



Single Plan for Student Achievement

Union School District
Alta Vista Elementary School

CDS Code: 43 69708 6049290

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2018-19

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I. The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

For additional information on school programs and how you may become involved locally, please contact:

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The district's Governing Board approved this revision of the school plan on December 10, 2018.

II. School Site Council Membership

California Education Code Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current makeup of the 2018-19 SSC is as follows:

School Site Council Members	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Cathy Bailey	X			
Debbie Arrieta		X		
Carol Hanson		X		
Kristin Phillips		X		
Gary Warnes			X	
Heather Erba				X
Jennifer Lipscomb				X
Angie Lu				X
Anisat Simmons				X
Michael Nudelman				X
Number of Members in Each Category	1	3	1	5

III. Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature of Authorized Representative

English Learner Advisory Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was approved by the SSC at a public meeting on: October 15, 2018

Attested:



Cathy Bailey, Principal

10-15-18

Date

ANISAI SIMMONS

SSC Chairperson

10/26/2018

Date

IV. District Information

District Profile

Union School District is a TK-8 district located in Silicon Valley and serves students in the city of San Jose, unincorporated southwest Santa Clara County, and has some boundaries that border the city of Los Gatos. The District encompasses seven square miles of single family and multiple unit homes. Union School District students attend Leigh High School or Branham High School in the Campbell Union High School District. The District is comprised of eight schools: two TK-5 and four K-5 elementary schools and two 6-8 middle schools. During the 2017-18 school year, the district saw a gain of approximately 42 students and the district-wide unduplicated student count was 20.17%. Two elementary schools received Title I funding based on the number of families at that site qualifying for the free/reduced lunch program in 2017-18.

The enrollment for the Union School District in 2017-18 was 5793 students in grades TK-8 based on CBEDS. Approximately 45% of the district's students are white (non-Hispanic), 16% are Hispanic, 26% are Asian or Pacific Islander, and the remaining 13% are in other categories. The composition of ethnic and English language learner populations varies from school to school within the District.

Union School District offers a continuum of Special Education placement and service options to students. These include mild/moderate and intensive Special Day classes for preschool through eighth grade students located at selected schools sites throughout the district. Other supports available at all school sites include: resource services, speech & language therapy, occupational therapy, therapeutic & behavioral support, adapted physical education, assistive technology, and physical therapy as needed.

The District employs 282 teachers and 106 paraprofessionals. Class size average in grades K-3 is 22.8:1 as a result of the District's participation in the Class Size Reduction Program. The average class size in grades 4-8 is 28.5:1.

District Mission

The mission of the Union School District is to enrich the community through learning. We are dedicated to children: to involve the community; to anticipate challenges; to take advantage of opportunities and to guarantee vital skills for all our children to pursue lifelong learning and become productive citizens.

District Goals

In support of its educational mission, the District will:

- Emphasize a safe, nurturing, child-centered environment in which all students will succeed.
- Enhance the educational climate by encouraging and facilitating the active participation of parents and community in the conduct of our mission.
- Maximize the level of student achievement through the establishment of challenging and measurable standards that accommodate the needs of all student populations.
- Ensure the future viability of the District by providing for the effective, efficient utilization of District facilities and resources through prudent creative investing, pursuit of alternate revenue sources, and striving to balance expenditures with revenues annually.
- Articulate curricular programs and special projects with Campbell Union High School District to ensure a seamless transition for our students.
- Emphasize STEAM (science, technology, engineering, art, and math) integration in all subject areas.

V. School Information

School Profile

A. Enrollment/Ethnicity:

The 2017-18 enrollment for Alta Vista Elementary School was approximately 655 students in grades K-5. The student ethnicity enrollment included: 52.1% White (non-Hispanic), 9.6% Hispanic, 25.5% Asian, 0.8% Filipino, 0.5% African American, 0.2% American Indian, 0.2% Pacific Islander, 10.8% two or more races, and 0.5% other. Student enrollment included 8.9% students with disabilities, 7.8% English learners, 3.7% socioeconomically disadvantaged students, and 0.2% foster youth.

B. Positive Learning Environment:

We strive to create a supportive climate in which every child's talents and interests are nurtured. We are proud of our school-wide character education program where positive traits such as respect and caring are modeled, taught, expected, celebrated, and continuously practiced in everyday interactions. Alta Vista students are encouraged to follow our school motto, "Pride in our Choices...Pride in our Behavior" and live up to the student expectations to be Respectful, Responsible, Safe and a Learner. Our monthly Project Cornerstone lessons focus on a character theme through stories and lessons that reinforce the concepts of good character. Our Student Council officers and student leaders take an active role in presenting weekly announcements and spearheading Spirit Days. Alta Vista students earn gold cards for showing good citizenship, and each month twenty students are selected to have lunch with the principal.

