

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Thomas P. Ryan Elementary

Address: 1241 McGinness Ave. San Jose, CA 95127-4026

Principal: Raquel Katz, Principal

Phone: (408) 928-8650

Email: raquel.katz@arUSD.org

Web Site:

CDS Code: 43693696046320



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

County-District-School
(CDS) Code: 43693696046320

School Description and Mission Statement – Most Recent Year

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

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

This work cannot be done without our wonderful parent support! Our monthly parent coffees and open door policy provide parents with an opportunity to openly discuss and provide input on ways our school can improve. School events, such as our family nights, our common core event, and science fair, provide parents with opportunities to connect with what their children are learning about at school. We are also proud to offer a variety of parent workshops on typing, nutrition/fitness, and positive behavior support at home.

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	71
Grade 2	81
Grade 3	64
Grade 4	82
Grade 5	73
Grade 6	0
Total Enrollment	432

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

Student Group	Percent of Total Enrollment
Black or African American	1.4%
American Indian or Alaska Native	0.2%
Asian	7.6%
Filipino	4.4%
Hispanic or Latino	84.3%
Native Hawaiian/Pacific Islander	1.4%
White	0.5%
Two or More Races	0.2%
Socioeconomically Disadvantaged	87.3%
English Learners	60.4%
Students with Disabilities	10.4%
Foster Youth	0.5%

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	25	21	22	568
Without Full Credential	0	0	0	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
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		1	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	95.83%	4.17%
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

The District and our school custodian make every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, school facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. We are proud to offer two garden areas that were added this year in addition to several beautiful murals. As soon as you walk into our school, you will see the vibrant, welcoming colors that capture the spirit of Ryan.

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

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

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

In 2014-2015, we added additional technology to the classrooms including our SDC classrooms and kindergarten classes. All rooms on campus will now have a Smart Board and a document camera.

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)	31%	33%	44%
Mathematics (grades 3-8 and 11)	20%	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	62	61	98.4%	38%	36%	16%	10%
Male	62	34	54.8%	38%	44%	9%	9%
Female	62	27	43.5%	37%	26%	26%	11%
Black or African American	62	2	3.2%	–	–	–	–
American Indian or Alaska Native							
Asian	62	3	4.8%	–	–	–	–
Filipino	62	2	3.2%	–	–	–	–
Hispanic or Latino	62	52	83.9%	42%	37%	13%	8%
Native Hawaiian or Pacific Islander	62	2	3.2%	–	–	–	–
White							
Two or More Races							
Socioeconomically Disadvantaged	62	54	87.1%	41%	37%	13%	9%
English Learners	62	43	69.4%	40%	37%	16%	7%
Students with Disabilities	62	5	8.1%	–	–	–	–
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	78	76	97.4%	47%	21%	18%	13%
Male	78	41	52.6%	59%	17%	20%	5%
Female	78	35	44.9%	34%	26%	17%	23%
Black or African American							
American Indian or Alaska Native	78	1	1.3%	—	—	—	—
Asian	78	7	9%	—	—	—	—
Filipino	78	2	2.6%	—	—	—	—
Hispanic or Latino	78	66	84.6%	53%	23%	14%	11%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	78	67	85.9%	51%	24%	16%	9%
English Learners	78	34	43.6%	76%	18%	6%	0%
Students with Disabilities	78	10	12.8%	—	—	—	—
Students Receiving Migrant Education Services	78	1	1.3%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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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.

