

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Donald J. Meyer Elementary

Address: 1824 Daytona Dr. San Jose, CA 95122-1719

Principal: Anacelia Rocha, Principal

Phone: (408) 928-8200

Email: anacelia.rocha@arUSD.org

Web Site:

CDS Code: 43693696046155



Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: hilaria.bauer@arUSD.org

Web Site: www.arUSD.org



I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

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.

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: Donald J. Meyer Elementary
 Street: 1824 Daytona Dr.
 City, State, Zip: San Jose, CA 95122-1719
 Phone Number: (408) 928-8200
 Principal: Anacelia Rocha, Principal
 E-mail Address: anacelia.rocha@arUSD.org
 Web Site:
 County-District-School
 (CDS) Code: 43693696046155

School Description and Mission Statement – Most Recent Year

Meyer's Vision is to provide an environment that provides students opportunities to be creative, collaborative, and confident individuals with the competencies that will enable him or her to thrive in a diverse and competitive world.

Meyer has made many academic achievements and successes over the past twelve years of reform, and especially during the school years of 2008-2009 when we exited Program Improvement, and 2010-2011 when we achieved an Academic Performance Index (API) of 816 and a California Title 1 Recognition Award.

The staff at Meyer Elementary School is qualified, dedicated, knowledgeable, enthusiastic, and available for the students. Meyer offers personal growth to everyone. It is a good place to learn, to work, and to be. It is a place where everyone can feel secure in his or her mind, body, and surrounding environment.

As principal of Meyer Elementary School, my goal is to continue to provide support and instructional leadership to the Meyer community as we continue our growth in the development of a high-quality educational enterprise that prepares all of our students for life in a fast-changing and complex world; for our students are the most important people in our school.

During the 2013-2014 and 2014-2015 school years, Meyer has increased its use of educational technology through the use of laptop carts. Promethean boards and software aligned to meet the demands of the Common Core State Standards.

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 82 |
| Grade 1 | 77 |
| Grade 2 | 79 |
| Grade 3 | 119 |
| Grade 4 | 94 |
| Grade 5 | 97 |
| Total Enrollment | 548 |

Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 1.3% |
| American Indian or Alaska Native | 0.9% |
| Asian | 11.1% |
| Filipino | 3.5% |
| Hispanic or Latino | 80.5% |
| Native Hawaiian/Pacific Islander | 1.3% |
| White | 1.3% |
| Two or More Races | 0.2% |
| Socioeconomically Disadvantaged | 91.2% |
| English Learners | 58.6% |
| Students with Disabilities | 12% |
| Foster Youth | 0.7% |

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (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 2013-14 | School 2014-15 | School 2015-16 | District 2015-16 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 28 | 27 | 26 | 568 |
| Without Full Credential | 0 | 0 | 2 | 14 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| 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 | 89.66% | 10.34% |
| All Schools in District | 94.37% | 5.63% |
| High-Poverty Schools in District | 94.37% | 5.63% |
| 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.

Month and year in which data were collected: January 2016

| Subject | Textbooks and instructional materials/year of adoption | From most recent adoption? | % 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

Meyer School was built in 1963. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

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.

Planned improvements for the 2014-2015 school year include repainting the entire school facility and renovating the restrooms.

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

Month and year in which data were collected: January 2016

| System Inspected | Repair Needed and Action Taken or Planned | | |
|--|---|------|------|
| | Good | Fair | Poor |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✓ | - | - |
| Interior: Interior Surfaces | ✓ | - | - |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | ✓ | - | - |
| Electrical: Electrical | ✓ | - | - |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | ✓ | - | - |
| Safety: Fire Safety, Hazardous Materials | ✓ | - | - |
| Structural: Structural Damage, Roofs | ✓ | - | - |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | ✓ | - | - |

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

| | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| Overall Rating | - | ✓ | - | - |

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students – (School Year 2014–15)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | |
|--|--|----------|-------|
| | School | District | State |
| English Language Arts/ Literacy (grades 3-8 and 11) | 36% | 33% | 44% |
| Mathematics (grades 3-8 and 11) | 28% | 23% | 33% |

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.

