

Union Elementary School District Union Middle School

Grades 6 through 8
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2014-15 School Accountability Report Card *Published January 2016*

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Principal's Message

I'd like to welcome you to Union Middle School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Union Middle School provides a safe and caring educational environment where students are actively involved in a rigorous standards-based education. Our staff takes the time and effort necessary to instruct students according to their needs, to provide intervention based on diagnostic assessment, and to challenge and expand the learning of all our students including our gifted high achievers. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency and advancement.

As a result of our hard work and dedication, Union Middle School has become a leader among California's middle schools. In 2008 UMS was recognized with Project Cornerstone's "Most Caring School Climate" Award and in 2009 was awarded the California Distinguished School honor for the second time. In 2010, UMS was named a Leadership Site for CalSTAT, a special project of the California Department of Education that recognizes a small handful of schools for their outstanding work with students with disabilities. In 2013, UMS was also recognized as a National School to Watch and was awarded the California Distinguished School Honor. In 2014, UMS received the CBEE Honor Roll School Award for the outstanding success in raising student academic achievement and closing achievement gaps.

We have made a commitment to provide the best educational program possible for Union Middle School's 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

To maintain a community that supports, values, and respects individuals in an environment that ensures personal success for every student.

School Profile

Union Middle School is located in the southern region of San Jose and serves students in grades six through eight following a traditional calendar. At the beginning of the 2014-15 school year, 976 students were enrolled, including 8.9% in special education, 3.7% qualifying for English Language Learner support, and 7.6% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	1.20%	Grade 6	339
Amer. Indian or Alaskan Native	0.30%	Grade 7	329
Asian	16.00%	Grade 8	308
Filipino	0.50%	Ungraded	0
Hisp. or Latino	13.60%		
Pacific Islander	0.30%		
Caucasian	61.20%		
Multi-Racial	6.40%		
Students with Disabilities	8.90%		
Economically Disadvantaged	7.60%		
English Learners	3.70%		
Foster Youth	0.00%		
Total Enrollment			976

Student Achievement

Physical Fitness

In the spring of each year, Union Middle School is required by the state to administer a physical fitness test to all students in grade seven. 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
Seventh	19.8	26.9	32.4

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

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/ and the U.S. Department of Education's website 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	UMS	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, Union Middle School did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. 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/.

Title I Program Improvement (PI) Status 2015-16		
	UMS	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.

