

Donald J. Meyer Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | Donald J. Meyer Elementary School |
| Street | 1824 Daytona Drive |
| City, State, Zip | San Jose |
| Phone Number | (408) 928-8200 |
| Principal | Silvia Carrillo, Ed.D. |
| Email Address | silvia.carrillo@arUSD.org |
| School Website | https://meyer.arUSD.org |
| County-District-School (CDS) Code | 43-69369-6046155 |

2023-24 District Contact Information

| | |
|-------------------------|--|
| District Name | Alum Rock Union Elementary School District |
| Phone Number | (408) 928-6800 |
| Superintendent | Hilaria Bauer, Ph.D. |
| Email Address | hilaria.bauer@arUSD.org |
| District Website | www.arUSD.org |

2023-24 School Description and Mission Statement

At Donald J. Meyer Elementary School, we believe that all children can and will learn. To ensure that all children reach their potential, we maintain high expectations and promote academic excellence. We create and support a positive school environment which respects and values diversity: An environment in which all children and adults feel welcomed, respected, and trusted. We take responsibility for our learning and actions, treat each other with respect and strive for a safe and positive school environment for all! Meyer's Vision is to foster an environment that provides students with opportunities to be creative, collaborative, and to encourage them to become confident individuals by helping them develop the skills needed to thrive in a diverse and competitive world.

Our core values:

- Highly qualified veteran teachers
- High Academic Expectations
- Generational community school
- Caring and supportive environment

Meyer is committed to creating 21st century-ready students. Pupils at Meyer are challenged to build their capacities in crucial skills such as creativity, collaboration, and communication. Additionally, at Meyer we continue to develop instructional technology integration and adhere to the adoption of the Common Core Standards. Our goal is to ensure that every student meets or exceeds grade level standards, especially our English language learners.

Meyer is a Positive Behavior Intervention System (PBIS) school. We implement a comprehensive framework designed to cultivate a positive school culture. We believe that nurturing children's social-emotional development is just as important as delivering effective and relevant academic instruction. We have adopted Kimochis, a social emotional learning (SEL) curriculum in order to foster the development of empathetic learners and future community leaders.

We foster and value partnership with parents, guardians, as well as our immediate community. Our goal is to collaboratively provide the best services and opportunities possible for our students and families.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 40 |
| Grade 1 | 53 |
| Grade 2 | 32 |
| Grade 3 | 49 |
| Grade 4 | 52 |
| Grade 5 | 49 |
| Total Enrollment | 275 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.1% |
| Male | 50.9% |
| American Indian or Alaska Native | 0.4% |
| Asian | 14.9% |
| Black or African American | 1.1% |
| Filipino | 2.9% |
| Hispanic or Latino | 78.5% |
| Native Hawaiian or Pacific Islander | 0.7% |
| Two or More Races | 1.1% |
| White | 0.4% |
| English Learners | 48.7% |
| Foster Youth | 0.4% |
| Homeless | 2.5% |
| Socioeconomically Disadvantaged | 86.9% |
| Students with Disabilities | 15.3% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 13.80 | 87.37 | 373.60 | 75.81 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 10.50 | 2.14 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 6.32 | 41.00 | 8.33 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 35.70 | 7.26 | 12115.80 | 4.41 |
| Unknown | 1.00 | 6.32 | 31.80 | 6.46 | 18854.30 | 6.86 |
| Total Teaching Positions | 15.80 | 100.00 | 492.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12.80 | 86.57 | 373.70 | 76.67 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 18.40 | 3.79 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 42.40 | 8.70 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 25.20 | 5.19 | 11953.10 | 4.28 |
| Unknown | 2.00 | 13.43 | 27.50 | 5.66 | 15831.90 | 5.67 |
| Total Teaching Positions | 14.80 | 100.00 | 487.50 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 1.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.5 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District:: Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools, Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools, Foss Science 2019-Elementary/STEMscopes 2019-Middle Schools, Studies Weekly 2022- Elementary /TCI Curriculum 2018- Middle School

| | |
|--|-------------|
| Year and month in which the data were collected | August 2023 |
|--|-------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

| | | Adoption ? | Assigned Copy |
|-------------------------------|---|------------|---------------|
| Reading/Language Arts | Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill:Study Sync 2017- Middle School | Yes | 0 |
| Mathematics | Pearson: EnVision Math 2015 Elementary/ CPM 2015-Middle School | Yes | 0 |
| Science | Foss Science-Elementary/STEMscopes 2019-Middle School | Yes | 0 |
| History-Social Science | Studies Weekly 2022- Elementary /TCI Curriculum 2018-Middle School | Yes | 0 |
| Health | Family Life - Planned Parenthood | Yes | 0 |

