

# Union Elementary School District Oster Elementary School

Grades K through 5  
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Making tracks towards our future.

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## 2014-15 School Accountability Report Card Published January 2016

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## Principal's Message

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 meeting 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. STAR Test, API scores and the most recent SBAC (Smarter Balanced Assessment Consortium) demonstrate a significant growth over the last few years. 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 given equal access to programs such as: Cornerstone, Art Vistas, Girls on the Run, Junior Achievement, Mouse Squad (after school computer science club), 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, EPGY (Stanford-based math program), Science Club, music, chorus, drama, field trips, and assemblies. The most recent program that Oster has added is 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, and by the Campaign for Business and Education Excellence as a 2014 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 2014-15 school year, 526 students were enrolled, including 6.7% in special education, 17.9% qualifying for English Language Learner support, and 15.2% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	1.50%	Kindergarten	74
Amer. Indian or Alaskan Native	0.40%	Grade 1	104
Asian	15.80%	Grade 2	74
Filipino	0.40%	Grade 3	94
Hisp. or Latino	15.80%	Grade 4	93
Pacific Islander	0.00%	Grade 5	87
Caucasian	38.00%	Ungraded	0
Multi-Racial	9.30%		
Students with Disabilities	6.70%		
Economically Disadvantaged	15.20%		
English Learners	17.90%		
Foster Youth	0.60%		
Total Enrollment			526

# 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 disclosed 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 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	16.7	26.7	17.8

*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.*

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	OES	UESD	California
Overall Results	Yes	Yes	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act 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 with special needs. 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 2014-15, 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. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status 2015-16		
	OES	UESD
PI Status	Not in PI	In PI
First Year of PI	N/A	2013-2014
Year in PI	N/A	Year 1
No. of Schools Currently in PI		1
% of Schools Currently in PI		11.1%

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

## California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Oster Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	88	87	95	91	91	89	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	89
All Students (School)	95
Male	97
Female	92
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	100
Filipino	--
Hisp. or Latino	--
Pacific Islander	--
Caucasian	97
Multi-Racial	--
English Learners	--
Economically Disadvantaged	--
Migrant Educ.	--
Students with Disabilities	72
Foster Youth	--

*Note: Scores are not shown 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.*

## California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. 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 grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Oster Elementary School	District	California
English-Language Arts/Literacy	78	74	44
Mathematics	72	68	33

Note: Students in grades 3-8 and 11 are given this test. 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.