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)								
	Union Middle 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)	92	93	93	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)	93
Male	95
Female	90
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	100
Filipino	--
Hisp. or Latino	82
Pacific Islander	--
Caucasian	95
Multi-Racial	--
English Learners	--
Economically Disadvantaged	--
Migrant Educ.	--
Students with Disabilities	71
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/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Union Middle School	District	California
English-Language Arts/Literacy	77	74	44
Mathematics	69	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 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	337	334	99.1	7	14	37	42
Male	337	162	48.1	10	14	41	35
Female	337	172	51.0	5	14	33	49
African-Amer.	337	2	0.6	--	--	--	--
Amer. Indian or Alaskan Native	337	2	0.6	--	--	--	--
Asian	337	69	20.5	0	3	28	70
Filipino	337	3	0.9	--	--	--	--
Hisp. or Latino	337	37	11.0	24	19	35	22
Caucasian	337	203	60.2	6	17	40	37
Multi-Racial	337	18	5.3	6	22	44	28
English Learners	337	7	2.1	--	--	--	--
Economically Disadvantaged	337	27	8.0	37	22	33	7
Students with Disabilities	337	26	7.7	42	31	12	15
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	337	334	99.1	11	16	21	51
Male	337	162	48.1	12	15	23	50
Female	337	172	51.0	11	17	19	52
African-Amer.	337	2	0.6	--	--	--	--
Amer. Indian or Alaskan Native	337	2	0.6	--	--	--	--
Asian	337	69	20.5	0	1	9	88
Filipino	337	3	0.9	--	--	--	--
Hisp. or Latino	337	37	11.0	35	22	22	22
Caucasian	337	203	60.2	10	20	26	44
Multi-Racial	337	18	5.3	11	22	17	50
English Learners	337	7	2.1	--	--	--	--
Economically Disadvantaged	337	27	8.0	44	19	22	15
Students with Disabilities	337	26	7.7	54	19	12	15
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	329	323	98.2	6	16	43	35
Male	329	162	49.2	6	17	46	31
Female	329	161	48.9	6	14	41	39
African-Amer.	329	4	1.2	--	--	--	--
Amer. Indian or Alaskan Native	329	1	0.3	--	--	--	--
Asian	329	47	14.3	0	4	45	51
Filipino	329	2	0.6	--	--	--	--
Hisp. or Latino	329	49	14.9	20	33	39	8
Pacific Islander	329	1	0.3	--	--	--	--
Caucasian	329	196	59.6	4	15	44	37
Multi-Racial	329	23	7.0	0	4	39	57
English Learners	329	16	4.9	63	19	13	6
Economically Disadvantaged	329	20	6.1	45	15	30	10
Students with Disabilities	329	33	10.0	30	45	21	3
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	329	324	98.5	10	23	29	36
Male	329	162	49.2	9	22	30	38
Female	329	162	49.2	12	24	28	34
African-Amer.	329	4	1.2	--	--	--	--
Amer. Indian or Alaskan Native	329	1	0.3	--	--	--	--
Asian	329	47	14.3	0	11	21	68
Filipino	329	2	0.6	--	--	--	--
Hisp. or Latino	329	49	14.9	31	37	18	12
Pacific Islander	329	1	0.3	--	--	--	--
Caucasian	329	197	59.9	9	22	35	34
Multi-Racial	329	23	7.0	4	13	26	52
English Learners	329	16	4.9	50	38	0	13
Economically Disadvantaged	329	20	6.1	40	40	10	10
Students with Disabilities	329	34	10.3	44	29	18	9
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	306	304	99.3	9	17	42	32
Male	306	156	51.0	11	21	44	24
Female	306	148	48.4	7	13	40	41
African-Amer.	306	5	1.6	--	--	--	--
Asian	306	37	12.1	3	11	19	68
Hisp. or Latino	306	43	14.1	19	28	33	21
Pacific Islander	306	2	0.7	--	--	--	--
Caucasian	306	197	64.4	8	17	49	27
Multi-Racial	306	20	6.5	5	0	45	50
English Learners	306	12	3.9	75	8	17	0
Economically Disadvantaged	306	28	9.2	36	29	32	4
Students with Disabilities	306	28	9.2	57	25	18	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	306	301	98.4	13	14	31	39
Male	306	155	50.7	13	17	27	41
Female	306	146	47.7	14	12	35	38
African-Amer.	306	5	1.6	--	--	--	--
Asian	306	36	11.8	0	8	11	81
Hisp. or Latino	306	43	14.1	37	19	23	19
Pacific Islander	306	2	0.7	--	--	--	--
Caucasian	306	195	63.7	11	15	37	34
Multi-Racial	306	20	6.5	5	10	15	70
English Learners	306	12	3.9	58	25	8	8
Economically Disadvantaged	306	28	9.2	50	7	29	7
Students with Disabilities	306	28	9.2	57	21	7	0
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, school newsletters, the school marquee, the school website, and School Messenger (automated telephone message delivery system). Contact the Home & School Club Parent Volunteer Coordinator at (408) 371-0366 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Campus Beautification
Chaperone
Fundraising Activities
Homework Center Volunteer
Hospitality
Library Assistant
Magazine Drive
mPower Program
Office Helper
Parents on the Campus/Yard Duty

Committees

Cheer Boosters
Drama Boosters
Home & School Club
Music Boosters
School Site Council
Sports Boosters
Technology Committee

School Activities

Art Docent Program
Back to School Night
Open House
Student Orientation
Student Performances

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. Union Middle School's original facilities were built in 2002; 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 to pilot classrooms
- Resurface and repave blacktop
- Addition of three portable classrooms to accommodate student growth (2015-16)

Every morning before school begins, the principal and campus supervisors inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Union Middle School. The day custodian is responsible for:

- Classroom cleaning
- General maintenance
- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning

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

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	2002
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	38
Portable Classrooms	5
Restrooms (sets)	3
Computer Lab(s)	2
Gymnasium(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Library/Media Center	1
Multipurpose Room/Cafeteria	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, Union Middle School did not have any funds allocated to the site for repairs or replacement projects.

