



Single Plan for Student Achievement



Alta Vista Elementary School

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The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) for Alta Vista Elementary School is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code section 41507, 41572, and 64001 and the Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the Single Plan for Student Achievement.

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 _____.

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 make-up of the 2016-17 SSC is as follows:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Joy Shmueli	X				
Cyndy Yu		X			
Carol Hanson		X			
Caryn Lawson		X			
Gary Warnes			X		
Jennifer Lipscomb				X	
Alice Lu				X	
Lawrence Byrne				X	
Kristen Kates				X	
Joshua Ramirez				X	
Number of members in each category	1	3	1	5	

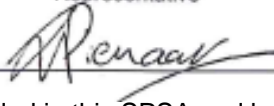
Recommendations and Assurances

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:

English Learner Advisory Representative

Signature of Authorized 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 adopted by the SSC at a public meeting on: January 9, 2017.

Attested:


 Joy Shmueli, Principal


 SSC Chairperson


 Date


 Date

District information

District Profile

The Union School District is a K-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 nine schools: one Special Education Preschool/Transitional Kindergarten school, six K-5 elementary schools, and two 6-8 middle schools. During the 2015-16 school year, the district saw a gain of approximately 159 students and the districtwide poverty rate using free/reduced lunch indicators was 10.4%. Three elementary schools received Title I funding based on the number of families at that site qualifying for the free/reduced lunch program in 2015-16.

The enrollment for the Union School District in 2015-16 was 5,692 students in grades K-8 based on CBEDS. The schools within the district vary greatly in the composition of their ethnic and limited English Language Learner populations. Approximately 51% of the district's students are white (non-Hispanic), 16% are Hispanic, 21% are Asian or Pacific Islander, and the remaining 12% are in other categories.

Union School District offers a range of Special Education placement and service options to students which include two preschool Special Education classes, ten Special Day Class Programs for K-8 students located at selected schools throughout the district, a Resource Specialist, Speech & Language Therapy and Occupational Therapy at each school, and Therapeutic & Behavioral support as needed.

The District employs 265 teachers and 70 (FTE) paraprofessionals. Teacher certification data from the 2015-16 school year revealed that 98.5% of the teachers possess a Cross-cultural Language and Academic Development (CLAD) or SB 395 Alternative to CLAD certification to teach English Learners. Less than .01% of the teachers are holding emergency credentials, and 100% of the Title I funded paraprofessionals meet No Child Left Behind (NCLB) requirements.

Class size in grades K-3 is 24:1 as a result of the District's participation in the Class Size Reduction Program. The average class size in grades 4-8 is 29.5:1 as determined by a contracted agreement. Childcare is available at all of the District's elementary school sites.

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

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.

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.
- Expedite the utilization of technology to enhance and support the instructional program.

School Information

School Profile

Alta Vista School is located in the western part of Santa Clara Valley in the town of Los Gatos and was built in 1962. It is one of the eight schools in the prestigious Union School District in San Jose, California. Alta Vista's best resources for student learning and literacy are teachers, school staff, parents, and community members. Through a skilled staff and a strong tie to the community, the school does all it can to nurture parent and community partnerships.

Parents at our school are a very active and integral part of the education process at Alta Vista. Their involvement and firm commitment to the pursuit of excellence in education is an essential element that adds to our success. Parent run organizations benefit the school with proceeds from various fundraisers. Parents donate thousands of hours annually supporting both classroom and extracurricular activities including Art Vistas, clay, Drama Club, library, Project Cornerstone, science, and technology. Parents are also involved in fundraising, field trips, cultural presentations, community connections, and helping both students and teachers in the classroom daily.

A. Enrollment/Ethnicity:

The 2015-16 enrollment for Alta Vista Elementary School was approximately 647 students in grades K-5. The student ethnicity enrollment included: 61.7% White (non Hispanic), 6.8% are Hispanic, 19.9% are Asian, 0.6% Filipino, 0.8% African American, 0.5% Indian American, 0.3% Pacific Islander, and 8.7% two or more races. Student enrollment included 9.1% students with disabilities, 12.2% English learners, and 2.9% socioeconomically disadvantaged.