School Facility Conditions and Planned Improvements

Donald J. Meyer Elementary 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.

Year and month of the most recent FIT report

October 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | | X | Rm B1 - AC leaks |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Closet - It has many items on the floor Book Room - Messy and boxes and books all over the floor Rm E2 Closet - Need to put stuff on shelves not all over the floor |
| Electrical | X | | | Rm 3 - need to replace one light Rm 4 copy room - need to replace lights Rm C1 - lights take too long to turn out F wing girls restroom - needs lights |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Rm B4 - Drinking faucet needs pressure F wing girls restroom - toilet is out of service Rm H1 - sink leaks / need to replace faucet HI Restroom - The cap for the faucet is loose and it falls |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|---|
| Safety: Fire Safety, Hazardous Materials | X | | Rm B4 - Needs fire extinguisher |
| Structural: Structural Damage, Roofs | X | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | Rm 1 - Frame and lock needed for the door with the next classroom |

Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 35 | 31 | 33 | 31 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 20 | 24 | 23 | 25 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 153 | 153 | 100.00 | 0.00 | 30.72 |
| Female | 79 | 79 | 100.00 | 0.00 | 30.38 |
| Male | 74 | 74 | 100.00 | 0.00 | 31.08 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 22 | 22 | 100.00 | 0.00 | 59.09 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 119 | 119 | 100.00 | 0.00 | 23.53 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 65 | 65 | 100.00 | 0.00 | 12.31 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 133 | 133 | 100.00 | 0.00 | 30.83 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 24 | 100.00 | 0.00 | 8.33 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 153 | 152 | 99.35 | 0.65 | 24.34 |
| Female | 79 | 78 | 98.73 | 1.27 | 21.79 |
| Male | 74 | 74 | 100.00 | 0.00 | 27.03 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 22 | 22 | 100.00 | 0.00 | 72.73 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 119 | 118 | 99.16 | 0.84 | 12.71 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 65 | 65 | 100.00 | 0.00 | 7.69 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 133 | 132 | 99.25 | 0.75 | 24.24 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 24 | 100.00 | 0.00 | 0.00 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 22.45 | 22.92 | 17.41 | 16.26 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 49 | 48 | 97.96 | 2.04 | 22.92 |
| Female | 28 | 27 | 96.43 | 3.57 | 22.22 |
| Male | 21 | 21 | 100.00 | 0.00 | 23.81 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 36 | 35 | 97.22 | 2.78 | 11.43 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 15 | 15 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 43 | 42 | 97.67 | 2.33 | 21.43 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Donald J. Meyer Elementary we understand that parent involvement is essential to the academic success of all students. We foster partnerships with parents, guardians, and the community in order to provide the best services and opportunities possible to our students. We provide a variety of forums for parents to engage/participate, including PTA, SSC, ELAC, Meyer Active Parents (MAPs), parent events, and volunteer opportunities in our classrooms. Meyer hosts monthly Coffee with the Principal meetings where parents get an opportunity to meet community services representatives and learn how to be parent leaders in the community.

To ensure that parents receive the needed 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. Parents are invited to attend special school assemblies/events, PTA sponsored activities, participate in fundraising challenges, and take part in organized activities hosted by our after school program, Think Together.