Facilities Inspection

The district's maintenance department inspects Union Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Union Middle 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 Wednesday, August 12, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, August 12, 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	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Library - HVAC unit in computer lab area undersized and needs to be upgraded.

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, assistant principal, and teachers patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, yard duty supervisors, and guidance counselor monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principal, teachers, and guidance counselor monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Union Middle 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 Union Middle 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 plan was reviewed by school staff in September 2015 and updated in October 2015. Staff responsibilities and safety plan updates were discussed with staff in November 2015.

Classroom Environment

Discipline & Climate for Learning

Union Middle 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
	UMS		
# of Students Suspended	72	14	26
# of Students Expelled	1	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.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, 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.

Teaching Load Distribution Departmentalized Instruction				
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	25.0	5	20	
Mathematics	25.0	6	18	1
Science	30.0		18	2
Social Science	30.0	1	15	3
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	24.0	7	21	
Mathematics	25.0	6	15	4
Science	29.0	1	20	
Social Science	29.0		18	2
2014-15				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	24.0	8	20	1
Mathematics	18.0	5		1
Science	27.0	2	22	
Social Science	27.0	2	20	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Union Middle School revolve around the California Common Core State Standards. During the 2014-15 school year, Union Middle School held staff development training devoted to:

- Common Core State Standards
- Data Analysis
- Department Collaboration Training
- Technology 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. Union Middle School supports ongoing professional growth throughout the year during staff collaboration Wednesdays. Teachers meet in both grade level and department level teams to incorporate Common Core Standards and resources into their lessons. 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, Union Middle School's teachers attended the following events hosted by the Union Elementary School District:

- Backwards Planning
- Common Core ELA
- Common Core Math
- FALS Assessment
- MARS Math
- Math Map
- Number Talks
- Plan Model Lessons
- Performance Tasks Review
- Technology Training

Union Middle 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 Union Middle 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 SARC's 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		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2003	Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
History-Social Science		
2006	Glencoe, <i>The American Journey</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Glencoe Discovering our Past</i>	0 %
Mathematics		
2008	Holt, <i>Geometry</i>	0 %
2008	Holt, Rinehart and Winston, <i>Holt California Mathematics: Course 1, Course 2, Algebra I</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %

Professional Staff

Counseling & Support Staff

Union Middle 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 Union Middle 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	1	1.0
Behavior Specialist	1	0.5
Health Clerk	1	1.0
Library/Media Assistant	1	1.0
Mental Health Counselor	1	0.8
Mental Health Therapist	1	0.8
Nurse	1	*
Psychologist	1	0.5
Speech/Language/Hearing Specialist	1	1.0

* as needed

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

Teacher Assignment

During the 2014-15 school year, Union Middle School had 42 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 as "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
Union Middle School	94.0 %	6.0 %
District Totals		
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				
	UMS			UESD
	13-14	14-15	15-16	15-16
Total Teachers	44	42	46	262
Teachers with full credentials	44	42	46	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
Average Principal Salaries:		
Middle School	\$130,446	\$116,021
Percentage of Budget:		
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/ 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 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
- Title III
- Transportation: Special Education

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	UMS	UESD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
ADA*	904	N/A	N/A	N/A	N/A
Total**	\$7,284	N/A	N/A	N/A	N/A
Restr.†	\$1,083	N/A	N/A	N/A	N/A
Unrestr.††	\$6,201	\$4,867	127.41	\$5,348	115.96
Avg. Teacher Salary	\$71,898	\$70,912	101.39	\$72,993	98.50

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 Union Middle 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 Union Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Union Middle 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 September 2015. Data to prepare the school facilities section were acquired in October 2015.