June:* **Academic Intervention Teachers & Paraeducators** will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Grade 1 through Grade 6 students not meeting grade level standards in ELA and Math. Particular attention and assistance will be paid to our African American, Asian, English Learners, Hispanic, Low SES, and Students with Disabilities. 2. *August 15:* The Intervention Committee will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. This criteria will be shared with teachers and parents. 3. *September 1:* AITs identify students in need of academic support based on Illuminate Data, IXL Benchmark Assessments and site-based data. 4. *September 1:* AITs are to communicate with PLC Teams in order to receive teacher input on students slated to receive intervention. 5. *September 1:* AITs will meet to determine the frequency of progress monitoring and the assessments to be used for progress monitoring. 6. *September 11:* AITs and Teachers determine schedules for intervention students. 7. *September 11:* AITs and Paraeducators begin intervention services. 8. *November 13 & March 4:* The Intervention Committee will meet at the end of each trimester to analyze the data and determine who will be exiting from the intervention and who will be remaining or entering. 9. *End of Each Trimester (November, March &*	• *December & April:* At the end of each trimester, the AITs will determine the number of students exiting the Intervention Program, based upon pre-determined exit criteria. • *December & April:* The Intervention Committee (consisting of AITs, Coaches and the Principal) will analyze the following data in order to determine student progress at the end of each trimester: Illuminate Fluency Data, Illuminate ELA data, IXL Benchmark Assessment Data, Letter Grades in Reading. They will apply the exit criteria and move students out of the intervention and apply the entrance criteria when accepting additional students. • *November, March & June:* After each cycle, AITs and teachers will share the data with parents & students. • *End of each Trimester:* Data will be analyzed by the Intervention Committee to determine the progress of the following subgroups: African American, English Learners, Hispanic, Asian, Low SES, and Students with Disabilities.	

June): Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.
10. *September - June:* Pay for transportation and entrance fees for educational field trips for students in all grades, including Science Camp.

Action 1 to 9-Salaried Teachers: *1.0 FTE District ESSER funding*
1.0 FTE $148,043 Title One
1.0 FTE $98,100 Supplemental Concentration
Action 1 to 9-Certificated Timesheet: *Two paid K-1 Push-In Teachers from District ESSER funds and two paraeducators for primary grade(s) from Supplemental Concentration $32,000*
Action 10-Contracts: *$10,000 Supplemental Concentration*

Actions/Services 1.1.2   (SiteGoalID: 6528) (DTS: 02/10/23)

Targeted Student Group(s)

• 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?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
1. *July 18 - August 2:* Staff will have the opportunity to attend **AVID Summer Institutes in Sacramento and San Diego** and monthly professional development opportunities through **SCOE.** 2. *August - June:* With the	• *August - June:* While completing Classroom Walkthroughs, Administrators will record three students' responses to the following prompt: *"What are you learning today?"* These student quotes will be shared	

assistance of site coaches, provide professional development, site-planning, data analysis, teacher release time and collaboration time for teachers on how to further utilize **EGUSD's Illuminate Assessments** for ELA and MATH in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time.

3.   *August - June:* Teachers will daily utilize High Quality Teaching Strategies (Learning Targets & Success Criteria) and provide opportunities for Student Talk.

4.   *August - June:* Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of Learning Targets and Success Criteria/ Student Talk use. Walkthroughs will be completed monthly and entered into FONT by administrators. Data will be shared with individual teachers.

5*.   September - June:* Staff will have the opportunity to attend AVID PD opportunities through SCOE.

6.   *September- June:* To continue our work on Diversity, Equity and Inclusion, ALL staff will select from professional development choice examples. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction, specific AVID strategies, Data for Equity, etc.

Action 1-Contracts/Services:
     $39,077 Title One
Action 2 & 5-Certificated Timesheet:
$15,000 Supplemental Concentration

with the teacher. Schoolwide data will be collected and shared in order to determine if student responses become more specific to the intended learning target.

- *October, December, February & April:* Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data).

- *November, January, March & May:* Administrators will share Schoolwide Walkthrough Data with teachers at Staff Meetings.

