

# Union Elementary School District Alta Vista Elementary School

Grades K through 5  
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## 2016-17 School Accountability Report Card *Published November 2017*

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## Principal's Message

Welcome to Alta Vista Elementary School. We are a 2016 Gold Ribbon School and proud of our high academic achievement. Alta Vista School is a proactive community of staff, parents and students striving to create a nurturing and stimulating learning environment, while ensuring every child realizes his or her potential. Our mission is to emphasize academic excellence while recognizing the needs of every child in a safe, nurturing environment. Staff members constantly seek new ways to make school exciting and relevant for our students. They are highly dedicated to providing an enriched, rigorous curriculum that ensures our students are confident, competent, independent learners.

Students' needs and interests are the highest priority for us. Through a collaborative effort, we look for ways to improve instruction so students are prepared to meet rigorous state standards and have the skills necessary to compete in the global economy. Teachers regularly collaborate within grade levels to plan instruction focused on sharing the responsibility for all students within their grade level. Our teachers actively participate in ongoing professional development and over half of our teachers are district teacher leaders. Our teacher leaders have built a synergy around school and district goals, strengthening teacher confidence and collaboration on new ways to enhance the classroom learning. We recognize that technology is reshaping the way we view the world, how we live and communicate, and the skills our students need in order to succeed in today's information age.

At the same time, we also take pride in our students' accomplishments in art, music and theater. Thanks to the generous support of our Home and School Club, students have the opportunity to experience visual and performing arts through our Art Vistas and clay programs, and our Orff music program. Additionally, more than 100 students participate annually in our after-school Chorus and Drama Club productions, which are directed by our own talented staff members.

Our school strives to create a supportive climate in which every child's talents and interests are nurtured. Our school motto is "Pride in our Choices...Pride in our Behavior." We are proud of our school-wide Character Education program, emphasizing character traits through the Project Cornerstone ABC Reader Program. In addition, we recognize the need to incorporate digital citizenship into our curriculum in order to teach our students to be safe, responsible digital learners. Student leadership is valued at Alta Vista and we take pride in our many programs that offer students opportunities to support our school. Students in upper grades may serve on Safety Patrol, Student Council, as Conflict Managers, Recess Leaders, or Playground Pals. Each of these programs provides a valuable contribution to ensure our school environment continues to be positive, safe, and supportive. Finally, parent support and involvement continue to be important aspects of the success of Alta Vista. We value and welcome the many families who are dedicated to supporting our students in myriad ways. Parent run organizations benefit the school with proceeds from various fundraisers. Parent volunteers are plentiful, and their contributions include volunteering in the classrooms, serving as an Art Vista's, clay, or Cornerstone parent volunteer, taking an active role in school committees and organizations, fundraising, and so much more. Research shows that children who have parents involved at school generally perform better. We look forward to working with you!

## Mission Statement

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

## School Profile

Alta Vista Elementary School is located in the southwestern region of Los Gatos and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2016-17 school year, 642 students were enrolled, including 8.1% in special education, 8.9% qualifying for English Language Learner support, and 3.1% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	0.30%	Kindergarten	80
Amer. Indian or Alaskan Native	0.30%	Grade 1	111
Asian	22.70%	Grade 2	98
Filipino	0.60%	Grade 3	111
Hisp. or Latino	8.70%	Grade 4	134
Pacific Islander	0.30%	Grade 5	108
Caucasian	56.40%	Ungraded	0
Multi-Racial	9.80%		
Students with Disabilities	8.10%		
Socioeconomically Disadvantaged	3.10%		
English Learners	8.90%		
Foster Youth	0.20%		
Total Enrollment			642

## Student Achievement

### Physical Fitness

In the spring of each year, Alta Vista Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	11.0%	25.7%	40.4%

*Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

### Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Alta Vista Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on CDE's website at [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Federal Intervention Program Status 2017-18		
	AVES	UESD
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2013-2014
Year in Program Improvement	N/A	Year 1
No. of Schools Currently in Program Improvement		1
% of Schools Currently in Program Improvement		12.5%

*Note: Cells with N/A values do not require data.*

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on CDE's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Alta Vista Elementary School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	75	79	78	78	49	49
Mathematics (grades 3-8 and 11)	79	80	73	76	37	38

*Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.*

CAASPP Test Results in ELA by Student Group (2016-17)

Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	362	360	99.45	78.61
Male	189	187	98.94	73.26
Female	173	173	100.00	84.39
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	76	75	98.68	94.67
Filipino	--	--	--	--
Hisp. or Latino	32	31	96.88	51.61
Pacific Islander	--	--	--	--
Caucasian	210	210	100.00	76.19
Multi-Racial	37	37	100.00	81.08
English Learners	64	62	96.88	75.81
Socioeconomically Disadvantaged	15	14	93.33	42.86
Students with Disabilities	49	48	97.96	35.42

CAASPP Test Results in Mathematics by Student Group (2016-17)

Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	362	361	99.72	79.78
Male	189	188	99.47	80.32
Female	173	173	100.00	79.19
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	76	76	100.00	94.74
Filipino	--	--	--	--
Hisp. or Latino	32	31	96.88	54.84
Pacific Islander	--	--	--	--
Caucasian	210	210	100.00	76.19
Multi-Racial	37	37	100.00	89.19
English Learners	64	63	98.44	77.78
Socioeconomically Disadvantaged	15	14	93.33	50.00
Students with Disabilities	49	48	97.96	35.42

CAASPP Test Results in Science for All Students

Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Alta Vista Elementary School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
	93	92	89	90	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered. No scores will be available during the CAST pilot field test.

Note: Double dashes (--) 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.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed of upcoming events and school activities through email, flyers, parent conferences, the school marquee, the school website, Twitter, Home & School Club Google Blast, "Vista Views" newsletters, and School Messenger (automated telephone message delivery system). Contact the Home & School Club at (408) 356-6146 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- Chaperone Field Trips
- Classroom Helper
- Library Helper
- Room Parent
- Project Cornerstone
- Art Vistas & Clay Program
- School Activities (see list below)
- Read Naturally
- Smart Start
- Spark PE

**Committees**

- School Site Council
- Home & School Club
- Parent Leadership Council (PLC)

**School Activities**

- Movie Night
- Parent Education Nights
- Science Night
- Book Fair
- Mileage Club
- Multiculture Night
- Fantasy Fair
- Walk-A-Thon
- Birthday Books
- eScript & Fundraising Activities
- Olympic Day

**School Facilities & Maintenance**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Alta Vista Elementary School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

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.

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

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Alta Vista Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Recycling program

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1962
Acreage	11.893
Square Footage	28045
	<b>Quantity</b>
Permanent Classrooms	17
Portable Classrooms	8
Restrooms (sets)	2
Cafeteria	1
Library/Media Center	1
Outdoor Covered Patio(s)	1
Makerspace (STEAM)	1
Staff Lounge	1
Staff Work Room	1

**Facilities Inspection**

The district's maintenance department inspects Alta Vista Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Alta Vista Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Sunday, October 15, 2017 and Monday, October 16, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Sunday, October 15, 2017			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Media Center, Room 11, Room 18 Staff, Room 19 & Room K2 - Carpeting damaged or stained
(G)	Room 11 - Damage to stairway or ramp
(H)	Room 10 - Significant cracks, trip hazards, holes or deterioration - asphalt on playground in need of repair/replacement

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

**Rating Description**

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers and the safety patrol are strategically assigned to designated entrance areas and the playground. During recess, teachers and support staff supervise playground activity. The principal and noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, and the safety patrol monitor student behavior to ensure a safe and orderly departure.

Alta Vista Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Alta Vista Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in September 2017, and approved by School Site Council in October 2017. Staff responsibilities and safety plan updates were discussed with staff in October 2017.

**Classroom Environment**

**Discipline & Climate for Learning**

Alta Vista Elementary School's discipline policies are based upon positive behavior management programs designed to promote responsibility, respect, and safety as well as minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Alta Vista Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions & Expulsions			
	14-15	15-16	16-17
<b>AVES</b>			
% Students Suspended	1.2	1.1	0.3
% Students Expelled	0.0	0.0	0.0
<b>UESD</b>			
% Students Suspended	1.6	1.3	1.1
% Students Expelled	0.1	0.0	0.0
<b>California</b>			
% Students Suspended	3.8	3.7	3.6
% Students Expelled	0.1	0.1	0.1

**Class Size**

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
Grade	2014-15			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	3	1	
1	24.0		4	
2	25.0		4	
3	22.0		5	
4	31.0		3	
5	23.0	2	4	
Grade	2015-16			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.0		4	
1	23.0		4	
2	21.0	1	4	
3	23.0	1	4	
4	26.0	1	3	
5	28.0	1	3	
Grade	2016-17			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	3	1	
1	22.0		5	
2	25.0		4	
3	26.0		4	
4	22.0		4	
5	23.0	1	4	

