

District Name: Union Elementary School District

CDS Code: 4369708

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

Please submit an electronic copy of your completed LEA Plan Addendum to CDE at LEAP@cde.ca.gov. If you have any questions regarding the LEA Plan Addendum, please contact Jacqueline Matranga, Education Programs Consultant, District Innovation and Improvement Office by e-mail at JMatranga@cde.ca.gov, or Jane Liang, Education Programs Consultant, District Innovation and Improvement Office by e-mail at JLiang@cde.ca.gov.

The LEA Plan Addendum **must be submitted to the CDE no later than Tuesday, April 19, 2016**. The LEA Plan Addendum should:

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

Union School District has met all accountability targets for 2015-16 as measured on both state and district assessments. Although we have met all AMAO's and state accountability targets, we remain frozen in our improvement status and will continue to hold sites accountable for implementing the requirements. We recognize that our low achieving students, including English Learners must continue to be a priority, as there are still gaps in achievement levels amongst the subgroups. Our responsibility in this transition period is to continue to implement a plan that will result in improved student learning across our district.

Over the last three years, we have fully implemented a standards-based-aligned curriculum in English Language Arts (ELA) and Math. We have designed a strong district professional development plan and been busy updating instructional maps and curriculum materials to ensure we deliver a robust program that teaches the Common Core State Standards in ELA and Math. In addition, supports and services are incorporated into our **Local Educational Agency Plan (LCAP)** and the **Title III Goal 2 Update**. The LCAP provides actions and funding to ensure our Title I schools and EL populations are receiving the necessary program support to increase student achievement and school improvement.

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

Union School District **met** all of its 2014-15 AYP accountability target goals and assures that the district will continue its efforts to support English Learners in meeting these goals.

Adequate Yearly Progress (AYP) Determination: Met 17 of 17 Criteria

ELA Participation Rate: MET for 2014/15 with 99% (Target -95%); Math Participation Rate: MET for 2014/15 with 98% (Target 95%); Attendance Rate: MET for 2014/15 with 97% (Target – 90%)

Percent Proficient - Annual Measurable Achievement Objectives (AMAO) for English learner subgroup include:

AMAO 1 TARGET: MET for 2014/15 with 79% of EL Students attaining the target (19 points over federal target of 60.5%)

AMAO 2A & 2B TARGET: Percentage of EL students will meet or exceed state/federal targets for English proficiency.

- 2A (Less than 5 years Cohort) - MET for 2014/15 with 49.5% of EL students attaining the target (26 points over federal target of 24.2%).
- 2B (Five years or more Cohort) - -MET for 2014/15 with 63.7% of EL students attaining the target (15 points over federal target of 50.9%).

AMAO 3 TARGET: Percent of EL students will meet or exceed state/federal AYP targets of 98% or above participation rate for state-wide testing in English-Language Arts and Mathematics

- In 2015, our participation for the EL student group on state testing was 99% for English-Language Arts/Literacy and 98% for Mathematics.

As outlined in [Union School District's 2016-19 LCAP](#), Supplemental programs and services are designed to meet the educational needs of all students, including English Learners and other identified subgroups in order to achieve proficiency.

LCAP 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.

- On an annual teacher questionnaire, 90% of participating teachers will rate STEAM, BTSA and other professional development as having a positive impact on teaching and learning.
- The district, including significant subgroups, will show an increase from the established 2014-15 results in ELA and Math overall achievement on the CAASPP assessment.
- The district, and each school, will continue to meet Annual Measurable Achievement Objective (AMAO) 1, percentage of English learners making annual progress in learning English, and AMAO 2, the percentage of English learners attaining proficiency in English.

- Students will demonstrate progress toward meeting grade level standards as measured by the district's formative Benchmark Assessments.

Metrics: Statewide assessments; Academic Performance Index (API); Annual Measurable Achievement Objectives; professional development schedules/sign-in sheets; student performance on benchmark assessments; teacher survey(s) on implementation of CCSS and technology use; district level summary of instructional program and improvements.

LCAP 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.