At Alta Vista, we strive to be a supportive and collaborative learning community. Our staff works cooperatively to plan units of instruction that provide rich learning experiences for children. We model integrity when working with colleagues and families by accurately reporting student achievement and progress toward meeting our goals and objectives for student learning. Our school accepts and honors diversity in all forms, whether it is a colleague's diverse teaching style or a family's differing cultural heritage. Each year we hold a school-wide multicultural event that celebrates the many different cultures within our school community and provides an opportunity for families to learn about other cultures and traditions.

C. School Facilities:

Alta Vista Elementary School is located on Blossom Valley Drive between Westchester Drive and Blossom Wood Drive. The school campus has four points of entry. Posted signs direct visitors to the front office to sign in. Perimeter gates are locked when school begins and unlocked before the release bell. Other security procedures include the use of walkie-talkies during breaks and lunches to allow staff to contact each other and the office.

Most of our schools were constructed in the 50s through the mid-60s, but starting in 2001 a program to upgrade all facilities was undertaken. The financing was made possible by passage of Measure C bonds in 1999 by an 80% vote of the community and matching State funds. New media centers were constructed at each elementary site and new gymnasiums, locker rooms, and music rooms at the middle schools. All of the district's schools were completely modernized by spring 2006. Modernization included installing air conditioning, new lighting fixtures, new cabinets and teaching walls, new doors and hardware, and new cafeteria tables. It also included new finishes (ceiling tiles, wall coverings, carpeting, and flooring), upgrading the electrical system and restrooms with new fixtures and toilet partitions, replacing roofing and louvered windows, remodeling the administration wing, creating a new teachers' lounge and workroom, reconfiguring the parking lot with new drop-off zones, and additional parking at some sites along with ramps for the disabled.

On June 3, 2014, voters passed Measure J for needed school repairs, upgrades and new construction. Through Measure J, Alta Vista has received new fencing around the perimeter of the school, a new Makerspace that focuses on STEAM (Science, Technology, Engineering, Arts, Math), a remodeled media center and new fire alarms.

D. School Instruction and Leadership:

In keeping with our Mission Statement, the staff at Alta Vista works collaboratively to plan and develop curriculum that addresses the content standards adopted by the State and Union School District. By teaching rigorous content in the core academic areas and valuing visual and performing arts and technology, we are ensuring our children become confident, competent, and independent learners.

The Alta Vista learning community is comprised of dedicated staff and highly involved families who understand the importance of partnership in educating the child. We employ teachers on special assignment (ToSAs) who support teachers through the coaching and modeling of instructional strategies.

All stakeholders (staff, parents, and students) are valued participants in creating and supporting our mission and vision. Our Home and School Club (HSC) plays a vital role and provides continuous support. Parents actively participate and have input into the school improvement process through advisory committees and other parent organizations. The School Site Council (SSC) works closely with the staff to plan, implement, and evaluate program improvements. Academic performance data and district surveys are used to provide regular feedback to students, parents, and staff. The SSC and staff study the data each year and rely on these results to evaluate our educational programs to acquire additional resources and materials, develop programs, plan for staff development for teachers and other staff and seek new ways to involve parents in the school.

The staff and principal bring vast experience, creativity, and genuine commitment to providing a quality education for students. Students' needs and interests are the highest priority for us. We recognize the educational challenges of maximizing the potential of every student; that is to meet all students as they come to us and to guide them to higher levels of achievement. We are constantly looking for ways to improve instruction so students are prepared to meet rigorous State standards. Methods include weekly collaboration with grade-level teams, regular staff meetings, district-level training, and a variety of classes and workshops. The teachers are valued contributors in a shared decision-making model at Alta Vista. A team of eight teachers and an administrator serve in a leadership role on the School Leadership Team (SLT). The SLT committee serves as part of a collaborative model of decision-making and is instrumental in building an effective system for communication, discussing strategies for improvement, and identifying school-wide needs and topics for staff input and discussion.

School Mission

Our mission is to emphasize academic excellence while recognizing the needs of every child in a safe, nurturing environment.

Teacher Mentoring Programs

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The New Teacher Project (NTP) offers support and assistance to newly credentialed teachers. All participating new teachers are provided mentors over a two-year period to help them move their California teaching credentials from Preliminary to Cleared status. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers are paired with mentor teachers who provide individualized guidance, support, and training.

