Ryan STEAM Academy
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Ryan STEAM Academy
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 2018-19)

Our vision is to create a TK-5 school that is highly regarded for its academic excellence. Ryan STEAM Academy is committed to preparing students, academically and socially, for middle school and beyond though the implementation of Common Core, high-quality instruction, and integration of technology in every grade level. Our school was recently awarded the 2017 Santa Clara County Hoffmann Award for having a STEAM program that has significantly impacted our academic achievement and parent engagement.

Through a robust STEAM education at Ryan STEAM Academy, 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 2017-18)

Grade Level	Number of Students
Kindergarten	71
Grade 1	45
Grade 2	61
Grade 3	40
Grade 4	73
Grade 5	74
Total Enrollment	364

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.0
Asian	9.3
Filipino	7.1
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	0.8
White	1.9
Socioeconomically Disadvantaged	85.2
English Learners	47.3
Students with Disabilities	13.5
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	16	16	
Without Full Credential	2	4	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 2018

The following are the most recent adoptions for Alum Rock Union Elementary School District:
- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- 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/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		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: January 2019		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm.P2: AC 50/50.
Interior: Interior Surfaces	Good	Rm.7: Counter doors by sink is falling off.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Rm.P2: 2 lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm. Men's Staff Restroom: Faucets do not work. Rm. Work Room: Sink at counter does not work.
Safety: Fire Safety, Hazardous Materials	Good	Rm.11: Safety Bag missing. Rm.12: First aide and safety bag missing.
Structural: Structural Damage, Roofs	Fair	Rm. Cafeteria: Roof Leaks. Rm.16: Roof leaks. Rm.17: Roof leaks. Rm.18: Roof leaks. Rm.19: Roof leaks. Rm.20: Extreme Roof Leaks. Rm.21: Roof leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm.P2: Hole in west end door.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	**Good**

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	41.0	42.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	31.0	42.0	33.0	33.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	175	175	100.00	41.71
Male	99	99	100.00	34.34
Female	76	76	100.00	51.32
Black or African American	--	--	--	--
Asian	18	18	100.00	77.78
Filipino	14	14	100.00	64.29
Hispanic or Latino	134	134	100.00	35.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	148	100.00	39.19
English Learners	126	126	100.00	41.27
Students with Disabilities	33	33	100.00	3.03

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	176	175	99.43	41.71
Male	100	99	99	40.4
Female	76	76	100	43.42
Black or African American	--	--	--	--
Asian	18	18	100	88.89
Filipino	14	14	100	71.43
Hispanic or Latino	135	134	99.26	32.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	149	148	99.33	39.86
English Learners	126	126	100	41.27
Students with Disabilities	33	33	100	9.09

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	24.3	18.6	

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 (School Year 2018-19)

Staff and students actively participate with parents and the community through school parent volunteers, parent workshops, community events, 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.

Through parent feedback and discussions, we are proud to offer parenting and academic workshops, Baby and Me Art Classes, Lil' Kickers Soccer League, and much more! We view our families as partners and value their support and feedback.

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		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
Suspensions	0.6	2.6	3.0	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 2018/2019 school year, and is continuously reviewed with 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. Staff also share feedback after our drills in the form of discussions and surveys.

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.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	19	2	2		20	1	2		18	2	2	
1	23		2		21	1	2		22		2	
2	24		2		21		1		20	3		
3	17	3	3		17	2	3		19	2		
4	31		2		30		2		35			2
5	22	2	2		23	1	3		34			2
Other					6	1			9	2		

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,519.12	$2,316.36	$4,202.75	$80,299
District	N/A	N/A	$1,148.34	$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-6.3
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-3.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

At Ryan STEAM Academy, there are many programs available to support, assist, and monitor student achievement. As a school, we offer many extracurricular activities such as art classes, after school interventions, mouse squad, and robotics club. Our community liaison as well as teachers provide the after school activities. In January-February, 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 which are offered to all students in 3rd-5th grade. Throughout the year, students in transitional kindergarten through fifth grade engage in a STEAM program that provides all students with hands-on learning and exposure to academic language connected to the engineering design progress.

In addition to the programs offered to students, we ensure that our staff is trained and knowledgeable on the common core state standards. The Ryan staff receives training in guided reading and standards-based workshop centers by attending trainings and purchasing materials to support classroom instruction and professional growth. Teachers also have access to our STEAM curriculum and have release time to backwards plan the content.

As a staff, we continuously monitor student achievement. We hold full day Student Success Team meetings to provide supports for students who are achieving below grade level. Our instructional coach and classroom teachers also make sure that students are making yearly progress on the ELPAC assessment and continue to monitor students for two years once they are reclassified.

A full time instructional coach (.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 instructional coach also releases teachers using substitutes so they can visit other classrooms or schools to improve their practice.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,262	$50,084
Mid-Range Teacher Salary	$86,034	$80,256
Highest Teacher Salary	$102,376	$100,154
Average Principal Salary (Elementary)	$119,374	$125,899
Average Principal Salary (Middle)	$131,610	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,178	$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

Professional Development (Most Recent Three Years)

Staff has been trained in common core through on-site, district, and county professional development. Our focus for the past two years has been on guided reading and small group instruction in ELA and math. During staff meetings and grade level collaborations, our staff utilizes data to drive instruction including iready scores and data from the level screeners. As a staff, we have agreed to monitor student reading behaviors through anecdotal notes. Optional professional development is offered at least twice a month on Thursday afternoons. That staff also receives optional PD in the areas of technology, classroom management, and blended learning.

As a school we also have opportunities to work with our instructional coach during weekly coaching cycles. Our instructional coach also provides planning support to individual teachers and grade levels. Our principal completes regular walkthroughs in all classrooms and attends a monthly Instructional Leadership professional learning community.

Staff are also invited to attend conferences and workshops throughout the year. In the past years, we have sent staff to the STEAM symposium as well as the writer's workshop conference.