Contact persons for parent involvement are: Alicia Castillo - Community Liaison, Sonia Castillo -PTA representative; and Silvia Carrillo - Principal at 1-408-928-8206.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 313 | 296 | 70 | 23.6 |
| Female | 157 | 144 | 33 | 22.9 |
| Male | 156 | 152 | 37 | 24.3 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 45 | 44 | 5 | 11.4 |
| Black or African American | 4 | 4 | 1 | 25.0 |
| Filipino | 8 | 8 | 0 | 0.0 |
| Hispanic or Latino | 249 | 233 | 61 | 26.2 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 2 | 100.0 |
| Two or More Races | 3 | 3 | 1 | 33.3 |
| White | 1 | 1 | 0 | 0.0 |
| English Learners | 159 | 150 | 36 | 24.0 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 12 | 12 | 6 | 50.0 |
| Socioeconomically Disadvantaged | 264 | 255 | 66 | 25.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 51 | 50 | 12 | 24.0 |

C. Engagement

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

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.30 | 0.94 | 1.60 | 0.02 | 2.44 | 2.82 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.6 | 0 |
| Female | 1.91 | 0 |
| Male | 1.28 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 2.01 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 1.26 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 1.89 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 3.92 | 0 |

2023-24 School Safety Plan

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 walking onto 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 presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last updated in November 2021. 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, quarterly earthquake drills, and yearly Shelter in Place and Lockdown drills where we receive feedback from SJPD School Liaisons.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 2 | | |
| 1 | 24 | | 1 | |
| 2 | 23 | | 2 | |
| 3 | 24 | | 2 | |
| 4 | 27 | | 2 | |
| 5 | 31 | | 2 | |
| Other | 17 | 2 | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 17 | 2 | 1 | |
| 1 | 26 | | 1 | |
| 2 | 24 | | 1 | |
| 3 | 20 | 2 | | |
| 4 | 30 | | 1 | |
| 5 | 29 | | 1 | |
| Other | 18 | 2 | 2 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 13 | 3 | 0 | 0 |
| 1 | 25 | 0 | 1 | 0 |
| 2 | 26 | 0 | 1 | 0 |
| 3 | 23 | 0 | 2 | 0 |
| 4 | 32 | 0 | 1 | 0 |
| 5 | 33 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 18 | 2 | 2 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$19,794.87 | \$11,684.85 | \$8,110.02 | \$101,350.53 |
| District | N/A | N/A | \$7,216.32 | \$94,380 |
| Percent Difference - School Site and District | N/A | N/A | 11.7 | 7.1 |
| State | N/A | N/A | \$7,607 | \$89,574 |
| Percent Difference - School Site and State | N/A | N/A | 6.4 | 12.3 |

Fiscal Year 2022-23 Types of Services Funded

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 categorical funds to support students' academic success.

Training is provided in differentiated instructional practices in the area of language arts and math. The principal serves as a resource to classroom teachers to provide instructional support, test-taking skills, strategies, and technology training that will meet the needs of students not meeting standard in the SBAC. Categorical funds are used to pay for: Professional development for staff, extended duty for academic support for students, and online platforms/software as supplementals in order to support students in their academic performance.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$61,121 | \$54,215 |
| Mid-Range Teacher Salary | \$95,155 | \$86,843 |
| Highest Teacher Salary | \$114,262 | \$111,440 |
| Average Principal Salary (Elementary) | \$125,741 | \$140,851 |
| Average Principal Salary (Middle) | \$0 | \$147,065 |
| Average Principal Salary (High) | \$0 | \$142,189 |
| Superintendent Salary | \$225,646 | \$252,466 |
| Percent of Budget for Teacher Salaries | 32.82% | 33.16% |
| Percent of Budget for Administrative Salaries | 6.18% | 5.15% |

Professional Development

Professional staff development is important and Meyer ensures the alignment of staff development to academic standards. All teachers participate in school and district sponsored grade level meetings or other professional staff development, which focus on standards-based adopted instructional programs.

Benchmark and enVision are the recent adopted English Language Arts and Mathematics curriculum and teachers collaborate and participate in professional development to better implement these programs.

Small group Guided Reading has been the focus of professional development at the district and site. In 2019 the teacher focus is on improving the ELA scores for all students. It continues to be an area of focus post - COVID-19 shutdowns. All professional staff development and staff meetings are used to support this goal. Our focus areas for 2023-2024 to address the learning loss are Social Emotional Learning, ELD instruction, reading instruction, and writing instruction, especially for ELs.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 3 |