CAASPP Assessment Results – English Language Arts (ELA)
 Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year
 2014–15)
 ELA - Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Achievement | | | |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
| | | | | Level 1* | Level 2* | Level 3* | Level 4* |
| All Students | 122 | 118 | 96.7% | 34% | 25% | 25% | 16% |
| Male | 122 | 62 | 50.8% | 35% | 27% | 23% | 15% |
| Female | 122 | 56 | 45.9% | 32% | 21% | 29% | 18% |
| Black or African American | 122 | 2 | 1.6% | -- | -- | -- | -- |
| American Indian or Alaska Native | 122 | 3 | 2.5% | -- | -- | -- | -- |
| Asian | 122 | 11 | 9% | 9% | 36% | 18% | 36% |
| Filipino | 122 | 1 | 0.8% | -- | -- | -- | -- |
| Hispanic or Latino | 122 | 98 | 80.3% | 37% | 23% | 28% | 12% |
| Native Hawaiian or Pacific Islander | 122 | 2 | 1.6% | -- | -- | -- | -- |
| White | 122 | 1 | 0.8% | -- | -- | -- | -- |
| Two or More Races | 122 | 0 | 0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 122 | 108 | 88.5% | 37% | 25% | 26% | 12% |
| English Learners | 122 | 81 | 66.4% | 35% | 25% | 25% | 16% |
| Students with Disabilities | 122 | 14 | 11.5% | 86% | 7% | 7% | 0% |
| Students Receiving Migrant Education Services | | | | | | | |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 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

ELA - Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Achievement | | | |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
| | | | | Level 1* | Level 2* | Level 3* | Level 4* |
| All Students | 103 | 95 | 92.2% | 53% | 19% | 20% | 8% |
| Male | 103 | 64 | 62.1% | 63% | 16% | 17% | 5% |
| Female | 103 | 31 | 30.1% | 32% | 26% | 26% | 16% |
| Black or African American | 103 | 3 | 2.9% | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | | | |
| Asian | 103 | 8 | 7.8% | -- | -- | -- | -- |
| Filipino | 103 | 1 | 1% | -- | -- | -- | -- |
| Hispanic or Latino | 103 | 79 | 76.7% | 57% | 20% | 18% | 5% |
| Native Hawaiian or Pacific Islander | 103 | 1 | 1% | -- | -- | -- | -- |
| White | 103 | 3 | 2.9% | -- | -- | -- | -- |
| Two or More Races | 103 | 0 | 0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 103 | 87 | 84.5% | 55% | 20% | 17% | 8% |
| English Learners | 103 | 46 | 44.7% | 78% | 15% | 7% | 0% |
| Students with Disabilities | 103 | 12 | 11.7% | 92% | 0% | 8% | 0% |
| Students Receiving Migrant Education Services | | | | | | | |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 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

ELA - Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Achievement | | | |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
| | | | | Level 1* | Level 2* | Level 3* | Level 4* |
| All Students | 98 | 96 | 98% | 42% | 21% | 25% | 13% |
| Male | 98 | 54 | 55.1% | 44% | 20% | 26% | 9% |
| Female | 98 | 42 | 42.9% | 38% | 21% | 24% | 17% |
| Black or African American | 98 | 1 | 1% | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | | | |
| Asian | 98 | 12 | 12.2% | 25% | 17% | 8% | 50% |
| Filipino | 98 | 5 | 5.1% | -- | -- | -- | -- |
| Hispanic or Latino | 98 | 73 | 74.5% | 45% | 22% | 26% | 7% |
| Native Hawaiian or Pacific Islander | 98 | 3 | 3.1% | -- | -- | -- | -- |
| White | 98 | 2 | 2% | -- | -- | -- | -- |
| Two or More Races | 98 | 0 | 0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 98 | 89 | 90.8% | 44% | 19% | 26% | 11% |
| English Learners | 98 | 27 | 27.6% | 81% | 15% | 4% | 0% |
| Students with Disabilities | 98 | 16 | 16.3% | 94% | 0% | 6% | 0% |
| Students Receiving Migrant Education Services | | | | | | | |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 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

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Achievement | | | |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
| | | | | Level 1* | Level 2* | Level 3* | Level 4* |
| All Students | 122 | 120 | 98.4% | 36% | 33% | 20% | 11% |
| Male | 122 | 63 | 51.6% | 35% | 33% | 21% | 11% |
| Female | 122 | 57 | 46.7% | 37% | 33% | 19% | 11% |
| Black or African American | 122 | 2 | 1.6% | -- | -- | -- | -- |
| American Indian or Alaska Native | 122 | 3 | 2.5% | -- | -- | -- | -- |
| Asian | 122 | 11 | 9% | 9% | 45% | 9% | 36% |
| Filipino | 122 | 1 | 0.8% | -- | -- | -- | -- |
| Hispanic or Latino | 122 | 100 | 82% | 41% | 32% | 20% | 7% |
| Native Hawaiian or Pacific Islander | 122 | 2 | 1.6% | -- | -- | -- | -- |
| White | 122 | 1 | 0.8% | -- | -- | -- | -- |
| Two or More Races | 122 | 0 | 0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 122 | 110 | 90.2% | 39% | 35% | 20% | 5% |
| English Learners | 122 | 83 | 68% | 40% | 33% | 19% | 8% |
| Students with Disabilities | 122 | 14 | 11.5% | 79% | 14% | 7% | 0% |
| Students Receiving Migrant Education Services | | | | | | | |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 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

