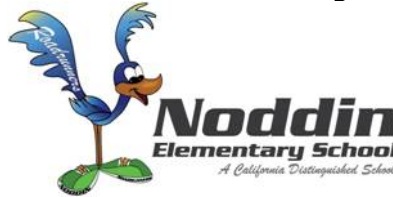


Union Elementary School District Noddin Elementary School

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 Noddin Elementary School. We are a K - 5th grade elementary school focused on providing a 21st century education using innovative instructional strategies, best practices, STEAM, inquiry-based learning, and differentiated instruction.

Noddin Elementary School provides a supportive environment based on the needs of the whole-child. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Supports are in place for students below standard and enrichment opportunities are available for students exceeding in their grade-level. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program and environment possible for Noddin Elementary students and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

The mission of the Union School District is to enrich the community through learning. We are dedicated to children: to involve the community, to anticipate challenges; to take advantage of opportunities; and, to guarantee vital skills for all our children to pursue lifelong learning and become productive 21st century citizens.

School Profile

Noddin 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, 622 students were enrolled, including 8.4% in special education, 16.1% qualifying for English Language Learner support, and 8.2% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	1.90%	Kindergarten	84
Amer. Indian or Alaskan Native	0.00%	Grade 1	100
Asian	25.40%	Grade 2	89
Filipino	1.60%	Grade 3	104
Hisp. or Latino	13.50%	Grade 4	132
Pacific Islander	0.00%	Grade 5	113
Caucasian	45.50%	Ungraded	0
Multi-Racial	8.80%		
Students with Disabilities	8.40%		
Socioeconomically Disadvantaged	8.20%		
English Learners	16.10%		
Foster Youth	0.20%		
Total Enrollment			622

Student Achievement

Physical Fitness

In the spring of each year, Noddin 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	15.0%	30.1%	39.8%

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.

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, Noddin 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		
	NES	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. 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)					
	Noddin 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)	79	79	78	78	49	49
Mathematics (grades 3-8 and 11)	70	79	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	348	346	99.43	78.61
Male	171	171	100.00	77.78
Female	177	175	98.87	79.43
African-Amer.	--	--	--	--
Asian	94	93	98.94	91.40
Filipino	--	--	--	--
Hisp. or Latino	52	52	100.00	53.85
Caucasian	145	144	99.31	81.25
Multi-Racial	37	37	100.00	75.68
English Learners	89	87	97.75	70.11
Socioeconomically Disadvantaged	33	33	100.00	27.27
Students with Disabilities	33	33	100.00	51.52

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	348	347	99.71	78.39
Male	171	171	100.00	81.87
Female	177	176	99.44	75.00
African-Amer.	--	--	--	--
Asian	94	94	100.00	94.68
Filipino	--	--	--	--
Hisp. or Latino	52	52	100.00	48.08
Caucasian	145	144	99.31	80.56
Multi-Racial	37	37	100.00	78.38
English Learners	89	88	98.88	75.00
Socioeconomically Disadvantaged	33	32	96.97	25.00
Students with Disabilities	33	33	100.00	48.48

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)					
	Noddin Elementary School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
	90	83	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, the school marquee, school newsletters, the school website, classroom newsletters, weekly envelopes sent home on Thursdays, and School Messenger (an automated telephone message delivery system). Visit the Noddin School website at noddin.unionsd.org and the Noddin Home & School Club website at noddinhsc.org/noddin.unionsd.org for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Clerical Teacher Helper
Involvement in Home & School Club
Art Vistas & Ceramics
Cornerstone/ABC Reader
Library Helper

Committees

School Site Council
Home & School Club
English Language Advisory Committee
Parent Leadership Council (PLC)

School Activities

Parent Education Night
Art Vistas & Clay Program
Grandparents' Day
Multi-Cultural Night
Variety Show
Walk-A-Thon
Olympic Day
Holiday Boutique
Spring Fair
Performances & Plays (Assemblies)
Music & Band Instruction
Academic Chess
Robotics
Latino Literacy Project
Family Math & Science Night
After School Sports
GATE Enrichment Class
Recess 101
Bike Rodeo
Walk-n-Roll to School
Fall and Spring Chorus

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. Noddin Elementary School's original facilities were built in 1960; 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, Noddin has received new fencing around the perimeter of the school, a new Makerspace that focuses on STEAM (Science, Technology, Engineering, Arts, Math), 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 and one evening custodian are assigned to Noddin Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Restroom cleaning
- Groundskeeping/grounds safety
- Classroom cleaning as needed

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 as needed

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

Campus Description	
Year Built	1960
Acreage	10.022
Square Footage	30019
Quantity	
Permanent Classrooms	16
Portable Classrooms	9
Restrooms (sets)	4
Cafeteria	1
Library/Media Center	1
Makerspace (STEAM)	1
Staff Lounge	1
Staff Work Room	1

Facilities Inspection

The district's maintenance department inspects Noddin Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Noddin 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 2016-17, all restrooms were fully functional and available for student use.

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 01-02, Room 04, Room 10 & Staff Lounge - Carpeting damaged or stained

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, staff are strategically assigned to designated entrance areas and the playground. During recess, the principal and staff supervise playground activity. The principal and noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and staff monitor student behavior to ensure a safe and orderly departure.

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

Classroom Environment

Discipline & Climate for Learning

Noddin 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. Noddin 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
NES			
% Students Suspended	1.1	0.6	0.0
% 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	23.0		6	
3	23.0		5	
4	30.0		4	
5	29.0		4	
2015-16				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.0		4	
1	22.0		4	
2	20.0	1	4	
3	22.0	1	5	
4	28.0		4	
5	30.0		4	
2016-17				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.0	1	3	
1	20.0	5		
2	22.0		4	
3	26.0		4	
4	20.0			4
5	28.0		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 Noddin Elementary School revolve around the California Common Core State Standards. During the 2016 - 17 school year, Noddin Elementary School held staff development devoted to:

- Common Core State Standards in ELA and Math
- Eureka Math Adoption
- Response to Intervention
- Technology Educational Program 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. Noddin Elementary School supports ongoing professional growth throughout the year on minimum 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 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, Noddin 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

Noddin 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, Ilographer, 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

Noddin 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		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
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

Noddin 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 Noddin 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
Counselors (Contract Service)	2	0.5
Health Clerk	1	0.75
Library & Technology Support Specialist	1	1.0
Mental Health Therapist	1	0.5
Nurse	1	*
Psychologist	1	0.6
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, Noddin Elementary School had 29 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				
	NES			UESD
	15-16	16-17	17-18	17-18
Total Teachers	28	29	32	278
Teachers with full credentials	28	29	32	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, II, III

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	NES	UESD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$5,874	N/A	N/A	N/A	N/A
Restricted	\$746	N/A	N/A	N/A	N/A
Unrestricted	\$5,128	\$5,476	93.64	\$6,574	78.00
Average Teacher Salary	\$69,371	\$73,476	94.41	\$78,363	88.53

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

Address: 1450 Blossom Hill Rd, San Jose

Phone Number: (408) 808-3029

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

Number of Computers Available: 38

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.