

Union Elementary School District Oster Elementary School

Grades TK through 5
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Making tracks towards our future.

2016-17 School Accountability Report Card *Published November 2017*

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Principal's Message

Welcome to Oster Elementary School. We are proud to have earned the distinction of CA Gold Ribbon School for 2015-16. Oster Elementary is a school community that encompasses students from a variety of cultural and socio-economic backgrounds. In addition, Oster is home to the Santa Clara County Deaf and Hard of Hearing Program (DHOH). This unique blend represents a true microcosm of our society, creating a compassionate, caring environment that meets the needs of the whole child. Oster is a thriving ecosystem of student achievement, educational leadership, community involvement and teachers who are dedicated to equity and excellence for all. Students from a myriad of backgrounds and abilities bring their own special qualities together in a cohesive manner that increases learning and achievement for all students. Our most recent State-Wide SBAC (Smarter Balanced Assessment Consortium) assessments results demonstrate that Oster continues to provide students with a high quality education. This growth can be attributed to financial support from the district, a response to intervention model in reading, increased and focused teacher collaboration, and the utilization of data to drive instruction.

Beyond the classroom, opportunities are given to students that enrich their lives. Students are able to engage in programs such as: Project Cornerstone, Art Vistas, Girls on the Run, Sign Language, Valley Sports Camp, STEAM Activities (Game Decision Club & Wonder League Robotics), Youth Science Institute, San Jose Museum of Art, San Jose Repertory Theater, Resource Area for Teachers (RAFT), YMCA, Almaden Valley Counseling, Los Gatos/Saratoga Parks & Recreation, Science Club, Music, Chorus, Chess Club, field trips, and assemblies, and our most recent school wide program, Recess 101. Recess 101's mission is to create a welcoming, supportive, healthy, and enriching school environment that inspires change not only on the recess yard, but also inside the classroom. Oster Elementary School embraces diversity, fosters collaboration, and cultivates a path toward lifelong learning. In striving for academic excellence, Oster nurtures and supports the whole child in preparation for the future. Evidence of all this stellar work has been acknowledged by the California Department of Education in recognizing Oster Elementary as a 2014 Distinguished School, 2015-16 Gold Ribbon School, and by the Campaign for Business and Education Excellence as a 2014 & 2015 Honor Roll School.

It is truly a joy and honor to serve as a principal in such a caring and positive community. Should you have any questions, please email me at mcenteed@unionsd.org.

Mission Statement

At Oster Elementary our staff is strongly committed to offering learning experiences which:

- provide a safe, secure learning environment where children are encouraged to explore, create, and thrive both academically and socially.
- utilize outside resources to enhance and enrich the educational climate.
- provide rigorous, academic instruction based on the developmental needs of the students.
- involve our partnership with Xilinx, our Home & School Club (parent/teacher organization), and our DHOH (Deaf and Hard of Hearing) Program.
- provide opportunities for students to create close connections with each other and the community.

School Profile

Oster Elementary School is located in the southern region of San Jose and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2016-17 school year, 581 students were enrolled, including 5.5% in special education, 17.7% qualifying for English Language Learner support, and 10.8% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	1.40%	Kindergarten	91
Amer. Indian or Alaskan Native	0.30%	Grade 1	93
Asian	33.40%	Grade 2	90
Filipino	0.30%	Grade 3	119
Hisp. or Latino	16.20%	Grade 4	89
Pacific Islander	0.00%	Grade 5	99
Caucasian	36.30%	Ungraded	0
Multi-Racial	9.00%		
Students with Disabilities	5.50%		
Socioeconomically Disadvantaged	10.80%		
English Learners	17.70%		
Foster Youth	0.00%		
Total Enrollment			581

Student Achievement

Physical Fitness

In the spring of each year, Oster 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	21.2%	33.3%	22.2%

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, Oster Elementary School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements.

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 www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program Status 2017-18		
	OES	UESD
Program Improvement Status	Not in PI	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. Only eligible students may participate in the administration of the CAAs. 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/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Oster 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)	84	82	78	78	49	49
Mathematics (grades 3-8 and 11)	76	82	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	315	313	99.37	82.43
Male	169	168	99.41	80.95
Female	146	145	99.32	84.14
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	97	95	97.94	94.74
Filipino	--	--	--	--
Hisp. or Latino	53	53	100.00	58.49
Caucasian	120	120	100.00	83.33
Multi-Racial	31	31	100.00	90.32
English Learners	84	82	97.62	74.39
Socioeconomically Disadvantaged	38	38	100.00	52.63
Students with Disabilities	27	27	100.00	29.63

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

Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	317	317	100.00	82.02
Male	169	169	100.00	81.66
Female	148	148	100.00	82.43
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	97	97	100.00	95.88
Filipino	--	--	--	--
Hisp. or Latino	53	53	100.00	50.94
Caucasian	122	122	100.00	83.61
Multi-Racial	31	31	100.00	87.10
English Learners	84	84	100.00	77.38
Socioeconomically Disadvantaged	38	38	100.00	47.37
Students with Disabilities	27	27	100.00	40.74

CAASPP Test Results in Science for All Students

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Oster Elementary School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	95	89	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 *Dropouts*, including the Dropout chart; and *Graduation Requirements*, 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 flyers, the school marquee, school newsletters, our school website, Facebook, SchoolMessenger (automated telephone/email message delivery system), and Twitter

@osterprincipal (#osterpride). Contact the Home & School Club at osterhsc@gmail.com for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Room Parent (organize parties, parent emails)
Art Vistas Program
Project Cornerstone
Classroom Support (copies, facilitating small groups, correcting, prepping projects)
Office Support (copies, answering phones, walking students to class)
Event Coordinator (Harvest Festival, Walk-a-thon, etc.)
Event Volunteer
Picture Day
Valet