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 Cougar Pride assemblies focus on a character theme through stories, skits, and lessons that reinforce the concepts of good character. Our Student Council officers and student leaders take an active role in presenting the monthly assemblies. We also recognize students who have shown good character through Students in the Spotlight, in which students receive certificates for academic achievement, improvement, and special recognition. Alta Vista students earn gold cards for showing good citizenship, and each month twenty students are selected to have lunch with the principal!

In addition, we strive to be a supportive and collaborative learning community. Our staff works cooperatively to plan units of instruction that are rich experiences for the 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 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 used are 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 handicapped.

In the 2015-16 school year, Apple TVs and Chromecast TV monitors were installed in every classroom throughout the campus, and the entire campus was repainted. During the current school year, a STEAM lab was added to the campus as well as one additional portable classroom.

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 our district. By teaching a rigorous content in the core academic areas and valuing visual and performing arts and technology, we are ensuring our children to become confident, competent, independent learners.

Alta Vista is comprised of dedicated staff and highly involved families who understand the importance of community in educating the child. 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 and parents. The SSC and staff study the data each year and rely on these results to evaluate our educational program 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, weekly 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 six teachers and an administrator serve in a leadership role on the school Principal's Advisory Committee (PAC). The PAC 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.

E. Program Improvement

Alta Vista Elementary School is not in Program Improvement.

School Vision and Mission

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

Highly Qualified Teachers

During the 2015-16 school year, 100% of Alta Vista Elementary School's classes were taught by highly qualified teachers.

Union School District is not considered a high-need district in regards to acquisition of high quality, highly-qualified teachers; therefore, its schools do not qualify as "high-need" schools. A "high need local educational agency" is defined (NCLB, Public Law 107-110) as 1) serves not fewer than 10,000 children from families with incomes below the poverty line; or "(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line, and 2) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or "(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Based upon the most current data available (2013 U.S. Census Bureau), the district's estimated percentage of student population of children ages 5-17 living in poverty is 5.7%. However, there are currently no teachers working out of field, on an emergency provision, or temporary certification or licensing.

The Union School District's Human Resources Division is responsible, in partnership with Alta Vista Elementary School's administrative team, for recruiting and placing qualified teachers in the classroom. To date, the district only employs highly qualified teachers to fill vacant teaching positions. When a vacancy exists, teaching positions are posted on EdJoin.org. All applicants must possess a valid California Credential (with authorization to teach in applicable area), resume, three letters of recommendation, English Learner authorization/CLAD certificate, and be NCLB compliant.

The Santa Clara County Office of Education (SCCOE) conducts a review of teaching assignments for schools in Deciles 1-3 on an annual basis; any irregularities noted are corrected immediately by the Human Resources Division. In SCCOE's most recent review, there were no misassignments reported.

Teacher Mentoring Programs

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The **Beginning Teacher Support and Assessment (BTSA)** program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. 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, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Comprehensive Needs Assessment

Alta Vista Elementary School completed a comprehensive needs assessment survey 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:

- ✓ California Healthy Kids Survey
- ✓ Project Cornerstone "Me & My World" Survey
- ✓ Analysis of Student Performance Data:
 - CAASPP Results
 - CST (Science Only)
 - CELDT Results
 - Local Assessment
 - Teacher Feedback

Conclusions from the needs assessment survey 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 2016-17 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 - 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, work independently and cooperatively with others to enhance and practice their social interaction skills.
- Expect Respect - a bullying prevention program that empowers students to identify bullying and design and implement action plans to stop bullying, improve school climate and make every student feel valued and welcome.
- Conflict Resolution/Conflict Manager
- Safety Patrol
- Counseling
- Social-thinking Skills Groups
- District Parent Education

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)
- Variety of virtual learning programs (home licenses/access) for intervention or homework
- Math Olympiads - enrichment group during Rtl math rotations (4-5)
- Mouse Squad - lunchtime technology program (4-5)
- Web-based supplemental learning programs: Lexia (K-2), Raz Kids/A-Z Learning (K-3), IXL Math (K-2), Sokikom (3-5), Typing Club (2-5), Newsela (3-5), and Imagine Learning (K-6)

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	\$ 0.00
Total amount of state categorical funds allocated to this school:	
	\$ 0.00

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> 2015-16 carryover	\$ 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> 2015-16 Carryover	\$ 9,407.09
Total amount of federal categorical funds allocated to this school:	
	\$ 9,407.09
Total amount of state and federal categorical funds allocated to this school:	
	\$ <u>9,407.09</u>

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
- renovating 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.