Mathematics - Grade 4

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Achievement | | | |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
| | | | | Level 1* | Level 2* | Level 3* | Level 4* |
| All Students | 103 | 101 | 98.1% | 44% | 34% | 16% | 7% |
| Male | 103 | 66 | 64.1% | 50% | 33% | 14% | 3% |
| Female | 103 | 35 | 34% | 31% | 34% | 20% | 14% |
| Black or African American | 103 | 3 | 2.9% | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | | | |
| Asian | 103 | 8 | 7.8% | -- | -- | -- | -- |
| Filipino | 103 | 3 | 2.9% | -- | -- | -- | -- |
| Hispanic or Latino | 103 | 83 | 80.6% | 45% | 36% | 17% | 2% |
| Native Hawaiian or Pacific Islander | 103 | 1 | 1% | -- | -- | -- | -- |
| White | 103 | 3 | 2.9% | -- | -- | -- | -- |
| Two or More Races | 103 | 0 | 0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 103 | 93 | 90.3% | 47% | 33% | 14% | 5% |
| English Learners | 103 | 50 | 48.5% | 64% | 26% | 8% | 2% |
| Students with Disabilities | 103 | 12 | 11.7% | 92% | 0% | 8% | 0% |
| Students Receiving Migrant Education Services | | | | | | | |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 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

Mathematics - Grade 5

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Achievement | | | |
|---|------------------|---------------|----------------|---------------------|----------|----------|----------|
| | | | | Level 1* | Level 2* | Level 3* | Level 4* |
| All Students | 98 | 97 | 99% | 42% | 29% | 19% | 10% |
| Male | 98 | 55 | 56.1% | 38% | 33% | 20% | 9% |
| Female | 98 | 42 | 42.9% | 48% | 24% | 17% | 12% |
| Black or African American | 98 | 1 | 1% | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | | | |
| Asian | 98 | 12 | 12.2% | 25% | 8% | 25% | 42% |
| Filipino | 98 | 5 | 5.1% | -- | -- | -- | -- |
| Hispanic or Latino | 98 | 74 | 75.5% | 49% | 27% | 18% | 7% |
| Native Hawaiian or Pacific Islander | 98 | 3 | 3.1% | -- | -- | -- | -- |
| White | 98 | 2 | 2% | -- | -- | -- | -- |
| Two or More Races | 98 | 0 | 0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 98 | 90 | 91.8% | 46% | 26% | 20% | 9% |
| English Learners | 98 | 28 | 28.6% | 82% | 11% | 7% | 0% |
| Students with Disabilities | 98 | 16 | 16.3% | 100% | 0% | 0% | 0% |
| Students Receiving Migrant Education Services | | | | | | | |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 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

California Standards Tests 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 | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 46% | 45% | 54% | 50% | 52% | 47% | 59% | 60% | 56% |

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced | Student Group | Percent of Students Scoring at Proficient or Advanced |
|----------------------------------|---|---|---|
| All Students in the LEA | 47% | Native Hawaiian or Pacific Islander | – |
| All Students at the School | 54% | White | – |
| Male | 56% | Two or More Races | – |
| Female | 51% | Socioeconomically Disadvantaged | 52% |
| Black or African American | – | English Learners | 20% |
| American Indian or Alaska Native | – | Students with Disabilities | – |
| Asian | 81% | Students Receiving Migrant Education Services | – |
| Filipino | – | Foster Youth | – |
| Hispanic or Latino | 48% | | |

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.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

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

California Physical Fitness Test Results (School Year 2014-15)

| 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 | 16.5% | 18.6% | 19.6% |
| 7 | | | |
| 9 | | | |

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement - Most Recent Year

Meyer knows that parent involvement is essential to effective schooling of all our students. Thus we actively promote a strong, comprehensive parent involvement policy. Meyer promotes two-way communication about school programs and students' progress. Meyer involves parents in instructional and support roles at the school by having them assist in the classroom, participate on school committees and Parent Teacher Association (PTA), and chaperon field trips. In addition to preparing parents to actively participate in school decision-making and developing their leadership skills in governance and advocacy, Meyer also provides parents with strategies and techniques to assist their children with learning activities at home. To ensure that parents receive the health, social, and other support services that are necessary to live healthy lives and promote student achievement, Meyer provides parents with the skills and resources to access community and support services.

The parents, the community, and the businesses surrounding Meyer School participate actively through the Parent Teacher Association PTA, School Site Council SSC, the English Language Advisory Committee ELAC, City of San Jose crossing guards, Red Ribbon Week, assemblies, parent volunteers on campus, fundraising, after-school intervention program, City Year After School program, Boys' and Girls' Club, and Parent Nights. Parents can work together with their child on special projects such as the Halloween Parade/Fall Festival, Science Faire Projects, and spring school activities.

