



Noddin Elementary School

Union Elementary School District

2018-19 School Accountability Report Card

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Principal's Message

Welcome to Noddin Elementary School! We are a PreK - 5th grade elementary school focused on providing a future-ready education using innovative instructional strategies, STEAM integration, a balanced literacy program, a comprehensive math curriculum, inquiry-based learning, and differentiated, small group instruction. Noddin Elementary School provides a supportive environment based on the needs of the whole child. Students receive a standards-based, challenging curriculum from our dedicated professional staff that is based on the individual needs of our students. Supports are in place for students performing below standard and enrichment opportunities are available for students exceeding their grade-level standards. Ongoing evaluation of student progress and achievement helps us refine our instructional program so students can achieve academic proficiency.

We are proud to be recognized as a 2016 California Gold Ribbon School and we have made a commitment to provide the best educational program and environment possible for Noddin Elementary students. We 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 Noddin Elementary School is to form partnerships of learning between the staff, students, parents, and community. Noddin Elementary is dedicated to the idea that these partnerships will lead to student academic, behavioral, and social-emotional success.

School Profile

Noddin Elementary School is located in the southern region of San Jose and serves students in grades pre-kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 625 students were enrolled, including 8.2% in special education, 18.1% qualifying for English Language Learner support, and 11.4% qualifying for free or reduced-price lunch.

2018-19 Student Enrollment by Grade Level	
Grade Level	Number of Students
K	90
1	99
2	113
3	106
4	106
5	111
Total Enrollment	625

2018-19 Student Enrollment by Group	
Student Group	Percentage of Students
Black or African American	1.6%
American Indian or Alaska Native	0.0%
Asian	32.2%
Filipino	1.6%
Hispanic or Latino	14.1%
Native Hawaiian or Pacific Islander	0.2%
White	42.1%
Two or More Races	6.2%
Other	2.1%
Socioeconomically Disadvantaged	11.4%
English Learners	18.1%
Students with Disabilities	8.2%
Foster Youth	0.3%

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 2018-2019 Percentage of Students Meeting California Fitness Standards			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
5th	8.1%	35.1%	50.5%

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 the schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2018-19, Noddin Elementary School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements.

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

	Percentage of Students Meeting or Exceeding State Standards					
	Noddin		District		California	
	17-18	18-19	17-18	18-19	17-18	18-19
ELA (Grades 3-5)	81.47	77.07	79.28	78.29	49.88	50.87
Mathematics (Grades 3-5)	77.68	71.99	75.06	75.98	38.65	39.73

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group (2018-19)

Student Group	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding Standards
All Students	334	327	97.90	77.07
Male	179	175	97.77	73.14
Female	155	152	98.06	81.58
Black or African American	8	8	100	N/A
American Indian or Alaskan Native	--	--	--	--
Asian	95	94	98.95	86.18
Filipino	5	5	100	N/A
Hispanic or Latino	46	43	93.48	55.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	144	142	98.61	80.28
Two or More Races	23	23	100	56.52
Socioeconomically Disadvantaged	40	39	97.5	43.59
English Learners	35	29	82.86	37.93
Students with Disabilities	28	27	96.43	37.04
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Math by Student Group (2018-19)

Student Group	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding Standards
All Students	334	332	99.40	71.99
Male	179	177	98.88	70.62
Female	155	155	100	73.55
Black or African American	8	8	100	N/A
American Indian or Alaskan Native	--	--	--	--
Asian	95	94	98.95	90.43
Filipino	5	5	100	N/A
Hispanic or Latino	46	46	100	36.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	144	143	99.31	72.73
Two or More Races	23	23	100	65.21
Socioeconomically Disadvantaged	40	40	100	32.5
English Learners	35	35	100	34.29
Students with Disabilities	28	27	96.43	40.74
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science All Students						
	Percentage of Students Scoring at Proficient or Advance (meeting or exceeding standards)					
	Noddin		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grade 5)	90	87	89	90	56	54

Note: Data not available past the 2015-2016 school year. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science was field tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in both assessments.

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:

State Priority 1

Conditions of Learning (Basic Services)

The 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.

State Priority 2

Conditions of Learning (Implementation of State Standards)

Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

State Priority 3

Parental Involvement

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.