Actions/Services 1.1.3   (SiteGoalID: 6528) (DTS: 02/10/23)

Targeted Student Group(s)

• 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? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
1. *September - June:* GATE students will be exposed to enrichment activities by teachers teaching in our GATE Enrichment Classes such as Media Club and 3D Modeling Club after school. 2. *September - June:* GATE Coordinator will assess students in order to qualify additional GATE students. 3. *September - March:* Materials and supplies will be purchased to support the GATE After School Enrichment Program. ***Action 1-Certificated Timesheet:*** *$1,500 GATE* ***Action 2-Certificated Stipend:*** *$1,500 GATE* ***Action 3-Materials/Supplies/Equipment:*** *$1,397 GATE*	• *September - June:* The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students. • *December & March:* The GATE Coordinator will review student participation data.	

Actions/Services 1.1.4   (SiteGoalID: 6528) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
1. *July- June*: **Library Technician** will provide additional services to our students such as administering the Reading Counts Program, reading to students, and increasing the usage of the library. 2. *September*: Increase library book collection to include additional culturally relevant, high interest books for our students. ***Action 1-Classified Salary:*** *$25,474 Title One* ***Action 2- Materials/Books/Supplies:*** *$5,000 Title One*	1. *Librarian* will monitor the number of books students checked out of the library and work to increase from the prior year. 2. *Librarian* will monitor the number of Reading Counts Quizzes taken and the percentage passed. A baseline will be established during first trimester and we will work to increase by 2% each trimester.	

Actions/Services 1.1.5   (SiteGoalID: 6528) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
Technology & Supplemental Materials 1. *July:* Purchase supplementary resources to provide additional reading and math support that is accessible at home and in the school. 2. *August- June:* Monitor the usage of each supplemental	• *August- June:* Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction. • *End of each Trimester*: The Principal will analyze the usage for each	

resource for frequency of use along with student progress.
3. _August - June:_ Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. In addition, provide student agendas, technology, software, equipment, instructional books, and supplemental instructional materials.

Action 1-Subscriptions- Reading Counts, IXL, Reflex Math, BrainPop, GuidedReaders.com, Kahoot, etc...
$25,000 Title One
Action 3 - Supplies- _$15,000 Title One & Supplemental Concentration_

supplementary resource at the end of each trimester.

Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	$1500	Certificated- Timesheets
GATE (7105/0000)	$1500	Certificated-Stipends
GATE (7105/0000)	$1397	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$98100	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$15000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$32000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$13218	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$148043	Certificated- Salaries
Title I – Basic (4900/3010)	$25474	Classified- Salaries
Title I – Basic (4900/3010)	$39077	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment

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   (SiteGoalID: 6821) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1   (SiteGoalID: 6821) (DTS: 03/31/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
1. *August, December, February, June:* Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. 2. *August, December, April:* Teachers, with the assistance of coaches and Academic Intervention Teachers, will assess all below grade level students with a Benchmark Skills Assessment. 3. *August - June:* Teachers will	• *August, December, February, June:* Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. • *August, December, February, June:* Teachers will access their students' Illuminate & IXL data, analyze it, and determine next steps in order to improve student learning. • *August - June*: Teachers will share their PLC agendas/minutes with administration and leadership team.	

meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, IXL, Benchmark Assessments and/or grade level data. 4. *Each Trimester*: Each Grade Level will complete an Interim Data Analysis and Action Plan form to share with the school administrator.		

Site Goal 2.2   (SiteGoalID: 6531) (DTS: 02/10/23)

Increase the percentage of English Learners meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th by providing instructional support to English learners.

- In 2022, 16% of ELs in Grades 3-6 met or exceeded standards on the ELA CAASPP. In 2023, our goal is to increase this to 20%.
- In 2022, 12% of ELs in Grades 3-6 met or exceeded standards on the MATH CAASPP. In 2023, our goal is to increase this to 16%.
- In 2022, 12.5% of our English Language Learners were re-designated as Fluent English Proficient. In 2023, our goal is to increase this to 15% or more.