- At each school, students in at-risk subgroups (Hispanic, Economically Disadvantaged, English Learner) will show an increase from the established 2014-15 baseline results in ELA and Math overall achievement pm the CAASPP summative assessment.
- Each school will continue to meet Annual Measurable Achievement Objective (AMAO) 1, percentage of English learners making annual progress in learning English, and AMAO 2, the percentage of English learners attaining proficiency in English, as applicable.
- At-risk students who are participating in interventions will demonstrate progress toward meeting grade level standards using multiple measures including pre/post intervention data and the district's benchmarks.
- Students served by mental health professionals will show positive changes in school related behaviors as documented by a decrease in playground incidents, office referrals, and teacher and mental health provider questionnaires.

Metrics: Metrics: Student performance on benchmark and State assessments, SARB referral rate, school attendance rates, chronic absenteeism rate, suspension rate, expulsion rate, middle school drop-out rate.

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

- All teachers in the Union School District are highly qualified, CLAD trained and provide sheltered instruction using SDAIE strategies to all EL students in the classroom.
- District EL Specialists support teachers in providing supplemental intervention and services for English learners.
- Special education inclusion practices increase the amount of time students with disabilities are mainstreamed into the general education classroom.
- As outlined in [Union School District's 2016-17 LCAP](#), supplemental programs and services are designed to meet the educational needs of all students, including English Learners and other identified subgroups to achieve proficiency.
- USD will continue to provide professional development for teachers to incorporate the English Language Development (ELD) standards into English Language Arts (ELA) instruction to enable English Learners to access core and ELD standards.
- USD will continue to provide professional development to K-5 teachers in Guided Language Acquisition Design (GLAD).
- For specific strategies that USD will use to strengthen the core academic program, including English Learners, please refer to the 2016-19 Local Control Accountability Plan (LCAP) found on the district's website at: <http://www.unionsd.org/Page/5761>

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored.	Person(s) Responsible Specific Timeline	Estimated Cost Funding Source
Union School District has identified the specific goals, actions and expenditures in the 2016-17 Local Control Accountability Plan (LCAP) found on the district's website at: http://www.unionsd.org/Page/5761 . *Refer to Goals 2 & 3 for the specific actions, strategies, and expenditures USD has for improving student achievement on state standards.		

7. Include strategies to promote effective parental involvement in the school..

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible Specific Timeline	Estimated Cost Funding Source
<p>1. Provide English as a Second Language support programs/classes for parents/caregivers. (LCAP 4.6)</p> <p>a. Rosetta Stone English Instruction program for EL and immigrant parents</p> <p>2. Continue to seek ways to increase parent communication to parents of English Learners</p> <p>a. Continue to utilize community liaisons/translators to help with home to school communication to sites with EL populations of 15% or more that speak the same primary language other than English. (LCAP 4.2)</p> <p>b. Provide printed translation materials to families at school sites with EL populations of 15% or more that speak the same primary language other than English. (LCAP 4.3)</p> <p>c. Provide district Spanish translation equipment/interpreters for use during key events at school sites with a significant Spanish -speaking parent population. (LCAP 4.4)</p>	<p>Karen Miller (LEA) (Sep-June)</p> <p>Principals (Sep-Oct)</p> <p>Karen Miller (LEA)</p> <p>Karen Miller/Andrew Schwab (LEA), Principals</p>	<p>1. \$334 (IMM) / \$6,666 (LCFF) for software licenses</p> <p>2a. \$1,093 for personnel (Other)</p> <p>2b. \$600 for materials (Other)</p> <p>2c. \$40,000 for equipment (LCFF)</p>

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Union Elementary School District

County District Code: 4369708

Date of Local Governing Board Approval: June 13, 2016

District Superintendent: Denise Clay

Address: 5175 Union Avenue

City: San Jose

Zip Code: 95124

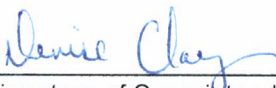
Phone: 408-377-8010

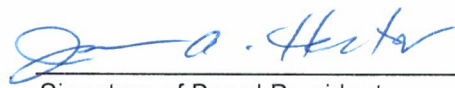
FAX: 408-559-9351

E-mail: clayd@unionsd.org

Signatures:

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:

	Denise Clay	6/13/16
Signature of Superintendent	Printed Name of Superintendent	Date

	Janice Hector	6/13/16
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.