State Priority 4

Pupil Achievement

Performance on standardized tests, English learners that become English proficient and English learner reclassification rate. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

State Priority 5

Engagement (Pupil Engagement)

School attendance rates, chronic absenteeism rates, and middle school dropout rates.

State Priority 6

School Climate

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.

State Priority 7

Conditions of Learning (Course Access)

Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

State Priority 8

Other Pupil Outcomes

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, volunteering at the school, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through email, the school marquee, school newsletters, Home & School Club newsletters, the school website, classroom newsletters, weekly envelopes sent home on Thursdays, Remind, and School Messenger (our automated telephone and e-mail message delivery system). Visit the Noddin School website at noddin.unionsd.org and the Noddin Home & School Club website at www.noddinhsc.org for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

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

Committees

- School Site Council
- Home & School Club
- District English Learner Advisory Committee
- Parent Leadership Council

School Activities

- Parent Education Night
- Art Vistas & Clay Program
- Grandparents' Day
- Multicultural Night
- Variety Show
- Walk-A-Thon
- Field Days
- Holiday Boutique
- Fall Festival
- Performances & Plays (Assemblies)
- Music & Band Instruction
- Academic Chess
- Robotics
- Latino Literacy Project
- STEAM Night
- After School Sports
- GATE Enrichment Class
- Recess 101
- Bike Rodeo
- Walk-n-Roll to School
- Fall and Spring Chorus
- Math Olympiad
- Spelling Bee

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 on time. 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 the 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 disabled.

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), new solar shade structures and an enhanced safety entryway.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention before students and staff enter school grounds. One day custodian and one evening custodian are assigned to Noddin Elementary School.

The day custodian is responsible for:

- Lunch area setup and cleanup
- Restroom cleaning
- Groundskeeping
- General maintenance

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1960
Acreage	10.022
Square Footage	30,019
Quantity	
Permanent Classrooms	16
Portable Classrooms	9
Restrooms (sets)	4
Cafeteria	1
Library/Media Center	1
Outdoor Covered Patio	1
Makerspace (STEAM)	1
Staff Lounge	1
Staff Workroom	1

Facilities Inspection

The district's maintenance department inspects Noddin Elementary School on an annual basis under 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 was completed on Monday, September 23, 2019. Deficiencies noted in the school inspection survey were addressed by the district's maintenance department. During the fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: September 2019			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	X		
B. Interior			X
C. Cleanliness	X		
D. Electrical	X		
E. Restrooms/Fountains	X		
F. Safety	X		
G. Structural	X		
H. External	X		

Repair Needed and Action Taken or Planned	
Item	Comment
B.	All four student restrooms have paint/plaster worn Library, Principal's office, Staff lounge, Rooms 1, 2, 9, 10, 15, 19, 21, C1, C2, K1, K2, RSP have damaged or worn carpet

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

Rating Description:

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

Campus Supervision

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

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 October 2019, and approved by School Site Council in October 2019. Staff responsibilities and safety plan updates were discussed with staff in November 2019.

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 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

	16-17	17-18	18-19
	Noddin		
% Students Suspended	0	0.1	0
% Students Expelled	0	0	0
	UESD		
% Students Suspended	1.1	0.7	1.2
% Students Expelled	0	0	0
	California		
% Students Suspended	3.7	3.5	3.4
% Students Expelled	0.1	0.1	0.1

Class Size

The Average Class Size and 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.

Average Class Size and Class Size Distribution

	2016-2017			
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0	1	3	
1	20.0	5		
2	22.0		4	
3	26.0		4	
4	33.0			4
5	28.0		4	

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

Average Class Size and Class Size Distribution

	2017-2018			
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0		4	
1	25.0		4	
2	21.0		5	
3	26.0		4	
4	33.0		1	2
5	30.0		5	

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

Average Class Size and Class Size Distribution

	2018-2019			
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.0		4	
1	22.0		4	
2	25.0		5	
3	21.0	1	4	
4	30.0		3	
5	32.0		3	1

*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 State Content Standards and Frameworks. During the 2017-18 and current school years, Noddin Elementary School held staff development devoted to:

