



# Single Plan for Student Achievement



## Carlton Avenue Elementary School

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**The Single Plan for Student Achievement**

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The Single Plan for Student Achievement (SPSA) for Carlton Avenue 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**

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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
Lisa Lorona	X				
Jill Carlson		X			
Kate LaBarbera		X			
Ellen Mace			X		
Nicole Baker				X	
Sarah Johnson				X	
Denise Kranich				X	
Alison McClellan				X	
Number of members in each category	1	2	1	4	

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 Committee

Signature of Authorized Representative

[Handwritten signature]

- 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: October 17, 2016.

Attested:

[Handwritten signature of Lisa Lorona]

Lisa Lorona, Principal

[Handwritten signature of SSC Chairperson]

SSC Chairperson

10-17-16

Date

10-17-16

Date

## District information

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### 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

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### School Profile

Carlton Avenue School is one of eight schools in the Union School District. Located in a quiet neighborhood, Carlton has approximately 705 students that attend Kindergarten through the fifth grades. Carlton has 30 credentialed regular education teachers, one resource specialist, one speech therapist and a school psychologist. All teachers are fully credentialed. Kindergartens through third grade are fortunate to have average class ratios of 25 to 1. Our fourth and fifth grade classes have a maximum of 31 students, with the average number at 30. Carlton received the California Distinguished School recognition in 2004.

A. Enrollment/Ethnicity:

The 2015-16 enrollment for Carlton Avenue Elementary School was approximately 692 students in grades K-5. The student ethnicity enrollment included: 56.8% White (non Hispanic), 9.2% are Hispanic, 24% are Asian, 0.1% Filipino, 1.0% African American, 0.1% Indian American, 0.3% Pacific Islander, and 6.6% two or more races. Student enrollment included 6.5% students with disabilities, 14.2% English learners, and 5.5% socioeconomically disadvantaged.

B. Positive Learning Environment:

Throughout the school, teachers use a variety of strategies to introduce, explain, and enhance curricular concepts so that all students understand and succeed. Teachers plan using state standards, the understanding of student emotional development and student academic needs, and utilize research-based instructional techniques. An emphasis on differentiated instruction gives teachers strategies in instruction and assessment, which support every student in their classroom. Extended learning opportunities, and a focus on music, art, and performing arts, provide opportunities for all students to be engaged at Carlton, and when children are engaged and feel welcomed at school, they are motivated to learn. Our strong commitment to PE gives students a healthy outlet for building strong bodies as well as strong minds. At Carlton, there is something that each student enjoys and can succeed in doing.

C. School Facilities:

Carlton Elementary School is located on Carlton Avenue, with Adonis Way to the south and National Avenue to the west. The school is situated in a neighborhood of single-family homes and apartments. The school campus has four entry points, three at the front of the school and one in the back. All gates remain closed and unlocked during school hours. There are signs posted telling visitors to check in through 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. Current projects include a STEAM lab that will be added to the campus, and installation of shade structures to the kinder area.



D. School Instruction and Leadership:

School leadership evaluates student assessment data to ensure on-going reform and renewal, and uses the goals in the Single Plan to analyze student achievement. This data is also used to write measurable goals in all content areas, based on the school vision, assessment data, and alignment with the District's Goals. Using CAASPP, and online resources, staff can disaggregate data by ethnicity and socioeconomic status, gender and RSP or GATE students, and make needed adjustments to instructional strategies. In order to provide the highest quality instruction to our students, and to help all students meet standards, Carlton teachers plan together, share materials, and support each other through regular coaching and collaboration. Every Wednesday afternoon, teachers collaborate and participate in on-going professional development to enhance and concentrate on student work and achievement. To facilitate this process, we have Modified-Professional Development days scheduled for 2016-17 as well as regular staff meetings and informal discussion groups.

E. Program Improvement:

Carlton Avenue Elementary School is not in Program Improvement.

### School Vision and Mission

To provide a safe, peaceful, nurturing, child-centered community in which all children will succeed.

We believe:

- all students can learn.
- that a qualified staff, a standards-based enriched curriculum, a variety of resources, positive peer interactions, and positive adult relationships support student academic proficiency as measured by multiple assessments.
- that education involves the whole community, the school, and the family.
- that learning is a lifelong process.

### Highly Qualified Teachers

During the 2015-16 school year, 100% of Carlton Avenue 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 Carlton 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

Carlton Avenue 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:

- Academic Program 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

Carlton Avenue 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, Carlton Avenue Elementary School anticipates providing the following programs for its students (and parents as applicable):

- School-wide Behavior System - a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. The school-wide behavior system a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. Carlton Elementary School supports the success of ALL students.
- 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.
- 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.

### 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.

Carlton Avenue 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, the walk and roll to school program, Girls on the Run, Recess 101, the Garden Club, and the Running Club.