## 2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	94	94	100.0	6	12	28	54
Male	94	46	48.9	9	9	20	63
Female	94	48	51.1	4	15	35	46
African-Amer.	94	3	3.2	--	--	--	--
Amer. Indian or Alaskan Native	94	1	1.1	--	--	--	--
Asian	94	20	21.3	5	5	25	65
Hisp. or Latino	94	13	13.8	8	31	23	38
Caucasian	94	48	51.1	6	13	27	54
Multi-Racial	94	9	9.6	--	--	--	--
English Learners	94	23	24.5	4	17	43	35
Economically Disadvantaged	94	14	14.9	14	29	21	36
Students with Disabilities	94	10	10.6	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	94	94	100.0	6	15	38	40
Male	94	46	48.9	4	11	35	50
Female	94	48	51.1	8	19	42	31
African-Amer.	94	3	3.2	--	--	--	--
Amer. Indian or Alaskan Native	94	1	1.1	--	--	--	--
Asian	94	20	21.3	5	0	30	65
Hisp. or Latino	94	13	13.8	15	31	31	23
Caucasian	94	48	51.1	4	17	40	40
Multi-Racial	94	9	9.6	--	--	--	--
English Learners	94	23	24.5	9	17	43	30
Economically Disadvantaged	94	14	14.9	21	29	29	21
Students with Disabilities	94	10	10.6	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	91	90	98.9	11	24	23	41
Male	91	51	56.0	14	27	22	37
Female	91	39	42.9	8	21	26	46
African-Amer.	91	4	4.4	--	--	--	--
Asian	91	18	19.8	0	17	11	72
Filipino	91	1	1.1	--	--	--	--
Hisp. or Latino	91	20	22.0	20	35	15	30
Caucasian	91	38	41.8	8	26	24	42
Multi-Racial	91	9	9.9	--	--	--	--
English Learners	91	10	11.0	--	--	--	--
Economically Disadvantaged	91	24	26.4	21	46	13	21
Students with Disabilities	91	6	6.6	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	91	90	98.9	4	30	24	41
Male	91	51	56.0	6	29	18	47
Female	91	39	42.9	3	31	33	33
African-Amer.	91	4	4.4	--	--	--	--
Asian	91	18	19.8	0	17	0	83
Filipino	91	1	1.1	--	--	--	--
Hisp. or Latino	91	20	22.0	5	40	40	15
Caucasian	91	38	41.8	3	29	32	37
Multi-Racial	91	9	9.9	--	--	--	--
English Learners	91	10	11.0	--	--	--	--
Economically Disadvantaged	91	24	26.4	8	50	21	21
Students with Disabilities	91	6	6.6	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	89	88	98.9	1	13	24	63
Male	89	46	51.7	2	20	20	59
Female	89	42	47.2	0	5	29	67
African-Amer.	89	2	2.2	--	--	--	--
Asian	89	17	19.1	0	0	0	100
Filipino	89	1	1.1	--	--	--	--
Hisp. or Latino	89	7	7.9	--	--	--	--
Caucasian	89	51	57.3	2	12	27	59
Multi-Racial	89	9	10.1	--	--	--	--
English Learners	89	2	2.2	--	--	--	--
Economically Disadvantaged	89	11	12.4	0	36	36	27
Students with Disabilities	89	7	7.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	89	89	100.0	7	20	18	53
Male	89	47	52.8	6	21	15	53
Female	89	42	47.2	7	19	21	52
African-Amer.	89	2	2.2	--	--	--	--
Asian	89	18	20.2	0	0	11	89
Filipino	89	1	1.1	--	--	--	--
Hisp. or Latino	89	7	7.9	--	--	--	--
Caucasian	89	51	57.3	8	24	22	43
Multi-Racial	89	9	10.1	--	--	--	--
English Learners	89	3	3.4	--	--	--	--
Economically Disadvantaged	89	11	12.4	27	45	9	18
Students with Disabilities	89	7	7.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

## 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 – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts; Academic Performance Index, including API chart; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

## 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 on upcoming events and school activities through flyers, the school marquee, school newsletters, the school website, Facebook, School Messenger (automated telephone 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  
Chaperone Field Trips  
Room Parent  
Art Vistas Program

### Committees

English Learner Advisory Council  
School Site Council  
Home & School Club  
Cornerstone Parent Group  
District English Learners Advisory Committee  
District Wellness Committee  
District School Advisory Council  
District Technology Committee  
District GATE Committee  
Appreciation Committee

### School Activities

Art Vistas Program  
Back to School Night  
Bingo Night  
Chaperone/Field Trips  
Deaf/Hard of Hearing Language Classes  
Family Science Night  
Grandparents' Day  
Harvest Festival Fundraiser  
Junior Achievement Day  
Kindergarten Student Orientation  
Log-A-Mile  
Monthly Home & School Club Meetings  
Open House  
Performances - Choir, Drama  
Pink Week (Breast Cancer Awareness)  
Reading Night  
Red Ribbon Week  
Scholastic Book Fair  
Walk-A-Thon Fundraiser  
Welcome Back Picnic  
Winter Holiday Celebration

## 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. In the last 12 months, the following improvements have been completed:

- 21st Century classroom initiative, addition of flexible furniture and audio visual technology
- Repainting exterior of buildings (2015-16)
- Installation of fencing for safety (2015-16)

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	-
Square Footage	-
Quantity	
Permanent Classrooms	21
Portable Classrooms	5
Restrooms (sets)	4
Staff Lounge(s)	1
Staff Work Room(s)	1
Cafeteria	1
Library/Media Center	1
Outdoor Covered Patio(s)	1
Science Lab	1

### Deferred Maintenance

Union Elementary School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Oster Elementary School did not have any funds allocated to the site for repairs or replacement projects.