- Common Core State Standards in ELA and Math
- Small Group Literacy and Math Instruction
- ELA and Math Strategies
- STEAM Integration
- Shelter in Place Training
- ICS (Incident Command System) Training
- Sexual Harassment Training & Mandated Reporter Training
- Mindfulness and Wellness Techniques for Students and Staff

Decisions regarding the selection of staff development activities are made to 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, grade level planning, and differentiation to meet the varying needs of students. Teaching staff is also provided the opportunity to participate in district-sponsored staff development workshops or training sessions such 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 2018-19 and current school years, Noddin Elementary School's teachers attended the following events hosted by the Union Elementary School District on districtwide staff development days:

- Content Specific Instructional Strategies
- Technology
- Behavioral and Social Emotional Learning Strategies
- STEAM (Science, Technology, Engineering, Arts, Math)
- English Language Development

Noddin Elementary School's teachers also have the opportunity to participate in district offered supplemental training and workshops offered throughout the year, including:

- Online courses through various institutes and programs offered by the Santa Clara County Office of Education, and through Union BELL
- Union University sessions on topics including technology integration and that are content specific
- Consultant- provided professional development on content specific strategies such guided reading, Eduprotocols, and Writing Workshop
- Technology leadership program

Noddin Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with 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 receives job-related training from department supervisors and district representatives.

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, September 9, 2019, 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. 19-20-04 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 and health curricula. During the 2019-20 school year, Union Elementary School District provided each student, including English learners, enrolled in a visual/performing arts class or receiving health instruction 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		
2019	Units of Study: <i>Writer's Workshop</i> USD Curricular Framework & Supporting Materials	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%

Staff Development Days - Three Year Trend		
2016-17	2017-18	2018-19
3	3	3

Professional Staff

Counseling & Support Staff

Noddin Elementary School employs 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 students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular workload every week. 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 Staff 2018-2019		
Title	Number of Staff	FTE
Academic Counselor	0	0
Counselor (contract)	1	0.5
Health Clerk	1	0.625
Library Media Assistant	1	1
Nurse	1	*
Psychologist	1	1
Speech/Language/ Hearing Specialist	1	1
English Language Development Aide	1	0.375

* As needed

Note: One Full Time Employee (FTE) equals one staff member working full time, or two staff members who each work 50% of full time.

Teacher Assignments

During the 2018-19 school year, Noddin Elementary School had 30 teachers who met all credential requirements under 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 and Assignments				
Teachers	Noddin			UESD
	17-18	18-19	19-20	19-20
Total	32	30	36	317
With Full Credential	32	30	36	317
Without Full Credential	0	0	0	0
Teaching Outside of Subject Area Competence (with full credential)	0	0	0	0
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	0

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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.

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.

Teacher and Administrative Salaries 2017-2018		
Category	UESD	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,451	\$45,741
Mid-Range Teacher Salary	\$83,188	\$81,840
Highest Teacher Salary	\$107,123	\$102,065
Average Principal Salary (Elementary)	\$145,842	\$129,221
Average Principal Salary (Middle)	\$165,154	\$132,874
Superintendent Salary	\$254,414	\$224,581
% of Budget for Teacher Salaries	39%	36.0%
% of Budget for Administrative Salaries	5.0%	5.0%

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

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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3
- Education Protection Account
- Lottery: Unrestricted and Instructional Materials
- Medi-Cal Billing Option
- Locally Defined: Home & School Club and Miscellaneous Site
- Special Education
- Mandated Cost Block Grant/One-Time Funds
- Title I
- Title II
- Title III

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 view a hard copy of Noddin Elementary School's SARC and access the internet in the main office of the school. The internet can also be accessed 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>

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 2019. Data to prepare the school facilities section were acquired in September 2019. Data to prepare teacher credentials and assignments were acquired in August 2019.

Expenditures Per Pupil and School Site Teacher Salaries 2017-2018				
Level	Expenditures per Pupil			Avg. Teacher Salary
	Total	Restricted	Unrestricted	
Noddin Elementary	\$7,359	\$1,826	\$5,533	\$79,187
UESD	\$10,959	\$2,639	\$8,320	\$85,268
Percent Difference - School Site and District	N/A	N/A	66.50%	92.87%
State Average for Districts in Same Category	N/A	N/A	\$7,507	\$82,663
Percent Difference - School Site and State	N/A	N/A	73.70%	95.79%

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