\*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

# Curriculum & Instruction

## Staff Development

All training and curriculum development activities at Alta Vista Elementary School revolve around the California State Content Standards and Frameworks. During the 2016-17 school year, Alta Vista Elementary School held staff development devoted to:

- 21st Century Learning
- Math Adoption
- Technology Integration
- Web-Based Student Programs
- District Benchmark Assessments
- Smarter Balanced Assessment Consortium (SBAC)

Decisions concerning selection of staff development activities are performed by teacher input using tools such as data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Alta Vista Elementary School supports ongoing professional growth throughout the year on restructured Wednesdays. Teachers meet in grade level teams to focus on instruction in the classroom. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Alta Vista Elementary School's teachers attended the following events hosted by the Union Elementary School District on districtwide staff development days:

- Math & ELA Instructional Strategies
- Assessment: Scoring and Calibration
- Technology
- Behavioral Strategies
- STEAM (Science, Technology, Engineering, Arts, Math)
- Makerspaces
- English Language Development
- Flexible Furniture

Alta Vista Elementary School's teachers also had the opportunity to participate in district offered supplemental training and workshops offered throughout the year on the following topics:

- Online courses through various institutes and SCCOE: Mathematical Mindsets; Blended Learning & Google Tools
- Union University: Hyperdocs, Sketchnoting, Screencasting, Google Tools, Google Classroom, Igrapher, Hapara, WeVideo and Osmo
- SCCOE Workshops on ELD, Digital Storytelling, & STEAM
- Consultants provided PD on ELA Strategies, Math Strategies, NGSS (Next Generation Science Standards) and Flexible Furniture

Alta Vista Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
3	3	3

## Instructional Materials

California requires that core curriculum align to the California Content Standards and Frameworks. All of our instructional materials align with the California Content Standards and Frameworks through a combination of core and supplemental materials.

On Monday, October 09, 2017, the Union Elementary School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-18-05 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 school year, Union Elementary School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2003	Houghton Mifflin, <i>Houghton Mifflin Reading - Medallion Edition</i>	0 %
2003	Houghton Mifflin, <i>Reading California</i>	0 %
<b>History-Social Science</b>		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
2006	Pearson Scott Foresman, <i>History-Social Science for California</i>	0 %
<b>Mathematics</b>		
2016	Eureka Math, <i>Great Minds, A Story of Units</i>	0 %
<b>Science</b>		
2007	Delta Education, <i>Full Option Science System (FOSS)</i>	0 %

## Professional Staff

### Counseling & Support Staff

Alta Vista Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Alta Vista Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor (Contract Position)	1	0.4
Health Clerk	1	0.75
Library Media Assistant	1	1.0
Nurse	1	*
Psychologist	1	0.5
Speech/Language/Hearing Specialist	1	1.0

\* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

## Teacher Assignment

During the 2016-17 school year, Alta Vista Elementary School had 30 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	AVES			UESD
	15-16	16-17	17-18	17-18
Total Teachers	28	30	30	278
Teachers with full credentials	28	30	30	278
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total teacher misassignments includes the number of misassignments of teachers of English learners.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	UESD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$45,306
Mid-Range Teacher Salary	\$73,209	\$78,254
Highest Teacher Salary	\$92,605	\$96,372
Superintendent Salary	\$201,414	\$212,818
<b>Average Principal Salaries:</b>		
Elementary School	\$132,802	\$122,364
<b>Percentage of Budget:</b>		
Teacher Salaries	41%	38%
Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Expenditures Per Student

For the 2015-16 school year, Union Elementary School District spent an average of \$5,531 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Union Elementary School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	AVES	UESD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
Total**	\$6,121	N/A	N/A	N/A	N/A
Restricted	\$1,003	N/A	N/A	N/A	N/A
Unrestricted	\$5,118	\$5,476	93.45	\$6,574	77.85
Average Teacher Salary	\$75,643	\$73,476	102.95	\$78,363	96.53

Note: Cells with N/A values do not require data.

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Alta Vista Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access Alta Vista Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Alta Vista Elementary School is Los Gatos Public Library.

Address: 110 E. Main St., Los Gatos

Phone Number: (408) 354-6898

WebSite: <http://library.losgatosca.gov>

Number of Computers Available: 14

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Union Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2017. Data to prepare the school facilities section were acquired in November 2017.