

Thomas P. Ryan Elementary School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Thomas P. Ryan Elementary



Contact Information (School Year 2014-15)

1241 McGinness Ave.

San Jose, CA 95127-4026

(408) 928-8650

Principal:

Raquel Katz, Principal

Contact E-mail Address:

raquel.katz@arUSD.org

County-District-School (CDS) Code: 43693696046320

Alum Rock Union Elementary



Contact Information (School Year 2014-15)

(408) 928-6800

www.arUSD.org

Superintendent:

Hilaria Bauer

Contact E-mail Address:

hilaria.bauer@arUSD.org



Thomas P. Ryan Elementary 2013-14

School Accountability Report Card

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information - Most Recent Year

District Name	Alum Rock Union Elementary
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer
E-mail Address	hilaria.bauer@arUSD.org
Web Site	www.arUSD.org

School Contact Information - Most Recent Year

School Name	Thomas P. Ryan Elementary
Street	1241 McGinness Ave.
City, State, Zip	San Jose, CA 95127-4026
Phone Number	(408) 928-8650
Principal	Raquel Katz, Principal
E-mail Address	raquel.katz@arUSD.org
Web Site	http://www.arUSD.org
County-District-School (CDS) Code	43693696046320

School Description and Mission Statement- Most Recent Year

Welcome to Ryan Elementary! At our school, we strive for EXCELLENCE in both teaching and learning. Ryan Elementary has taken great strides to accelerate student growth and meet the needs of our diverse student population by achieving 811 on our last API. We are proud of our wonderful accomplishments, especially in the areas of academic student achievement, community involvement, and technology.

Ryan students are part of a community of excellence in which diversity is celebrated and responsible citizenship is nurtured through our positive behavior intervention support (PBIS). Students, staff members, and parents focus on the development of essential skills in reading, writing, thinking, listening, speaking, and problem solving. Classroom teachers design and provide rigorous instruction that reflects grade-level common core standards and are responsive to individual student needs. This year, we focused our efforts on common core shift 3 and 4, text complexity and text-dependent questions. Next year, we will focus on common core shift 5, writing from sources.

This work cannot be done without our wonderful parent support! Our monthly parent coffees and open door policy provide parents with an opportunity to openly discuss and provide input on ways our school can improve. School events, such as our family nights, our common core event, and Health Fair, provide parents with opportunities to connect with what their children are learning about at school.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	92
Grade 1	85
Grade 2	65
Grade 3	87
Grade 4	74
Grade 5	94
Grade 6	0
Total Enrollment	497

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.4
Asian	8.5
Filipino	3
Hispanic or Latino	84.1
Native Hawaiian/Pacific Islander	1.6
White	1.2
Two or More Races	0.2
Socioeconomically Disadvantaged	87.3
English Learners	63.8
Students with Disabilities	9.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	20	25	21	518
Without Full Credential		0	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92.86	7.14
All Schools in District	97.44	2.56
High-Poverty Schools in District	97.44	2.56
Low-Poverty Schools in District	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements - Most Recent Year

Although Ryan's main school campus was constructed in 1953, portable buildings have been added to accommodate the growing school population and diverse program needs. During the 2007-2008 school years, local Measure A funds and state-matching funds were used to renovate existing facilities. The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, school facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety.

Ryan School was built in 1953. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

All of the classrooms have new technology including LCD projectors, Promethean Boards, new wiring, and installation to support the technology. All transitional kindergarten through fifth grade classrooms now have Activotes, Active Expressions, or iPods that allow students to interact with the Promethean Boards and give the teachers immediate feedback on how the students are learning the content and standards.

A water filtration system was installed in our cafeteria. It is in use so the students can have access to clean, fresh water to go along with our increase in water and decrease in sugary drinks program.

We have major projects calendared for the 2014-2015 school year. In 2014-2015, we will add additional technology to the classrooms. Promethean Boards will be added to our SDC classrooms as well as our Kindergarten classrooms. All rooms on campus will now have a Smart Board. We will add more document cameras so all classrooms will have one. Additionally, we are working with our district's maintenance department to install a new water fountain as well as secure our campus with a stronger fence behind the baseball field.

In addition, we will have one new mural painted by the outside water fountain next to the adult restrooms. The mural will be based on the new Dexter and Martina characters from Kaiser Permanente. We are trying to change habits of mind in the community regarding healthy eating and exercise.

School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	No apparent problems.
Interior: Interior Surfaces		—	—	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	No apparent problems.
Electrical: Electrical		—	—	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	No apparent problems.
Safety: Fire Safety, Hazardous Materials		—	—	No apparent problems.
Structural: Structural Damage, Roofs		—	—	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	No apparent problems.