Committees

District English Learner Advisory Council
School Site Council
Home & School Club
Cornerstone Parent Group
Parent Leadership Council (PLC)
Art Vistas

School Activities

Back to School Night
Open House
STEAM Night
Reading Night
Kindergarten Student Orientation
Art Vistas Program
Performances - Choir, Drama
Winter Holiday Celebration
Welcome Back Picnic
Pink Week (Breast Cancer Awareness)
Spirit Days
Relay for Life Week
Deaf/Hard of Hearing Language Classes
Bingo Night
Scholastic Book Fair
Monthly Home & School Club Meetings
Field Trips
Recess 101
Chess Club
Lego Engineering
Robotics
Game Design
Hip Hop Class
Art Class
Valley Sports Camp
Girls on the Run
Project Cornerstone Program
Walk-A-Thon
Olympic Day
Harvest Festival
International Night
Science Club
1st Grade Opera
Gold Rush 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. Oster Elementary School's original facilities were built in 1959; 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, Oster has received new fencing around the perimeter of the school, a new Makerspace that focuses on STEAM (Science, Technology, Engineering, Arts, Math), TK Portable Building, and solar shade structures.

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, one full-time, and one part-time evening custodians are assigned to Oster Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are 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	1959
Acreage	10
Square Footage	28152
Quantity	
Permanent Classrooms	21
Portable Classrooms	5
Restrooms (sets)	4
Cafeteria	1
Library/Media Center	1
Makerspace (STEAM)	1
Outdoor Covered Patio	1
Science Lab	1
Staff Lounge	1
Staff Work Room	1

Facilities Inspection

The district's maintenance department inspects Oster Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Oster 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 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: Monday, October 16, 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)	Rooms K-01 to K-02 and Rooms 02-03 - Carpeting damaged or stained
(H)	Grounds - Significant cracks, trip hazards, holes or deterioration - asphalt playground has several trip hazards

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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, the principal, teachers, and parent volunteers are strategically assigned to designated entrance areas and the playground.

During recess, teachers and instructional assistants supervise playground activity. Noon duty 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 parent volunteers monitor student behavior to ensure a safe and orderly departure.

Oster 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 Oster 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 October 2017, and approved by School Site Council in October 2017. Staff responsibilities and safety plan updates were discussed with staff in November 2017.

Classroom Environment

Discipline & Climate for Learning

Oster 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. Oster 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
OES			
% Students Suspended	1.1	0.7	0.5
% Students Expelled	0.0	0.0	0.0
UESD			
% Students Suspended	1.6	1.3	1.1
% Students Expelled	0.1	0.0	0.0
California			
% 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				
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	4		
1	23.0		4	
2	21.0	1	3	
3	24.0		4	
4	23.0	1	3	
5	29.0		3	
2015-16				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.0		4	
1	23.0		4	
2	23.0	1	4	
3	21.0	1	3	
4	31.0		3	
5	30.0		3	
2016-17				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.0		4	
1	23.0		4	
2	22.0		4	
3	24.0		5	
4	23.0		3	
5	33.0			3

*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 Oster Elementary School revolve around the California Common Core State Standards. During the 2016-17 school year, Oster Elementary School held staff development devoted to:

- Tech Tuesdays (SeeSaw, Assessment Programs, Hyperdocs, Flipgrid, Virtual Reality, STEAM Planning)
- ESGI
- Sexual Harassment Training
- Imagine Learning
- Guided Reading
- Writers Workshop
- TECH Training
- CUE Conferences
- GradeBook
- Response to Intervention
- Smarter Balanced
- GLAD Training
- Depth & Complexity Icons
- Goal Setting
- Common Core State Standards in Math - Eureka Math
- Mandated Reporter Training
- Lockdown/Shelter in Place Training
- ICS (Incident Command System) Training

Decisions concerning selection of staff development activities are performed by all staff, using tools such as teacher input and data analysis, to determine the areas in which additional teacher training may enhance classroom instruction and increase student

achievement levels. Oster Elementary School supports ongoing professional growth throughout the year on minimum days and in-service days. Teachers meet in grade level teams to focus on Common Core Standards implementation. 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) reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Oster Elementary School's teachers attended the following professional development hosted by the Union Elementary School District:

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

Oster 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, logographer, 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

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

Professional Staff

Counseling & Support Staff

Oster 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 Oster 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
School Counselor	2	0.4
Adaptive PE Specialist	1	0.1
Health Clerk	1	0.75
Library/Media Assistant	1	1.0
Nurse	1	*
Occupational Therapist	1	0.2
Psychologist	1	0.6
Speech/Language/Hearing Specialist	1	0.5

* 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, Oster Elementary School had 28 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				
	OES			UESD
	15-16	16-17	17-18	17-18
Total Teachers	25	28	30	278
Teachers with full credentials	25	28	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	\$48,678
Mid-Range Teacher Salary	\$73,209	\$78,254
Highest Teacher Salary	\$92,605	\$96,372
Superintendent Salary	\$201,414	\$212,818
Average Principal Salaries:		
Elementary School	\$132,802	\$122,364
Percentage of Budget:		
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/ and 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				
	OES	UESD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$6,219	N/A	N/A	N/A	N/A
Restricted	\$645	N/A	N/A	N/A	N/A
Unrestricted	\$5,574	\$5,476	101.79	\$6,574	84.79
Average Teacher Salary	\$76,614	\$73,476	104.27	\$78,363	97.77

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 Oster 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 Oster Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Oster Elementary School is Cambrian Library, a branch of San Jose Public Library.

Address: 1780 Hillsdale Ave., San Jose

Phone Number: (408) 808-3080

WebSite: <http://www.sjlibrary.org>

Number of Computers Available: 40

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.