Contact persons for parent involvement are: Sonia Castillo, PTA president; or Anacelia Rocha, Principal at 1-408-928-8200.

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

| Rate* | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 0.72 | 0.47 | 0.49 | 3.41 | 2.28 | 3.22 | 5.07 | 4.36 | 3.8 |
| Expulsions | 0 | 0 | 0 | 0.01 | 0 | 0 | 0.13 | 0.1 | 0.09 |

School Safety Plan – Most Recent Year

Evidence of student safety at Meyer Elementary School includes monitoring of grounds and classrooms at all times by the administrator, teachers, custodians, Para-professionals, and parent volunteers. All visitors are required to enter through the front office, sign in, and receive permission before proceeding onto the campus. Our school has a very detailed, comprehensive school safety plan which 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 Meyer Safety Committee and School Site Council before it is presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last approved in February of 2014. The Safety Plan and drill procedures are reviewed throughout 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. Meyer Elementary School has monthly fire drills, earthquake drills, and yearly Shelter in Place and Lockdown procedures training and/or updates.

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 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | Yes |
| Met Participation Rate - English-Language Arts | Yes | Yes | Yes |
| Met Participation Rate - Mathematics | Yes | Yes | Yes |
| Met Percent Proficient - English-Language Arts | N/A | N/A | N/A |
| Met Percent Proficient - Mathematics | N/A | N/A | N/A |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | N/A | Yes |

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013-2014 | 2004-2005 |
| Year in Program Improvement* | Year 1 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 8 |
| Percent of Schools Currently in Program Improvement | N/A | 38.1% |

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2012-13 Number of Classes* | | | Avg. Class Size | 2013-14 Number of Classes* | | | Avg. Class Size | 2014-15 Number of Classes* | | |
|-------------|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 15 | 5 | | | 20 | 2 | 3 | | 21 | 1 | 3 | |
| 1 | 20 | 4 | | | 21 | | 3 | | 21 | 1 | 2 | |
| 2 | 18 | 5 | | | 19 | 1 | 5 | | 19 | 1 | 4 | |
| 3 | 19 | 4 | | | 21 | | 4 | | 20 | 4 | 2 | |
| 4 | 33 | | 1 | 1 | 29 | | 3 | | 29 | | 3 | |
| 5 | 27 | 1 | 2 | 1 | 25 | 1 | 3 | | 26 | 1 | 3 | |
| Other | | | | | 21 | | 1 | | | | | |

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

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--------------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | .4 | N/A |
| Social Worker | | N/A |
| Nurse | .8 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist (non - teaching) | 1 | N/A |
| Other | | 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 2013-14)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$8,987 | \$2,355 | \$6,633 | \$75,635 |
| District | N/A | N/A | \$6,466 | \$70,088 |
| Percent Difference – School Site and District | N/A | N/A | 2.58% | 7.91% |
| State | N/A | N/A | \$5,348 | \$72,993 |
| Percent Difference – School Site and State | N/A | N/A | 24.03% | 3.62% |

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

Types of Services Funded (Fiscal Year 2014-15)

Meyer receives categorical funding. Categorical funding is money that can be spent on specific demographics of students, such as English learners. Categorical funding requires justification prior to spending, including careful review by our School Site Council and leadership team. We use the following categorical funds to support students' academic success: character education through Learning for Life –a division of the Santa Clara County Boy Scouts of America, after-school academic support classes, and after-school homework time. Students also attend the homework and academic enrichment program provided by the City of San Jose After School Program.

Training is provided in differentiated instructional practices in the area of language arts and math. The principal and resource teacher serve as a resource to classroom teachers to provide instructional strategies, test-taking skills and strategies, and technology training that will meet the needs of students not scoring proficient or advanced on the California Standards Test. Categorical funds are used to pay for professional development for staff, the resource teacher position, extended duty for after-school academic support for students, and substitute teachers so that classroom teachers may observe each other, plan, and analyze student data to determine the needs of the students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,266 | \$43,091 |
| Mid-Range Teacher Salary | \$73,584 | \$70,247 |
| Highest Teacher Salary | \$85,887 | \$89,152 |
| Average Principal Salary (Elementary) | \$108,978 | \$112,492 |
| Average Principal Salary (Middle) | \$114,421 | \$116,021 |
| Average Principal Salary (High) | | \$117,511 |
| Superintendent Salary | \$204,900 | \$192,072 |
| Percent of Budget for Teacher Salaries | 43% | 41% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

NOTE: 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.

Professional staff development is important and Meyer ensures the alignment of staff development to academic standards. Teachers are encouraged to participate in AB466, new teacher participation in new teacher's program, and all teachers participate in school and district sponsored grade level meetings or other professional staff development, which focuses on standards-based adopted instructional programs. This year fifth grade teachers are participating in a five day professional development on "Constructing Meaning" to differentiate instruction for English Learners.