Comprehensive Needs Assessment

Alta Vista Elementary School completed a comprehensive needs assessment of all students enrolled, which included the analysis of student performance in relation to the state academic content standards. During staff development activities, staff meetings and on early release days, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- CAASPP results
- ELPAC results
- Analysis of student performance data
- Teacher feedback
- Perception survey
- District assessments

Conclusions from the needs assessment were used to identify SPSA goals and program support goals.

Violence Prevention, Bully Prevention, and Student Safety

Alta Vista Elementary School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District's Learning and Innovation Department works with school administrators to provide resources and support for both students and parents. During the 2018-19 school year, Alta Vista Elementary School anticipates providing the following programs for its students (and parents as applicable):

- Project Cornerstone - a Santa Clara County initiative which motivates and supports all individuals and organizations to come together to nurture and develop competent, caring and responsible children and youth. It was founded by the Youth Alliance (YMCA, YWCA, Big Brothers, Big Sisters, Boys & Girls Clubs, Campfire USA, Estrella Family Services, Girl Scouts, Boy Scouts). It has been funded by the following organizations: David & Lucile Packard Foundation, California Wellness Foundation, IBM The Health Trust, Knight Foundation, City of San Jose Department of Parks, Recreation & Neighborhood Services, Santa Clara County Public Health Department, Schwab Foundation, as well as others.
- Common Sense Media - a nonprofit dedicated to helping kids thrive in a world of media and technology. Common Sense Media empowers parents, teachers, and policymakers by providing unbiased information, trusted advice, and innovative tools to help them harness the power of media and technology as a positive force in all kids' lives.
- Recess 101 - an opportunity for students not only to participate in physical activity, but also learn about character building and working independently and cooperatively with others to enhance and practice their social interaction skills.
- Count on Me - an assembly and comprehensive program to motivate students to make responsible choices. The program focuses on helping students to develop social awareness, have positive social interactions, and effectively handle social conflicts.
- Be Seen and Heard - child abuse prevention assemblies
- Safety Patrol
- Counseling
- Social-thinking skills groups
- District parent education opportunities

Nutrition Programs

The Union School District Board of Trustees recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for District students. The Board supports increased emphasis on nutrition as well as physical activity at all grade levels to enhance the well-being of the District's youth. Therefore, it is the policy of the Board to 1) provide students access to nutritious food; 2) provide opportunities for physical activity and developmentally appropriate exercise; and 3) provide accurate information related to these topics.

The Superintendent or designee shall develop and implement comprehensive districtwide nutrition education and physical education programs that shall be based on research, consistent with the expectations established in the state's curriculum framework, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Nutrition education shall be provided as part of the health education program in grades K-8 and, as appropriate, shall be integrated into core academic subjects and offered through before- and after-school programs. The Board shall adopt nutrition guidelines selected by the District for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity.

Alta Vista Elementary School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. Programs sponsored at the school include a salad bar, Girls on the Run, Fit for Learning, Mileage Club, and Walk to School Week.

Extended Learning Programs

Alta Vista Elementary School's after-school programs and classes are selected to provide a range of interests and activities to challenge, support, and encourage academic and social development. These vary each school year, dependent on the applications we receive and our available space. Extended Learning Programs include:

- After-school clubs, classes and sports (varies by trimester)
- Lunchtime STEAM programs including Minecraft Monday, Tinker Tuesday, Make Masterpieces with Hana, and Makerspace Minions
- A variety of virtual learning programs (home licenses/access) for intervention or homework
- Math Olympiad - mathematics enrichment group that includes skill practice and competitions (4-5)
- Web-based supplemental learning programs: Lexia (K-2), Raz Kids/A-Z Learning (K-3), IXL Math (K-2), Typing Club (2-5), Newsela (3-5), and Imagine Learning (K-6)

VI. Programs Included in this Plan

The School Site Council intends for Alta Vista Elementary School to participate in the following programs:

State Programs	Allocation
Not Applicable	\$ <u>0.00</u>
Total amount of state categorical funds allocated to this school:	\$ <u>0.00</u>
Federal Programs Under the Elementary Secondary Education Act	Allocation
Title I <i>Purpose: support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the State's academic standards</i> <i>2018-19 Preliminary budget \$0 + 2017-18 Carryover budget \$0</i>	\$ 0.00
Title III <i>Purpose: To ensure that all limited-English proficient (LEP) students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students</i> <i>*All Title III monies are shown in the "Centralized Services" schedule and are allocated for all schools including Alta Vista Elementary School.</i>	\$ 0.00
Total amount of federal categorical funds allocated to this school:	\$ <u>0.00</u>
Total amount of state and federal categorical funds allocated to this school:	\$ <u><u>0.00</u></u>

VII. Planned Improvements in Student Performance

Union Elementary School District – Local Control and Accountability Plan (LCAP) Goals

Goal #1: Union School District will provide students with appropriate learning conditions by:

- hiring and retaining highly qualified certificated and classified employees that are fully qualified and fairly compensated
- ensuring that students have access to state standards-aligned materials
- redesigning, upgrading and enhancing all classrooms to foster 21st Century teaching and learning

Goal #2: Union School District will raise the achievement of all students through rigorous instruction that is based on state standards, designed to develop students' 21st Century skills, and is appropriately assessed through the use of multiple measures including local and state assessments and accountability targets.