2016-17 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 develop students' 21st Century skills, all students, including Title I and Title III identified students, will make gains in their achievement in English Language Arts as measured by CELDT, local assessments and CAASPP.

Goal #2: Through rigorous instruction that is based on state standards and designed to develop students' 21st Century skills, all students, including Title I and Title III identified students, will make gains in their achievement in Mathematics as measured by local assessments and CAASPP.

School Goals for Improving Student Achievement

Goal #1: Through rigorous instruction that is based on state standards and designed to develop students' 21st Century skills, all students, including Title I and Title III identified students, will make gains in their achievement in English Language Arts as measured by CELDT, local assessments, and CAASPP.

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

This goal aligns to the LEA Plan/LCAP goals #2 and #3

What data was used to form this goal:

Local Assessments, CAASPP, and CELDT

Individuals Involved in analyzing data and formulating goal:

Site Council Parents, District, Teachers, Principal

What did the analysis of the data reveal that led to this goal:

Our EL students are doing well overall, but there is still some work needed to make sure that students are not stuck at level 3 on CELDT, and are reclassified appropriately as soon as possible, and we narrow the achievement gap on CAASPP between ELs and non-ELs.

Identify targeted student groups and expected growth:

Our focus is on all students, but we will target our EL Learners where appropriate with extra interventions to assist in their achievement.

What data will be collected to measure student achievement?

Classroom assessments, district assessments, CELDT, and CAASPP

Identify the process for monitoring and evaluating collected data:

The staff reviews State data results (when available), 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 reading groups. Where indicated the results are used to plan staff development. 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	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Process for Evaluation of Implementation
A credentialed teacher will provide Imagine Learning as a support for EL students before-school three days per week	August 2016 – May 2017	Principal EL Tutor	Title III \$9,407.09	Student progress will be monitored at least 2x per year
Alta Vista will continue to utilize interventions and targeted instruction for our EL students including small group instruction through RtI Flex Reading and other classroom accommodations as appropriate	September 2016 – May 2017	Teachers RtI Tutors Intervention Specialist	LCFF	Student progress will be monitored monthly

Goal #2: Through rigorous instruction that is based on state standards and designed to develop students' 21st Century skills, all students, including Title I and Title III identified students, will make gains in their achievement in Mathematics as measured by local assessments and CAASPP.

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

This goal aligns to the LEA plan/LCAP goals #2 and #3

What data was used to form this goal:

Local Assessments, CAASPP, and CELDT

Individuals Involved in analyzing data and formulating goal:

Site Council Parents, District, Teachers, Principal

What did the analysis of the data reveal that led to this goal:

District wide, our EL students tend to do better in math, we still need to provide opportunities for intervention, especially as our new assessments will focus on more reading and writing in the mathematics sections.

Identify targeted student groups and expected growth:

Our focus is on all students, but we will target our EL students who did not score proficient on the CAASPP, as well as local assessments, as appropriate, with extra interventions to assist in their achievement.

What data will be collected to measure student achievement?

Classroom assessments, district assessment, and CAASPP

Identify the process for monitoring and evaluating collected data:

The staff reviews State data results (when available), 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. Where indicated the results are used to plan staff development. In the area of mathematics, we review individual student performance data at least three times per year.

Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Process for Evaluation of Implementation
Parent Education Nights	August 2016 – May 2017	District	District Funds	Parent feedback and surveys
Monthly collaboration and training led by math teacher leaders	August 2016 – May 2017	Principal	No cost	Teacher feedback and surveys, grade level notes
Build academic vocabulary for all students utilizing scaffolded strategies that support EL students	August 2016 – June 2017	Principal Teachers	No cost	Student assessments and classroom work
Implement year 1 of the newly adopted Eureka Math curriculum	August 2016 – June 2017	District Principal	District Funds	Student assessments and classroom work

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.

Program Support Goal #1 (LCAP 2.8): The District will continue to provide K-5 teachers with professional development in Guided Language Acquisition Design (GLAD).