### Extended Learning Programs

After-school programs and classes at Carlton Elementary School 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 afterschool clubs, afterschool classes, sports, interventions, and GATE classes.

**Programs Included in This Plan**

The School Site Council intends for Carlton Avenue 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	\$ 5,137.87
Total amount of federal categorical funds allocated to this school:	
	\$ 5,137.87
Total amount of state and federal categorical funds allocated to this school:	
	\$ <u>5,137.87</u>

## Planned Improvements in Student Performance

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### Union 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 the continued implementation of Common Core standards and through the development of new Common Core aligned assessments, all students, including EL learners will make gains in their Mathematics achievement as measured by local assessments and CAASPP.

## School Goals for Improving Student Achievement

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**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:

2016 CAASPP, Local Assessments, CELDT

### Individuals Involved in analyzing data and formulating goal:

District, Principals, Teachers

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

Our EL learners need additional assistance to assure that they are reclassified. We want to ensure that students meet English proficiency standards and have multiple layers of intervention to meet their needs.

### Identify targeted student groups and expected growth:

65% of Carlton's identified English Learners will increase at least one CELDT level or be reclassified from 2016 to 2017.

### What data will be collected to measure student achievement?

Classroom assessments, District assessments, CELDT

### Identify the process for monitoring and evaluating collected data:

The principal and staff will meet three times this school year to discuss student growth. Teachers will discuss student growth in their team meetings during their grade level collaboration meetings at least once a month.

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Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Process for Evaluation of Implementation
Continue to contract with Project GLAD (Guided Language Acquisition Design) for new teachers to learn strategies that support EL students in the classroom	August 2016 - June 2017	Principal Teachers	District Funds	Budget Expenditures
An EL tutor will pull small groups of students to provide EL instruction	August 2016 - June 2017	Principal EL Teachers	Title III \$5,137.87	Student progress will be monitored twice a year
Response to Intervention Tutors will be provided in ELA for strategic grouping of students	August 2016 - June 2017	Principal Teachers	LCFF Site Funds	Student progress will be monitored 6-8 weeks
Depth and Complexity Icon Training for all teachers	August 2016 - June 2017	Principal Teachers	LCFF	Student Progress will be monitored 4-5 times this school year
Web-based differentiated programs such as Imagine Learning, Rosetta Stone, Lexia, and Raz Kids will be utilized as supplemental support for at-risk students, including ELLs.	August 2016 - June 2017	Principal EL Tuto, Teachers	District Funds	Teachers and program specialists will monitor progress through program reporting
Teachers will review CELDT data in the beginning of the year and monitor ELL progress throughout the year	August 2016 - June 2017	Principal Teachers	No cost	Data reports with subgroup data included on local benchmarks

**Goal #2:** Through the continued implementation of Common Core standards and through the development of new Common Core aligned assessments, all students, including EL learners will make gains in their Mathematics achievement 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, CELDT, and CAASPP

**Individuals Involved in analyzing data and formulating goal:**

District, Principals, Teachers

**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 writing in the Mathematics sections.

**Identify targeted student groups and expected growth:**

EL learners, Students not performing at Grade Level in Mathematics

**What data will be collected to measure student achievement?**

Classroom Assessments, District assessments

**Identify the process for monitoring and evaluating collected data:**

The principal and staff will meet three times this school year to discuss student growth. Teachers will discuss student growth in their team meetings during their grade level collaboration meetings at least once a month.

Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Process for Evaluation of Implementation
Implement year 1 of the newly adopted Eureka Math curriculum	August 2016 – June 2017	District Principal Teachers	District Funds	Classroom Observation Student Assessment Data
Integrate Depth and Complexity Icons with math curriculum. Monthly Trainings	August 2016 – June 2017	Principal Teachers	LCFF	Student Progress will be monitored 4-5 times this school year
Monthly Math training led by Math teacher leaders	August 2016 – June 2017	Principal Teachers	District Funds	Classroom Observation Student Assessment Data Teacher Feedback
Monthly Math teacher Collaboration time	August 2016 – June 2017	Principal Teachers	District Funds	Classroom Observation Student Assessment Data
On-Going parent education opportunities for Math Support	August 2016 – June 2017	District Office	District Funds	Parent Feedback Surveys