Goal #3: The District and each school site will promote the complete education both academically and socially of every child in the district by providing support systems to ensure that all students successfully access the core curriculum.

Goal #4: The District will enhance parent engagement and improve communication among home, school and district stakeholders.

2018-19 School Goals for Improving Student Achievement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet state targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

Goal #1: Through rigorous instruction that is based on state standards and designed to help students prepare for a lifetime of learning, all students, including Title I and Title III identified students, will make gains in their achievement in English Language Arts as measured by local assessments, ELPAC and/or the CAASPP.

Goal #2: Through rigorous instruction that is based on state standards and designed to help students prepare for a lifetime of learning, including Title I and Title III identified students, will make gains in their achievement in Mathematics as measured by local assessments and the CAASPP.

VIII. School Goals for Improving Student Achievement

Goal #1: Through rigorous instruction that is based on state standards and designed to help students prepare for a lifetime of learning, all students, including Title I and Title III identified students, will make gains in their achievement in English Language Arts as measured by local assessments, ELPAC and/or the CAASPP.

Describe how this goal aligns with the district's LCAP goals:

This goal aligns to LCAP goals #2 and #3

What data was used to create this goal?

Local Assessments, CAASPP, and ELPAC

Which individuals were involved in analyzing data and creating the goal?

School Site Council Members, District Staff, Teachers, Principal

What did the analysis of the data reveal that lead to this goal?

We must work to narrow the achievement gap in ELA on the CAASPP between our EL learners and socioeconomically disadvantaged students when compared to all students. We also must ensure that EL students do not remain at a fixed ELPAC level and are reclassified appropriately as soon as possible.

Identify targeted students and expected growth:

Our focus is on all students, but we will target identified EL learners and socioeconomically disadvantaged students with extra interventions to assist in their achievement. We expect the achievement gap between both our EL and socioeconomically disadvantaged students and the All Student group to decrease on the ELA portion of the CAASPP.

What data will be collected to measure student achievement?

Classroom assessments, district assessments, CAASPP and ELPAC

Identify the process for monitoring and evaluating collected data:

The staff reviews state data, as well as district benchmark assessments and other local measures, to determine progress toward meeting standards. Currently, local and district assessments are used routinely to identify student learning needs and intervention services, modify classroom instruction, and inform differentiated reading groups. In the area of Language Arts, we review individual student performance data at least three times per year. Teachers will look at target student data at least three times per year.

Strategies/Action Plans/Targeted Students	Start & Completion Dates	Personnel Responsible	Funding Source	Process for Evaluation of Implementation
A credentialed teacher will provide Imagine Learning as a support program for English learner students before school, three days per week.	October 2018 - May 2019	Principal, EL Tutor/Teacher	LCFF Supplemental Centralized Title III LEP	Students will be monitored for progress at least two times per year.
Alta Vista will continue to utilize interventions and targeted instruction for our English learners and socioeconomically disadvantaged students, including small group instruction through RtI Flex Reading, Guided Reading, and classroom differentiation, as appropriate. RtI tutors are provided in grades K-3.	September 2018 - May 2019	Teachers, RtI Tutors	LCFF Supplemental	Students will be monitored monthly through classroom and district assessments.
Professional Development will focus around strategies to support literacy: Guided Reading, Notice and Note, Words Their Way, Writers Workshop, and EduProtocols.	August 2018 - May 2019	Principal, Instructional ToSA, Teachers, District Office Staff	LCFF Supplemental	Teachers attend trainings and utilize materials and strategies presented in their classrooms. Use of assessment data to monitor EL student progress.
Targeted, at-risk students, including our English learners and socioeconomically disadvantaged students, will receive additional small group reading instruction through pull-out services delivered via the Resource Teacher and Instructional Assistants.	August 2018 - May 2019	Principal, RSP Teacher, Instructional Assistants	District Funds Special Education	Student progress will be monitored at least three times per year.
District assessments in ELA and writing will be used to monitor growth.	August 2018 - May 2019	Principal, All Certificated Staff	District Funds	Student progress will be monitored three times per year.
Substitute Release Days for IEPs, Appropriate Links for Learning (ALL) meetings, and 504 meetings will be provided.	August 2018 - May 2019	Principal, Teachers	Site Funds	Release days each month, as needed.
Instructional Support ToSA will provide training and model lessons to support ELA instruction.	August 2018 - May 2019	Principal, Instructional Support ToSA	District Funds	Instructional Support ToSA calendar and schedule.