In 2022, 46% of our EL students were making progress towards English language proficiency as determined by the California State Department of Education's Dashboard. In 2023, our goal is to increase this to 50.0%.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1   (SiteGoalID: 6531) (DTS: 02/10/23)

Targeted Student Group(s)

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group? - Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? - What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	Evaluation Cycles in 2023-2024 - What is working? - What is not working and why? - What modifications do you need to make?
1. *August 10 - September 21 (or within 30 days after a student*	- *August 10*: Teachers will submit their schedule for	

arrives on campus): Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance by our classroom teachers.

2. _August - June_: Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law.

3. _October - February:_ An EL Academic Intervention Teacher will be utilized to assist our struggling English Learners (ELPAC 1's & 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction.

4. _October:_ EL Coordinator (VP) will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources.

5. _October - April_: The Vice Principal will provide light refreshments at ELAC meetings.

6. _December:_ EL Coordinator (VP) will hold an ELAC Meeting to develop School-Wide Needs Assessment patterns & implications for our LCAP.

7. _February 1 - May 31:_ ELPAC Summative Assessments will be given to all EL students.

8. _February:_ EL Coordinator (VP) will hold an ELAC Meeting to submit site-specific needs to the SSC for consideration in the next year's site LCAP.

9. _April:_ EL Coordinator (VP) will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been re-designated as English-proficient.

Action 5-Supplies/Materials:
$400 EL Supplemental
Action 1 & 7-Certificated Timesheet:
$15140 EL Supplemental
Action 3-Certificated Timesheet:
$20,000 Title One

designated ELD instruction to the Principal.

- _October:_ The Vice Principal will use state dashboard data in order to determine that at least 15% of our EL students become re-designated as English-proficient.

- _October:_ The Vice Principal will use state dashboard data in order to determine our students' overall progress towards English language proficiency. Our goal is to have 50% or more of our EL students making progress towards English proficiency.

- _October - April_: The Vice Principal will keep attendance records of all ELAC meetings and determine if parent participation has increased by 10% from the previous year.

- _October - February:_ Illuminate Assessments, IXL, and site-based assessments of EL 1's and 2's will be utilized to determine student progress pre- and post-EL Academic Intervention Teacher support .

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	$14740	Certificated- Timesheets
EL Supplemental (7150/0000)	$400	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$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   (SiteGoalID: 6529) (DTS: 02/10/23)

Our goal is to support the physical and emotional well-being of all students while increasing the positive culture and climate at Union House Elementary.
Maintain a suspension rate that is at or below the district goal: The District Goal is to maintain a suspension rate below 3.5%. Maintain less than 3.5% suspension rate for all subgroups and reduce disproportionality in suspension rates.

- 2022-2023 Suspension Rate Data: 0.6%
- **Goal for 2023-2024 will be 1% or less**

Increase Overall Social Emotional Learning (SEL) Survey Results:

- 2021-22 Overall SEL Results: 72%
- 2022-23 Overall SEL Results: 65%
- **Goal for 2023-2024 will be to return our Overall SEL Survey to 72%**

Maintain PBIS Gold Status or Higher Rating in Tier I & Tier II TFI Score

Metric: Social Emotional Learning - Average Favorability Rating

Actions/Services 3.1.1   (SiteGoalID: 6529) (DTS: 02/10/23)

Targeted Student Group(s)

• 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?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
1. *July:* Re-establish ASSIST Recess Mentor partnership. ASSIST Recess Mentors will work with students daily during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. Recess support to begin on August 14, 2023. 2. *August*: Reteach student expectations on campus through engaging behavior assemblies, daily PBIS Kick Off Lessons and our PBIS Passport. 3. *August - June:* Employ 50% PBIS Wellness Counselor to meet with students individually in groups based on MTSS referrals. 4. *August - June:* Support the PBIS Program by providing positive signage, purchasing posters with positive messages, and by welcoming community members to our campus. 5. *August - June*: 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. 6. *September*: Initiate monthly PBIS committees for Tier I and biweekly meetings for Tier II.	• *September - June*: The Vice Principal will share the suspension rate with the staff, monthly. Our goal is to maintain our suspension rate at below district goal (to be less than 3.5%). • *March-April*: Teachers will administer the **Student School Climate Survey** to all students in grades 3-6, with a goal of growing from 73% to 78% or higher with a 100% student participation rate. • *April:* The Principal will administer the **Staff School Climate Survey,** with a goal growing to from 87% to 90% or higher with a 100% staff participation rate. • May - June: The Principal will administer the **Parent School Climate Survey** to parents, with a goal of growing from 92% to 95% or higher. We also want to increase our parent participation rate. • *March - June*: Data from our School Culture surveys for parents, students and staff will be reviewed and shared with parents, students and staff by the Principal.	