### 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, August 10, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Monday, August 10, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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 supervision (cross guard group) are strategically assigned to designated entrance areas and the playground. During recess, teachers and aides 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 supervision (cross guard group) 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 will be reviewed, updated, and discussed with school staff in November 2015.

## Classroom Environment

### Discipline & Climate for Learning

Oster Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	OES		
# of Students Suspended	0	0	6
# of Students Expelled	0	0	0
	UESD		
# of Students Suspended	111	44	92
# of Students Expelled	6	1	4
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

*Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.*



## 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				
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.0		4	
1	22.0		4	
2	20.0	4		
3	24.0		4	
4	30.0		3	
5	28.0		3	
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.0		4	
1	19.0	4		
2	22.0		4	
3	23.0		4	
4	30.0		3	
5	32.0		3	
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	

\*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 2014-15 school year, Oster Elementary School held staff development training devoted to:

- Achieve 3000
- Chromebooks
- Common Core State Standards in Math
- Goal Setting
- GradeBook
- iPad Training
- Response to Intervention
- Smarter Balanced
- Thinking Maps

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 into the classroom. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session 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 2014-15 school year, Oster Elementary School's teachers attended the following events hosted by the Union Elementary School District:

- Common Core ELA
- Common Core Math
- Technology Training

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		
2012-13	2013-14	2014-15
3	3	3

### Instructional Materials

All textbooks used in the core curriculum at Oster Elementary School are aligned to the California Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Monday, September 21, 2015, 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. 15-16-06 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 2015-16 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		
<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>Scott Foresman History-Social Science for California</i>		0 %
<b>Mathematics</b>			
2008	Pearson Scott Foresman, <i>Scott Foresman - Addison Wesley enVisionMath California</i>		0 %
<b>Science</b>			
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) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Counselors	2	0.2
Adaptive PE Specialist	1	0.1
Health Clerk	1	0.5
Library/Media Assistant	1	0.5
Nurse	1	*
Occupational Therapist	1	0.2
Psychologist	1	0.5
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 2014-15 school year, Oster Elementary School had 25 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Oster Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	98.0 %	2.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	98.0 %	2.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	OES			UESD
	13-14	14-15	15-16	15-16
Total Teachers	25	25	25	262
Teachers with full credentials	25	25	25	262
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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	UESD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,334	\$43,091
Mid-Range Teacher Salary	\$70,022	\$70,247
Highest Teacher Salary	\$88,575	\$89,152
Superintendent Salary	\$246,436	\$192,072
<b>Average Principal Salaries:</b>		
Elementary School	\$125,414	\$112,492
<b>Percentage of Budget:</b>		
Teacher Salaries	42%	41%
Administrative Salaries	6%	6%

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 2013-14 school year, Union Elementary School District spent an average of \$7,990 of total general funds to educate each student (based on 2013-14 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 2013-14 school year, the district received categorical, special education, and support programs funds for:

- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I, Title II, and Title III
- Transportation: Special Education

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	OES		% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	13-14	14-15			
ADA*	516	N/A	N/A	N/A	N/A
Total**	\$5,928	N/A	N/A	N/A	N/A
Restr.†	\$872	N/A	N/A	N/A	N/A
Unrestr.††	\$5,057	\$4,867	103.90	\$5,348	94.55
Avg. Teacher Salary	\$70,902	\$70,912	99.99	\$72,993	97.14

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

\* Average Daily Attendance

## 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 AYP, CST & CAASPP results, enrollment, and staffing.

### 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 September 2015. Data to prepare the school facilities section were acquired in October 2015.