Goal #2: Through rigorous instruction that is based on state standards and designed to help students prepare for a lifetime of learning, all students, including Title I and Title III identified students, will make gains in their achievement in Mathematics as measured by local assessments and the CAASPP.

Describe how this goal aligns with the district's LCAP goals:

This goal aligns to LCAP goals #2 and #3

What data was used to create this goal?

Local Assessments, CAASPP and ELPAC

Which individuals were involved in analyzing data and creating the goal?

School Site Council Members, District Staff, Teachers, Principal

What did the analysis of the data reveal that lead to this goal?

There is an achievement gap between both our English learners and socioeconomically disadvantaged students and the All Student group on the CAASPP in mathematics. We need to provide opportunities for intervention, especially as our new assessments will focus on more reading and writing within mathematics.

Identify targeted students and expected growth:

Our focus is on all students, but we will target our EL and socioeconomically disadvantaged students who did not score proficient on the CAASPP and local assessments with extra interventions to assist in their achievement. We expect the achievement gap to decrease in mathematics on the CAASPP when comparing our English learners and socioeconomically disadvantaged students to the All Student group.

What data will be collected to measure student achievement?

Classroom assessments, district assessments and CAASPP

Identify the process for monitoring and evaluating collected data:

The staff reviews state data results, as well as local district benchmark assessments and other local measures to determine progress toward meeting standards. Currently, local and district assessments are used routinely to identify student learning needs and intervention services, modify classroom instruction, and inform differentiated math groups. In the area of mathematics, we review individual student performance data at least three times per year.

Strategies/Action Plans/Targeted Students	Start & Completion Dates	Personnel Responsible	Funding Source	Process for Evaluation of Implementation
Growth-based benchmark assessments will be administered three times per year.	August 2018 - May 2019	Principal, Teachers	District Funds	Data reports, grade level meetings, and staff meetings.
Substitute Release Days for IEPs, Appropriate Links for Learning (ALL) meetings, and 504 meetings will be provided.	August 2018 - May 2019	Principal, Teachers	Site Funds	Release days each month, as needed.
Supplemental online math programs will be available to support small group instructional models (e.g. Zearn and Prodigy).	August 2018 - May 2019	District Office Staff, Principal, Teachers	District and Site Funds	Classroom observations.
Implement year three of Eureka Math curriculum.	August 2018 - May 2019	District Office Staff, Principal, Teachers	District Funds	Classroom observations, student assessments, staff meeting agendas, and professional development schedules.
Targeted, at-risk students, including our English learners and socioeconomically disadvantaged students, will receive additional small group math instruction through pull-out services delivered via the Resource Teacher and Instructional Assistants.	August 2018 - May 2019	Principal, RSP Teacher, Instructional Assistants	District Funds Special Education	Student progress will be monitored at least three times per year.

IX. Centralized Support for Planned Improvements in Student Performance

The program support goals should identify parental involvement and education support service to school staff expended from categorical funds allocated to the school.

Total district allocation of *\$126,015 Title III monies spent on the following expenditures and covers activities at all school sites as specified:

Program Support Goal #1 (LCAP 3.1): Support school site and district wide intervention programs, including the use of supplemental materials and intervention services, to increase the achievement of all students and identified subgroups.

Strategies/Action Plans	Start & Completion Dates	Proposed Expenditures	Estimated Cost	Funding Source
Provide Imagine Learning for K-5 English Learners at 6 elementary school sites as a supplementary program to accelerate language and literacy development.	September 2018 – June 2019	Program licenses	\$49,000	Title III LEP

Program Support Goal #2 (LCAP 4.3): Continue to seek ways to engage parents/caregivers that speak languages other than English through parent outreach programs, classes, district/school committees and events.

Strategies/Action Plans	Start & Completion Dates	Proposed Expenditures	Estimated Cost	Funding Source
Provide parent classes from the Santa Clara County Office program Parent Project Junior to provide support with Common Core literacy and mathematics.	September 2018 – June 2019	Program coordinator	\$8,020	Title III Immigrant carryover from 2017/18

Program Support Goal #3 (LCAP 3.1): Support school site and district wide intervention programs, including the use of supplemental materials and intervention services, to increase the achievement of all students and identified subgroups.