**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	131	130	130	2491.9	54%	25%	13%	8%	131	130	130	2504.8	49%	34%	11%	6%
Male	69	69	69	2475.4	49%	23%	17%	10%	69	69	69	2505.7	51%	38%	6%	6%
Female	62	61	61	2510.6	59%	26%	8%	7%	62	61	61	2503.7	48%	30%	16%	7%
African American	1	0	0	*	*	*	*	*	1	0	0	*	*	*	*	*
American Indian or Alaskan Native																
Asian	31	31	31	2516.1	65%	19%	13%	3%	31	31	31	2529.9	58%	39%	3%	0%
Filipino																
Hispanic or Latino	16	16	16	2425.5	31%	13%	31%	25%	16	16	16	2447.4	13%	38%	31%	19%
Hawaiian or Pacific Islander																
White (not Hispanic)	66	66	66	2493.9	55%	27%	11%	8%	66	66	66	2501.5	52%	29%	12%	8%
Two or More Races	14	14	14	2500.7	50%	43%	0%	7%	14	14	14	2524.2	57%	43%	0%	0%
Socioeconomically Disadvantaged	10	10	10	*	*	*	*	*	10	10	10	*	*	*	*	*
English Learners	26	26	26	2465.9	38%	23%	23%	15%	26	26	26	2485.6	35%	35%	23%	8%
Students with Disabilities	12	12	12	2371.6	8%	17%	25%	50%	12	12	12	2398.3	8%	8%	50%	33%
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	116	114	114	2545.6	62%	21%	9%	8%	116	115	115	2531.9	44%	28%	23%	5%
Male	59	57	57	2525.7	58%	14%	14%	14%	59	58	58	2528.1	45%	24%	22%	9%
Female	57	57	57	2565.4	67%	28%	4%	2%	57	57	57	2535.8	44%	32%	23%	2%
African American	4	4	4	*	*	*	*	*	4	4	4	*	*	*	*	*
American Indian or Alaskan Native																
Asian	26	26	26	2579.5	85%	4%	12%	0%	26	26	26	2576.3	73%	12%	15%	0%
Filipino	1	1	1	*	*	*	*	*	1	1	1	*	*	*	*	*
Hispanic or Latino	11	11	11	2449.3	36%	9%	18%	35%	11	11	11	2453.5	18%	27%	18%	36%
Hawaiian or Pacific Islander	1	1	1	*	*	*	*	*	1	1	1	*	*	*	*	*
White (not Hispanic)	60	59	59	2545.9	61%	25%	7%	7%	60	59	59	2525.9	39%	34%	24%	3%
Two or More Races	8	8	8	*	*	*	*	*	8	8	8	*	*	*	*	*
Socioeconomically Disadvantaged	8	8	8	*	*	*	*	*	8	8	8	*	*	*	*	*
English Learners	14	13	13	2469.6	38%	15%	23%	23%	14	14	14	2477.6	21%	21%	36%	21%
Students with Disabilities	9	9	9	*	*	*	*	*	9	9	9	*	*	*	*	*
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	117	116	116	2597.5	66%	16%	12%	6%	117	116	116	2576.4	56%	16%	15%	14%
Male	58	58	58	2577.5	59%	17%	14%	10%	58	58	58	2580.5	62%	10%	12%	16%
Female	59	58	58	2617.5	72%	16%	10%	2%	59	58	58	2572.3	50%	21%	17%	12%
African American																
American Indian or Alaskan Native																
Asian	29	29	29	2650.0	90%	7%	3%	0%	29	29	29	2644.4	86%	10%	3%	0%
Filipino	1	1	1	*	*	*	*	*	1	1	1	*	*	*	*	*
Hispanic or Latino	18	17	17	2517.9	29%	18%	29%	24%	18	17	17	2487.6	18%	18%	24%	41%
Hawaiian or Pacific Islander	1	1	1	*	*	*	*	*	1	1	1	*	*	*	*	*
White (not Hispanic)	59	59	59	2595.7	66%	20%	10%	3%	59	59	59	2577.8	56%	19%	17%	8%
Two or More Races	8	8	8	*	*	*	*	*	8	8	8	*	*	*	*	*
Socioeconomically Disadvantaged	8	8	8	*	*	*	*	*	8	8	8	*	*	*	*	*
English Learners	7	7	7	*	*	*	*	*	7	7	7	*	*	*	*	*
Students with Disabilities	12	12	12	2460.3	0%	25%	33%	42%	12	12	12	2462.0	17%	8%	17%	58%
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	105	113	109
Students with Scores	105	113	107
Mean Scale Score	448.1	417.6	445.5
% Advanced	71%	55%	72%
% Proficient	20%	36%	22%
% Basic	7%	8%	6%
% Below Basic	2%	1%	0%
% Far Below Basic	0%	0%	0%

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Results Shown as Percentage

	Students Tested	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kinder.	27	15%	19%	26%	22%	19%
Grade 1	11	9%	9%	0%	36%	45%
Grade 2	2	*	*	*	*	*
Grade 3	2	*	*	*	*	*
Grade 4	5	40%	0%	20%	20%	20%
Grade 5	1	*	*	*	*	*

\*Results are not available for groups of three or less

### Union 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

Carlton Avenue Elementary School's website, [carlton.unionsd.org](http://carlton.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](http://www.unionsd.org) or on CDE's website at [www.sarconline.org](http://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.