7.   *September*: **Leadership on the Lawn** for 5th & 6th Grade students. This half day long activity encourages students to attend school each day and to become leaders in our school.

8.   *September - June:* The school Administration and counselors will utilize Restorative Practices when working with students.

9.   *September - June*: Teachers will be encouraged to utilize Community Circles/Classroom Meetings each week, as well as incorporate Second Step into their daily/weekly lessons.

10.   *September - June:* The PBIS Tier II Team will monitor student academic, behavioral and socio-emotional progress through the use of data at bi-weekly PBIS Tier II Meetings and will report updates at each staff meeting.

11.   *March - June:* School Climate Surveys to parents, staff and students will be distributed by the Principal.

12. *March:* PBIS Tiered Fidelity of Implementation for Tier I and II will be calculated by the administration of the TFI by the PBIS Teams.

13. *January - March*: With the guidance of our Equity Coach, continue the work of our Equity Team.

Action 1-Contracts:
Supplemental Concentration $55,000
Action 3-Contracts:
Title One: 61,000
Action 4-Supplies:
PBIS $1,000
Action 7-Contracts:
Title One $2,100
Action 13-Certificated Timesheets:
Equity Grant $2,000

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$55000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$61000	Certificated- Salaries
Title I – Basic (4900/3010)	$2100	Contracts/Services/Subscriptions

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   (SiteGoalID: 6530) (DTS: 02/10/23)

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, Hispanic, & Asian subgroups.

Maintain or increase Partnerships for Student Outcomes: Effective Provision of Opportunities for Parent Involvement survey score at above district Desired Outcome of 88%. Our current score is 92%

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.1.1   (SiteGoalID: 6530) (DTS: 02/10/23)

Targeted Student Group(s)

• All • EL

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.	• What progress data will be collected and who will collect it?	• What is working? • What is not working and why? • What modifications do you need to make?

1. *August - June:* Increase efficacy of school-wide Family and Community Engagement programs and communication such as: - Back to School & Parent Resource Night - Parent/Teacher conferences - Band Concert Nights - ***Parent Universities such as***: Parent-Vue Usage & Training; Family Writing Night by support from FACE; Family Reading & Science Nights; AVID Education Night presented by AVID Coaches; Foundational Reading. Teachers who assist with Parent Universities will be paid $41.60/hour. - Ensure home/school communications/flyers are translated into Spanish and as many languages as possible through Talking Points - Utilize our FACE Family Liaison to make phone calls to personally invite families to events - Establish & communicate current events in print, website, social media, Talking Points - Hold Lunch with Parent events in the Quad each trimester. - Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy. - Career/College/AVID Day with parental involvement. **Action 1-Contracts:** $2000 Supplemental Concentration **Action 1-Certificated Timesheets:** $2,000 Supplemental Concentration	- *August - June*: After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school. Data will be shared with Leadership/SSC/Staff - *August - June*: The Principal will communicate events each week through Talking Points. - *August - June*: Increased daily usage of teacher-student-parent communication through Talking Points and School Messenger. - Increased parent participation in our parent education opportunities. - The number of home visits will be logged throughout the school year. - Student, staff, presenter and parent surveys about the College/Career AVID Day.	

