

Thomas P. Ryan Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 and 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/guardians 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Thomas P. Ryan Elementary School
Street	1241 McGinness Way
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-8650
Principal	Raquel Katz
E-mail Address	raquel.katz@arUSD.org
Web Site	http://www.arUSD.org/Domain/925
CDS Code	43693696046320

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

School Description and Mission Statement (School Year 2017-18)

Our vision is to create a TK-5 school that is highly regarded for its academic excellence. Ryan Elementary is committed to preparing students, academically and socially, for middle school and beyond through the implementation of Common Core, high-quality instruction, and integration of technology in every grade level.

Through a robust STEAM education at Ryan Elementary School our students will develop their 21st century skills in an innovative learning environment where they are driven by inquiry, the engineering design process and exploration. Teachers will engage, inspire, and empower a community of learners in critical thinking, collaborating, innovating and communicating in preparation for college and career readiness.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	60
Grade 1	66
Grade 2	36
Grade 3	72
Grade 4	77
Grade 5	74
Total Enrollment	385

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	7.3
Filipino	5.2
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	2.1
White	1.6
Two or More Races	0.3
Socioeconomically Disadvantaged	87.5
English Learners	53.8
Students with Disabilities	13.2
Foster Youth	1

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	19	16	490
Without Full Credential	0	2	4	45
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2016

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016- Elementary/Engage NY 2016- Middle Schools	Yes	0%
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	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 2016 school year, local bonds were used to renovate existing facilities including our nurse's bathroom as well as two student bathrooms. New flooring was also placed in three of our classrooms.

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 second 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Area: Rm.17-Cabinet doors are broken by the sink area. Rm. Girls Restrooms-Entrance left side wall need tiles parts.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Area: Rm. A-Two ceiling tiles are missing. Rm.1-One ceiling tile missing.
Electrical: Electrical	X			Area: Rm.17-Two lights need ballast to be replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Area: Women staff restroom-Air ventilation is not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Area: Rm.18-Back door does not close properly.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	32	41	39	40	48	48
Mathematics (grades 3-8 and 11)	19	31	30	33	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	207	96.28	40.58
Male	113	112	99.12	36.61
Female	102	95	93.14	45.26
Black or African American	--	--	--	--
Asian	21	16	76.19	50
Filipino	--	--	--	--
Hispanic or Latino	174	172	98.85	37.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	193	185	95.85	37.3
English Learners	148	143	96.62	40.56
Students with Disabilities	34	34	100	2.94

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	214	99.53	31.31
Male	113	113	100	30.97
Female	102	101	99.02	31.68
Black or African American	--	--	--	--
Asian	21	20	95.24	70
Filipino	--	--	--	--
Hispanic or Latino	174	174	100	25.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	193	192	99.48	27.6
English Learners	148	147	99.32	31.29
Students with Disabilities	34	34	100	0

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	28	49	47	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.1	7.2	

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Staff and students actively participate with parents and the community through school parent volunteers, parent workshops, academic nights for parents, School Site Council, fundraising, and through our partnerships with Think Together, Kidango, and City Year. Parents and the community are continually kept informed through the school newsletter, school website, Sangha phone app, community flyers, and parent notices from teachers and administration. There are also opportunities for our entire community to get involved including our bi-weekly story time and during our food pantry.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.6	0.6	2.5	3.2	3.1	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 plan is discussed with the School Site Council in December of each school year. The plan was last updated during the 2017/2018 school year. 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, and the office staff has radios to communicate in case of any emergency. The back 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 Lockdown and Shelter in Place procedures. The school participates in monthly fire drills and quarterly earthquake drills.

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.

Federal Intervention Program (School Year 2017-18)

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	8
Percent of Schools Currently in Program Improvement	N/A	30.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	2		19	2	2		20	1	2	
1	21		3		23		2		21	1	2	
2	20	2	2		24		2		21		1	
3	20	2	1		17	3	3		17	2	3	
4	17	1	1		31		2		30		2	
5	31	1	2	1	22	2	2		23	1	3	
Other	7	2							6	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 2016-17)

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)	.5	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1	N/A
Other	.5	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,003	\$2,472	\$6,531	\$75,706
District	N/A	N/A	\$6,466	\$80,761
Percent Difference: School Site and District	N/A	N/A	1.0	-6.3
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-0.7	-3.4

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

Types of Services Funded (Fiscal Year 2016-17)

The Ryan staff receives training in writer's workshop and close reading by attending trainings and purchasing materials to support classroom instruction and professional growth. Teachers also have access to our STEAM curriculum.

After-school state testing prep classes were offered to at-risk students scoring below proficiency levels in reading language arts. We were able to hold two sessions for 6 weeks.

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. Teachers are provided with grade level release days as well as full-day planning release days and are provided with a substitute. Substitutes are also provided to release teachers to plan STEAM units in 4th and 5th grade classrooms. STEAM materials are purchased from the Engineering is Elementary curriculum and teachers are also able to attend professional development at the Tech Museum.

In grades 2nd through 5th, students are grouped according to level as measured by assessments including, but not limited to, the SBAC, iReady, 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 (.5 is funded by our district) 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.

Funds are also used to provide materials and compensation for community outreach. It is our number one goal to share the wonderful things we are doing and have in store for Ryan with our community. In fact, our school is transitioning to a STEAM which is critical to explain and share with our community.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,010	\$48,678
Mid-Range Teacher Salary	\$82,527	\$78,254
Highest Teacher Salary	\$96,202	\$96,372
Average Principal Salary (Elementary)	\$121,232	\$122,364
Average Principal Salary (Middle)	\$131,159	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$205,528	\$212,818
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff has been trained in common core through on-site, district, and county professional development. Our focus this year was training staff on the use of iReady, guided reading using iReady data and level screeners, as well as writing in math. During staff meetings and grade level collaborations, our staff utilizes data to drive instruction. Optional workshops are also offered to teachers to support the needs of our English Language learners, and are facilitated by the resource teacher. That staff also receives optional PD in the areas of technology including google drive and google classroom. The staff engages in peer coaching professional development as well as district instructional team professional learning communities. Our instructional coach also works with individual teachers and grade levels to support professional growth by providing walkthroughs, peer coaching, and planning support.