Strategies/Action Plans	Start & Completion Dates	Proposed Expenditures	Estimated Cost	Funding Source
Provide an ELD teacher to provide additional support for ELD students at Dartmouth Middle School.	September 2018 – June 2019	Teacher	\$19,548 \$90,398	Title III LEP LCFF Supplemental

X. References

CAASPP – 2018 English Language Arts (Grades 3, 4 & 5)

2018 English Language Arts/Literacy - Performance by Grade Level

	Grade 3							Grade 4							Grade 5						
	Participation*	Mean Scale Score	4	3	2	1		Participation*	Mean Scale Score	4	3	2	1		Participation*	Mean Scale Score	4	3	2	1	
ALL STUDENTS	106	104	2489.5	57.69%	24.04%	10.58%	7.69%	125	122	2521.8	54.10%	23.77%	5.74%	16.39%	135	134	2594.8	61.19%	29.10%	4.48%	5.22%
Male	57	56	2468.9	42.86%	33.93%	10.71%	12.50%	52	51	2511.6	54.90%	23.53%	5.88%	15.69%	85	84	2589.0	58.33%	30.95%	4.76%	5.95%
Female	49	48	2513.5	75.00%	12.50%	10.42%	2.08%	73	71	2529.2	53.52%	23.94%	5.63%	16.90%	50	50	2604.5	66.00%	26.00%	4.00%	4.00%
African American	-	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-	-	
American Indian/ Alaskan Native	-	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-	-	
Asian	31	29	2506.7	65.52%	24.14%	0.00%	10.34%	28	26	2584.7	80.77%	19.23%	0.00%	0.00%	38	38	2649.5	81.58%	15.79%	2.63%	0.00%
Filipino	-	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*		
Hispanic/Latino	*	*	*	*	*	*	*	12	12	2376.8	16.67%	8.33%	0.00%	75.00%	13	12	2549.8	50.00%	33.33%	0.00%	16.67%
Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-		
White (not Hispanic)	61	61	2488.6	57.38%	24.59%	11.48%	6.56%	68	67	2515.1	49.25%	26.87%	8.96%	14.93%	69	69	2574.2	52.17%	34.78%	5.80%	7.25%
Two or More Races	*	*	*	*	*	*	*	14	14	2559.0	57.14%	35.71%	0.00%	7.14%	13	13	2584.5	61.54%	30.77%	7.69%	0.00%
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
English Learners	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Students with Disabilities	11	11	2399.1	9.09%	18.18%	45.45%	27.27%	22	22	2392.1	22.73%	4.55%	4.55%	68.18%	20	20	2499.5	15.00%	45.00%	15.00%	25.00%

2016 - 2018 Three Year Comparison: ELA/Literacy (non-cohort)

	2016							2017							2018						
	Participation*	4	3	2	1			Participation*	4	3	2	1			Participation*	4	3	2	1		
ALL STUDENTS	353	350	50%	25%	15%	10%		361	359	54.04%	24.79%	12.26%	8.91%		366	360	57.78%	25.83%	6.67%	9.72%	
Male	188	188	43%	27%	15%	15%		188	186	47.85%	47.85%	15.59%	10.75%		194	191	52.88%	29.84%	6.81%	10.47%	
Female	165	162	58%	22%	16%	4%		173	173	60.69%	23.70%	8.67%	6.94%		172	169	63.31%	21.30%	6.51%	8.88%	
African American	2	2	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*		
American Indian/ Alaskan Native	2	2	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*		
Asian	68	66	68%	21%	6%	5%		76	75	78.67%	16.00%	2.67%	2.67%		97	93	76.34%	19.35%	1.08%	3.23%	
Filipino	2	2	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*		
Hispanic/Latino	30	30	33%	30%	13%	23%		32	31	22.58%	29.03%	12.90%	35.48%		32	31	32.26%	22.58%	6.45%	38.71%	
Hawaiian/Pacific Islander	1	1	*	*	*	*		*	*	*	*	*	*		*	*	*	*	*		
White (not Hispanic)	217	216	47%	23%	20%	10%		209	209	48.33%	28.23%	14.83%	8.61%		198	197	52.79%	28.93%	8.63%	9.64%	
Two or More Races	30	30	53%	37%	3%	7%		37	37	59.46%	21.62%	16.22%	2.70%		33	33	60.61%	30.30%	6.06%	3.03%	
Socioeconomically Disadvantaged	15	15	27%	20%	13%	40%		15	14	35.71%	7.14%	7.14%	50.00%		17	16	12.50%	12.50%	25.00%	50.00%	
English Learners	44	41	32%	17%	24%	27%		30	28	14.29%	32.14%	14.29%	39.29%		17	15	6.67%	20.00%	13.33%	60.00%	
Students with Disabilities	45	45	9%	20%	33%	38%		48	47	19.15%	17.02%	17.02%	46.81%		53	53	16.98%	22.64%	16.98%	43.40%	

*An asterisk in the results indicates a student group of less than 10 students and is not publically reported for privacy.