Action 1- **Materials/Supplies/Equipment:** $2,000 Title One		

Site Goal 4.2   (SiteGoalID: 6532) (DTS: 02/10/23)

Increase attendance rate and decrease chronic absenteeism for ALL students, but with a focus on the following subgroups:

- In 2022, 44% of our students were chronically absent
- Decrease overall chronically absent students from 44%
- Decrease our AA chronically Absent student group from 50.3%
- Decrease our Pacific Islander chronically Absent student group from 56%
- Decrease our 2 or more Races chronically Absent student group from 46.3%
- Decrease our Socio-Economically Disadvantaged chronically Absent student group from 43.4%
- Decrease our Students with Disabilities chronically Absent student group from 55%

Metric: Percent Chronically Absent

Actions/Services 4.2.1   (SiteGoalID: 6532) (DTS: 02/10/23)

Targeted Student Group(s)

• Black or African American • Hispanic or Latino • Native Hawaiian or Pacific Islander • School-wide • SWD • Two or More

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	**How will you Progress Monitor the Implementation of Actions/Services?** • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	**Evaluation Cycles in 2023-2024** • What is working? • What is not working and why? • What modifications do you need to make?
1. *August:* Communicate to families in multiple ways including BTSN, written formats, and Principal communications regarding our absence policy and WHY it is important to attend school. 2. *August - June*: Personal phone calls home and Talking Points messages from our office	• *August - June*: SOAs, Vice Principal and PL to document communication in Synergy. • *Every Thursday*: Vice Principal to run attendance rate weekly for the whole school as well as for the subgroups identified above. • *August - June*: Gather and analyze attendance data monthly. Log and monitor the	

staff after 2 days of absences. All contacts logged into Synergy. Recruit Spanish-speaking Parent Liaison (PL) to make calls to our Hispanic/Latino families and reach out to offer support. The school will provide the PL with the list of families, the PL will keep a log of contacts in Synergy, PL to follow up on parent needs to assist getting their child to school each day, on time and help to determine barriers to attendance.

3.   *August - June*: Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.

4.   *August - June*: Hold monthly PBIS/Intervention team meetings. Meet monthly with district attendance liaison.

5.   *August - June*: Establish a CICO for chronically absent students.

6.   *September*: Create an attendance competition/incentive program with rewards (such as badges, tags, door magnets, stickers, bookmarks, extra recess, popsicle party, etc..)

attendance, early dismissal and tardy frequencies for African American, Students with Disabilities, Pacific Islander, Two or More and Hispanic students. Administrative team to analyze data to see if there is improvement in attendance

- *September - June*: Vice Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee
- *August - June*: Vice Principal to share attendance data with staff at monthly staff meetings
- *September - June*: Try a strategy for 4-6 weeks. Look for improvements. If no improvement, try another strategy.

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$2000	Certificated- Timesheets
Title I – Basic (4900/3010)	$2000	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total

Funding Source	Object					Total
EL Supplemental (7150/0000)	Certificated- Timesheets		$14740			$14740
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	$400				$400
GATE (7105/0000)	Certificated- Timesheets	$1500				$1500
GATE (7105/0000)	Certificated-Stipends	$1500				$1500
GATE (7105/0000)	Materials/Supplies/Equipment	$1397				$1397
PBIS (7440/0000)	Materials/Supplies/Equipment			$1000		$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	$98100				$98100
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	$15000				$15000
Supplemental/Concentration (7101/0000)	Classified- Timesheets	$32000				$32000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	$10000		$55000		$65000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	$13218			$2000	$15218
Title I – Basic (4900/3010)	Certificated- Salaries	$148043		$61000		$209043
Title I – Basic (4900/3010)	Certificated- Timesheets		$20000		$2000	$22000
Title I – Basic (4900/3010)	Classified- Salaries	$25474				$25474
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	$39077		$2100	$2000	$43177
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	$5000				$5000

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$45,472	$45,472	$45,472	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$225,318	$225,318	$168,318	$0	$55,000	$2,000	$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	$15,140	$15,140	$0	$15,140	$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	$304,694	$304,694	$217,594	$20,000	$63,100	$4,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$596,021	$596,021	$435,781	$35,140	$119,100	$6,000	

Fund Subtotals

Subtotal of additional federal funds included for this school	$304,694
Subtotal of state or local funds included for this school	$291,327

		Signatures: (Must sign in blue ink)	Date
Principal	Paul Cordero	_____	_____
School Site Council Chairperson	Geralynn Moore	_____	_____
EL Advisory Chairperson	Manuela Alcala	_____	_____