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	64%	50%	53%	54%	53%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	53%
Male	60%
Female	45%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	51%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	48%
English Learners	17%
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43%	48%	45%	48%	52%	50%	54%	56%	55%
Mathematics	63%	60%	64%	57%	58%	58%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	4	5
Similar Schools	6	7	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	53	8	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	51	11	15
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	53	8	16
English Learners	40	9	28
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	17.2%	22.2%	15.2%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Ryan Elementary values and includes all stakeholders in every facet of the educational process. To encourage parent participation, Ryan maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the Principal's Newsletter, which is written in English and Spanish. Because parent and community participation is essential to student achievement, Ryan School provides a number of parent and community involvement opportunities. Parents are encouraged to volunteer either in the classroom, during yard duty, or during school events. School Site Council, Principal's Coffees, and English Language Advisory Committee provide an opportunity for parental input. Monthly Parent Coffees offer an informal atmosphere for questions and communications. Parents also have an opportunity to attend workshops offered on campus.

The principal, Raquel Katz, is the contact for parent involvement. She can be reached at 408-928-8656. The second person in charge of parent involvement is Jennifer Esparza.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	1.5	0.9	0.5	3.9	3.4	2.3	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

School Safety Plan - Most Recent Year

Ryan School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the Ryan Safety Committee before it is presented to the Alum Rock Union School District Board of Trustees for approval. The plan is discussed with the School Site Council and the Instructional Leadership Team. The plan was last updated during the 2013-2014 school year. It was Board approved in February 2014. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff.

The Ryan School Safety Plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non-discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, Internet safety policy, and an intervention policy.

The grounds are monitored by the principal, teachers, custodians, and parents. The office staff has radios to communicate in case of any emergency. The gates are locked during the day to keep the campus closed. All visitors must enter the office and receive a pass if they are to remain on campus and check out when they leave.

All staff has been trained in the Code Red and Code Blue lockdown procedures. The school participates in monthly fire drills and quarterly earthquake drills. Our school follows the PBIS model and follows three rules: Be safe, Be responsible, Be respectful.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	3	0	0	18	2	3		18	5		
1	17.8	4	0	0	16	4			14	5	1	
2	16	4	0	0	14	2	3		13	4	1	
3	19.8	4	0	0	13	4			17	1	4	
4	34.5	0	0	2	20	1	3		15	3		2
5	33	0	1	1	22	1	2		24	1	3	
6												
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Thomas P. Ryan Elementary 2013-14
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Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,022	\$2,825	\$6,197	\$66,521
District	N/A	N/A	N/A	\$68,814
Percent Difference - School Site and District	N/A	N/A	N/A	-3.33
State	N/A	N/A	\$4,690	\$70,788
Percent Difference - School Site and State	N/A	N/A	32.13	-6.03

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

Types of Services Funded (Fiscal Year 2013-14)

The Ryan staff receives training in differentiated instructional strategies in the areas of reading, mathematics, and English language development (ELD) during staff and grade level meetings.

Before, after, and Saturday school writing intervention classes are offered to at-risk students scoring below proficiency levels in reading language arts and mathematics.

The principal, resource teacher, special education teachers and classroom teachers meet to analyze and assess student data to determine if English learners are meeting their annual yearly progress goals (based on length of time in the district's language program) during staff and/or grade level meetings.

In grades 2nd through 5th, students are grouped according to level as measured by assessments including, but not limited to, the California Standards Test (CST) and the California English Language Development Test (CELDT). This is part of the Response to Intervention Model (RTI) used at Ryan. Students change levels during the year as they are closely monitored for continuous improvement.

A full time resource teacher assists in the full implementation of the current curriculum and in differentiated instruction using modeled lessons to ensure all teachers are teaching the program with fidelity. The resource teacher also releases teachers using substitutes so they can visit other classrooms or schools to improve their practice.

Effective after-school implementation of intervention at Ryan Elementary has focused on the needs of at-risk students in the far below basic, below-basic, and basic level as measured by the CST.

All second through fifth grade classrooms are using a program titled "100 Book Challenge" which provides students with leveled books so all children have an opportunity to read at their individual levels. They also use the strategies from the regular curriculum, but at a level a text that they can process.

All teachers are participating in a professional development program provided by the New Teacher Center (NTC). The professional development focuses on Oral Language Development and the new Common Core State Standards. This is a monthly training and is funded for the next year. The teachers at Ryan are participating in the latest and up to date training to improve academic achievement for all students. NTC also offers a monthly peer coaching program to five of our teachers.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,567	\$41,507
Mid-Range Teacher Salary	\$72,497	\$67,890
Highest Teacher Salary	\$84,619	\$86,174
Average Principal Salary (Elementary)	\$107,361	\$109,131
Average Principal Salary (Middle)	\$112,730	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$204,900	\$185,462
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for 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/>.

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff has been trained in Open Court during the summer through the district arranged professional development. In addition to this, the Reading First Coach has given several in-services in components of Open Court such as "workshop". School site training includes the first and second level of Step-Up-To-Writing and Saxon Math. Several opportunities have been available for staff through the district professional development program. The majority of the staff attends these in-services.