* Participation
of Students Enrolled
of Students with Scores

Overall Performance Level	
4	% Standard Exceeded
3	% Standard Met
2	% Standard Nearly Met
1	% Standard Not Met

CAASPP – 2018 Mathematics (Grades 3, 4 & 5)

2018 Mathematics - Performance by Grade Level

	Grade 3								Grade 4								Grade 5							
	Participation*	Mean Scale Score	4	3	2	1	Participation*	Mean Scale Score	4	3	2	1	Participation*	Mean Scale Score	4	3	2	1						
ALL STUDENTS	106	105	2497.3	54.29%	26.67%	14.29%	4.76%	125	123	2524.1	43.90%	26.83%	13.01%	16.26%	135	134	2604.7	70.90%	12.69%	11.19%	5.22%			
Male	57	57	2492.5	50.88%	29.82%	14.04%	5.26%	52	51	2533.2	47.06%	29.41%	7.84%	15.69%	85	84	2608.3	73.81%	11.90%	9.52%	4.76%			
Female	49	48	2503.0	58.33%	22.92%	14.58%	4.17%	73	72	2517.8	41.67%	25.00%	16.67%	16.67%	50	50	2598.7	66.00%	14.00%	14.00%	6.00%			
African American	-	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-	-				
American Indian/ Alaskan Native	-	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-					
Asian	31	30	2521.3	76.67%	13.33%	6.67%	3.33%	28	26	2593.9	80.77%	11.54%	7.69%	0.00%	38	38	2658.0	89.47%	7.89%	2.63%	0.00%			
Filipino	-	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*					
Hispanic/ Latino	*	*	*	*	*	*	*	12	12	2394.7	8.33%	8.33%	8.33%	75.00%	13	12	2539.5	58.33%	0.00%	16.67%	25.00%			
Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-					
White (not Hispanic)	61	61	2488.9	44.26%	31.15%	19.67%	4.92%	68	68	2517.6	35.29%	36.76%	14.71%	13.24%	69	69	2585.6	62.32%	14.49%	17.39%	5.80%			
Two or More Races	*	*	*	*	*	*	*	14	14	2533.9	42.86%	28.57%	14.29%	14.29%	13	13	2608.8	69.23%	30.77%	0.00%	0.00%			
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*					
English Learners	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*					
Students with Disabilities	11	11	2448.0	27.27%	36.36%	18.18%	18.18%	22	22	2411.1	13.64%	18.18%	4.55%	63.64%	20	20	2524.4	30.00%	20.00%	25.00%	25.00%			

2016 - 2018 Three Year Comparison: Mathematics (non-cohort)

	2016							2017							2018						
	Participation*	4	3	2	1	Participation*	4	3	2	1	Participation*	4	3	2	1						
ALL STUDENTS	353	352	49%	30%	16%	5%	361	360	53.61%	26.39%	12.78%	7.22%	366	362	56.91%	21.55%	12.71%	8.84%			
Male	188	188	49%	30%	14%	7%	188	187	57.22%	23.53%	13.37%	5.88%	194	192	59.90%	21.88%	10.42%	7.81%			
Female	165	162	49%	30%	16%	4%	173	173	49.71%	29.48%	12.14%	8.67%	172	170	53.53%	21.18%	15.29%	10.00%			
African American	2	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			
American Indian/ Alaskan Native	2	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			
Asian	68	67	73%	22%	4%	0%	76	76	82.89%	11.84%	5.26%	0.00%	97	94	82.98%	10.64%	5.32%	1.06%			
Filipino	2	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			
Hispanic/Latino	30	30	20%	47%	23%	10%	32	31	25.81%	29.03%	12.90%	32.26%	32	31	35.48%	12.90%	9.68%	41.94%			
Hawaiian/Pacific Islander	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			
White (not Hispanic)	217	217	46%	29%	18%	6%	209	209	46.41%	30.14%	16.27%	7.18%	198	198	47.47%	27.27%	17.17%	8.08%			
Two or More Races	30	30	50%	37%	13%	0%	37	37	56.76%	32.43%	8.11%	2.70%	33	33	57.58%	30.30%	6.06%	6.06%			
Socioeconomically Disadvantaged	15	15	13%	40%	33%	13%	15	14	35.71%	14.29%	0.00%	50.00%	17	16	6.25%	25.00%	12.50%	56.25%			
English Learners	44	43	40%	35%	14%	12%	30	29	31.03%	24.14%	17.24%	27.59%	17	17	29.41%	17.65%	5.88%	47.06%			
Students with Disabilities	45	45	18%	29%	33%	20%	48	47	21.28%	14.89%	23.40%	40.43%	53	53	22.64%	22.64%	15.09%	39.62%			

*An asterisk in the results indicates a student group of less than 10 students and is not publicly reported for privacy.