Strategies/Action Plans	Start & Completion Dates	Proposed Expenditures	Estimated Cost	Funding Source
Continue to provide Guided Language Acquisition Design (GLAD) training to elementary school sites. (LCAP 2.8)	March 2017 – May 2017	Training and substitutes for 30 teachers at 6 elementary sites.	\$62,016	LCFF

Program Support Goal #2 (LCAP 3.2): Provide site reading and math interventions/support programs to at-risk students, including English learners, who are not meeting grade level standards as measured by local and state assessments.

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 2016 - June 2017	Program Licenses	\$61,157	Title III LEP
Provide Rosetta Stone supplemental program support at all 8 school sites to identified newcomers and beginning/ early intermediate EL students	September 2016 - June 2017	Program Licenses	\$15,000	LCFF

Program Support Goal #3 (LCAP 4.5-4.7): The District will provide Parent Education opportunities for families of Second Language Learners

Strategies/Action Plans	Start & Completion Dates	Proposed Expenditures	Estimated Cost	Funding Source
Provide Rosetta Stone English Instruction for parents and caregivers	January 2017 - April 2017	Program Licenses	\$334	Title III Immigrant
Provide EL parent outreach and engagement classes (District and SCCOE partnership)	October 2016- May 2017	Coordinator, Interpreters, Materials, Babysitters	\$4,664	Title III Immigrant
Provide parent/family literacy classes through the Latino Literacy Project	January 2017 - March 2017	Coordinator, Teacher, Interpreters	\$14,474	Title III Immigrant

References

CAASPP – English Language Arts/Literacy and Mathematics 2016 (Grades 3, 4 & 5)

	English Language Arts/Literacy								Mathematics							
	15-16								15-16							
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3								Grade 3							
All Students Tested	123	121	121	2481.9	51%	19%	20%	10%	123	123	123	2501.3	52%	33%	12%	3%
Male	76	76	76	2468.7	47%	20%	20%	13%	76	76	76	2502.5	54%	29%	14%	3%
Female	47	45	45	2504.2	58%	18%	20%	4%	47	47	47	2499.4	49%	38%	9%	4%
African American																
American Indian or Alaskan Native																
Asian	30	29	29	2522.0	72%	10%	10%	7%	30	30	30	2544.2	77%	13%	10%	0%
Filipino	1	1	1	*	*	*	*	*	1	1	1	*	*	*	*	*
Hispanic or Latino	11	11	11	2430.5	36%	9%	27%	27%	11	11	11	2452.1	18%	55%	18%	9%
Hawaiian or Pacific Islander																
White (not Hispanic)	68	67	67	2466.1	42%	21%	27%	10%	68	68	68	2486.9	46%	35%	15%	4%
Two or More Races	12	12	12	2507.0	58%	42%	0%	0%	12	12	12	2509.5	50%	50%	0%	0%
Socioeconomically Disadvantaged	4	4	4	*	*	*	*	*	4	4	4	*	*	*	*	*
English Learners	24	22	22	2465.3	45%	14%	14%	27%	24	24	24	2501.3	46%	33%	17%	4%
Students with Disabilities	17	17	17	2412.1	12%	29%	35%	24%	17	17	17	2452.9	18%	47%	24%	12%
Migrant Education																
Foster Youth																
	English Language Arts/Literacy								Mathematics							
	15-16								15-16							
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4								Grade 4							
All Students Tested	107	107	107	2520.6	52%	24%	12%	11%	107	107	107	2528.4	45%	29%	21%	6%
Male	51	51	51	2499.5	47%	29%	12%	18%	51	51	51	2522.3	41%	29%	27%	2%
Female	56	56	56	2539.9	63%	20%	13%	5%	56	56	56	2534.0	48%	39%	14%	9%
African American																
American Indian or Alaskan Native	1	1	1	*	*	*	*	*	1	1	1	*	*	*	*	*
Asian	15	15	15	2562.3	73%	27%	0%	0%	15	15	15	2563.7	60%	40%	0%	0%
Filipino																
Hispanic or Latino	10	10	10	*	*	*	*	*	10	10	10	*	*	*	*	*
Hawaiian or Pacific Islander	1	1	1	*	*	*	*	*	1	1	1	*	*	*	*	*
White (not Hispanic)	70	70	70	2517.9	51%	20%	17%	11%	70	70	70	2525.6	46%	24%	23%	7%
Two or More Races	10	10	10	*	*	*	*	*	10	10	10	*	*	*	*	*
Socioeconomically Disadvantaged	6	6	6	*	*	*	*	*	6	6	6	*	*	*	*	*
English Learners	6	6	6	*	*	*	*	*	6	6	6	*	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*	*	10	10	10	*	*	*	*	*
Migrant Education																
Foster Youth																
	English Language Arts/Literacy								Mathematics							
	15-16								15-16							
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5								Grade 5							
All Students Tested	123	122	122	2567.1	47%	30%	14%	9%	123	122	122	2578.7	50%	29%	15%	7%
Male	61	61	61	2546.2	39%	34%	11%	15%	61	61	61	2584.0	51%	31%	11%	7%
Female	62	61	61	2588.1	54%	26%	16%	3%	62	61	61	2573.5	49%	36%	18%	7%
African American	2	2	2	*	*	*	*	*	2	2	2	*	*	*	*	*
American Indian or Alaskan Native	1	1	1	*	*	*	*	*	1	1	1	*	*	*	*	*
Asian	23	22	22	2591.1	59%	32%	5%	5%	23	22	22	2616.7	77%	23%	0%	0%
Filipino	1	1	1	*	*	*	*	*	1	1	1	*	*	*	*	*
Hispanic or Latino	9	9	9	*	*	*	*	*	9	9	9	*	*	*	*	*
Hawaiian or Pacific Islander																
White (not Hispanic)	79	79	79	2564.2	47%	28%	18%	8%	79	79	79	2574.3	47%	29%	16%	8%
Two or More Races	8	8	8	*	*	*	*	*	8	8	8	*	*	*	*	*
Socioeconomically Disadvantaged	5	5	5	*	*	*	*	*	5	5	5	*	*	*	*	*
English Learners	14	13	13	2490.0	15%	23%	38%	23%	14	13	13	2545.2	31%	38%	15%	15%
Students with Disabilities	18	18	18	2442.6	6%	11%	33%	50%	18	18	18	2508.8	17%	22%	33%	28%
Migrant Education																
Foster Youth																

*appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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%

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Results Shown as Percentage

	Students Tested	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kinder.	25	12%	8%	24%	32%	24%
Grade 1	10	10%	0%	10%	30%	50%
Grade 2	6	0%	0%	0%	67%	33%
Grade 3	5	20%	20%	0%	20%	40%
Grade 4	2	*	*	*	*	*
Grade 5	3	*	*	*	*	*

*Results are not available for groups of three or less

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

Alta Vista Elementary School's website, altavista.unionsd.org is home to the school site's calendar which is maintained and offers up to date information on events parents can attend. School Site Council meeting dates/times can be found under the "Parent Information" tab on the website along with the names of the current year's School Site Council members.

Professional Development Plan

The Board of Trustees and District have set a high priority on professional development. The District is committed to providing focused professional development aligned to the California State Standards that inspire and promote academic excellence. Professional development includes instructional strategies, technology and STEAM integration that brings teaching and learning to elevated levels while preparing students for success in school and in their future careers. The District has multiple teacher leadership teams in specialized areas. These teacher leaders are responsible for updating curriculum maps, assessments, lessons and resources, while promoting instructional strategies that all teachers can utilize with their students. For all staff, professional development is varied and includes: Staff Development Days, Union University Courses, Beginning Teacher Support (BTSA), Summer Learning Collaborations 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, social-emotional well being, and/or a combination of these. Some of the sessions are led by our teacher leaders while many others are led by outside consultants which ensure exposure to the most up-to-date instructional strategies. On two of the days, our classified staff attends and sessions are geared to help them develop within their professions as well.

Union University

There are a variety of learning opportunities for teachers throughout the year which occur after school. Many of the courses are two-hour sessions that focus on a specific resource or strategy to use in the classroom. Topics are varied, yet focus on the district's instructional and technology goals. Some of the courses this year include: Sketchnoting, lographer, math module planning, Google Apps and Tools, LEC certifications and more. The District partners with the Santa Clara County Office of Education to ensure a variety of professional development opportunities.

BTSA

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 coach to guide them throughout the year in completing NTP's requirements.

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.

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