* Participation
of Students Enrolled
of Students Tested
of Students with Scores

Overall Performance Level	
4	% Standard Exceeded
3	% Standard Met
2	% Standard Nearly Met
1	% Standard Not Met

CST Science – Grade 5 – 3 Year Comparison

	CST Science		
	Grade 5		
	13-14	14-15	15-16
Students Tested	108	100	118
Students with Scores	107	100	118
Mean Scale Score	448.9	426.9	433.1
% Advanced	72%	61%	66%
% Proficient	21%	32%	25%
% Basic	6%	7%	6%
% Below Basic	0%	0%	1%
% Far Below Basic	1%	0%	2%

*The 2016-18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered. No scores will be available during the CAST pilot field test.

ELPAC 2017-18

Summative ELPAC 2017-18 (Grades K-5)					
	Students Tested	Level 1	Level 2	Level 3	Level 4
Kindergarten	11	-	-	18.18%	81.82%
Grade 1	8	12.50%	25.00%	12.50%	50.00%
Grade 2	2	-	-	50.00%	50.00%
Grade 3	5	40.00%	60.00%	-	-
Grade 4	8	37.50%	25.00%	37.50%	-
Grade 5	5	-	40.00%	-	60.00%

Union Elementary School District - Parent Involvement Policy

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I Programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

UESD Board Policy 6020, USC Title 20

Parent Involvement Calendar

Union School District's website, unionsd.org, is home to a school calendar for each school site, as well as a one for district-wide events. This calendar includes information on events parents can attend, and can be accessed by selecting the "Calendar" icon on the District homepage. Events can be sorted by school site.

Professional Development Plan

The Board of Trustees and the District have set a high priority on professional development. The District is committed to providing focused professional development aligned to the California State Standards to inspire and promote academic excellence. Professional development includes instructional strategies, technology training, social-emotional training and STEAM integration that brings teaching and learning to elevated levels while preparing students for success in school and in their future careers. For all staff, professional development is varied and includes: staff development days, Union University courses, Union BELL online activities, summer learning opportunities, and conferences.

Staff Development Days

Three full days per year are allocated to staff development. These days promote academic excellence by focusing on instructional strategies and teacher collaboration. On these days, all teachers within the district meet at one of our school sites to attend professional development sessions. These sessions include content specific work, instructional strategies, technology, STEAM integration, assessment calibration, and social-emotional behavior training. Some of the sessions are led by our teacher leaders while others are led by outside consultants, which ensures exposure to the most up-to-date instructional strategies. On two of the days our classified staff members also participate in sessions designed to help them grow within their professions.

Union University

Union University sessions are afterschool professional development opportunities that cover a wide range of topics, and many of them are designed and delivered by Union School District staff members. We also partner with the Santa Clara County Office of Education and other trainers to offer a wide range of topics. Sessions usually last 90 minutes and teachers who attend these sessions can receive professional growth credit.

Union BELL

Union BELL is an optional, online, self-paced and choice-driven professional development platform for Union School District teachers and staff that is hosted by Alludo Learning. Union BELL offers more than 200 activities that have been designed to promote and support the professional learning goals of the District.

Summer Learning Sessions

The District provides opportunities for teachers to collaborate and try new strategies over the summer. This work is focused on content specific strategies, implementing new curriculum, the development of lessons, and the infusion of technology and STEAM. The goal of summer professional development is to allow teachers uninterrupted time to explore, collaborate, create, evaluate and accelerate learning for the coming school year.

NTP

The District partners with the Silicon Valley New Teacher Project (NTP) to provide our new teachers with BTSA support. Primarily a two-year program, BTSA teachers attend summer orientation and monthly meetings that support standards implementation, classroom management and best instructional practices. Teachers in this program are also provided with a mentor to guide them throughout the year in completing NTP requirements.

School Accountability Report Card

The School Accountability Report Card (SARC) can be found on the District's website at www.unionsd.org or on CDE's website at www.sarconline.org.

School Site Council Bylaws

The School Site Council meeting bylaws are regularly reviewed, revised, and approved and are available for review upon request at the principal's office.