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- 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	75	74	98.7%	45%	20%	26%	9%
Male	75	42	56%	50%	17%	29%	5%
Female	75	32	42.7%	38%	25%	22%	16%
Black or African American	75	1	1.3%	—	—	—	—
American Indian or Alaska Native							
Asian	75	8	10.7%	—	—	—	—
Filipino	75	5	6.7%	—	—	—	—
Hispanic or Latino	75	57	76%	46%	26%	21%	7%
Native Hawaiian or Pacific Islander	75	2	2.7%	—	—	—	—
White							
Two or More Races	75	1	1.3%	—	—	—	—
Socioeconomically Disadvantaged	75	61	81.3%	49%	23%	16%	11%
English Learners	75	31	41.3%	61%	26%	13%	0%
Students with Disabilities	75	8	10.7%	—	—	—	—
Students Receiving Migrant Education Services	75	1	1.3%	—	—	—	—
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 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
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	62	61	98.4%	38%	33%	23%	7%
Male	62	34	54.8%	41%	29%	21%	9%
Female	62	27	43.5%	33%	37%	26%	4%
Black or African American	62	2	3.2%	–	–	–	–
American Indian or Alaska Native							
Asian	62	3	4.8%	–	–	–	–
Filipino	62	2	3.2%	–	–	–	–
Hispanic or Latino	62	52	83.9%	42%	31%	21%	6%
Native Hawaiian or Pacific Islander	62	2	3.2%	–	–	–	–
White							
Two or More Races							
Socioeconomically Disadvantaged	62	54	87.1%	43%	33%	19%	6%
English Learners	62	43	69.4%	44%	28%	23%	5%
Students with Disabilities	62	5	8.1%	–	–	–	–
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	78	76	97.4%	41%	42%	14%	3%
Male	78	41	52.6%	46%	39%	12%	2%
Female	78	35	44.9%	34%	46%	17%	3%
Black or African American							
American Indian or Alaska Native	78	1	1.3%	—	—	—	—
Asian	78	7	9%	—	—	—	—
Filipino	78	2	2.6%	—	—	—	—
Hispanic or Latino	78	66	84.6%	45%	42%	12%	0%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	78	67	85.9%	43%	45%	12%	0%
English Learners	78	34	43.6%	62%	32%	6%	0%
Students with Disabilities	78	10	12.8%	—	—	—	—
Students Receiving Migrant Education Services	78	1	1.3%	—	—	—	—
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	75	74	98.7%	51%	32%	15%	1%
Male	75	42	56%	52%	26%	19%	2%
Female	75	32	42.7%	50%	41%	9%	0%
Black or African American	75	1	1.3%	—	—	—	—
American Indian or Alaska Native							
Asian	75	8	10.7%	—	—	—	—
Filipino	75	5	6.7%	—	—	—	—
Hispanic or Latino	75	57	76%	54%	32%	14%	0%
Native Hawaiian or Pacific Islander	75	2	2.7%	—	—	—	—
White							
Two or More Races	75	1	1.3%	—	—	—	—
Socioeconomically Disadvantaged	75	61	81.3%	54%	31%	13%	2%
English Learners	75	31	41.3%	71%	29%	0%	0%
Students with Disabilities	75	8	10.7%	—	—	—	—
Students Receiving Migrant Education Services	75	1	1.3%	—	—	—	—
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 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
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)	50%	52%	28%	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	28%	White	
Male	25%	Two or More Races	—
Female	32%	Socioeconomically Disadvantaged	26%
Black or African American	—	English Learners	13%
American Indian or Alaska Native		Students with Disabilities	—
Asian	—	Students Receiving Migrant Education Services	—
Filipino	—	Foster Youth	—
Hispanic or Latino	25%		

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	18.7%	21.3%	13.3%
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

Ryan Elementary values and includes all stakeholders in every facet of the educational process. To encourage parent participation, Ryan maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the Principal's Newsletter, which is written in English and Spanish. Because parent and community participation is essential to student achievement, Ryan School provides a number of parent and community involvement opportunities.

Parents are encouraged to volunteer either in the classroom, during yard duty, or during school events. School Site Council, Principal's Coffees, and English Language Advisory Committee provide an opportunity for parental input. Monthly Parent Coffees offer an informal atmosphere for questions and communications. Parents also have an opportunity to attend workshops offered on campus. Workshops are provided to parents based on their interest.

The principal, Raquel Katz, is the contact for parent involvement. The second person in charge of parent involvement is Jennifer Esparza.

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	0.86	0.53	1.64	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

Ryan School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the Ryan Safety Committee before it is presented to the Alum Rock Union School District Board of Trustees for approval. The plan is discussed with the School Site Council and the Instructional Leadership Team. The plan was last updated during the 2014-2015 school year and was Board approved in February 2014. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff and documentation is submitted to the district office.

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

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

All staff has been trained in run, hide, defend procedures as well as shelter in place. The school participates in monthly fire drills and quarterly earthquake drills. Our school follows the PBIS model and follows three rules: Be safe, Be responsible, Be respectful.

D. OTHER SARC INFORMATION

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

Adequate Yearly Progress Overall and by Criteria (School Year 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	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	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	22	1	3		18	5			20	1	2	
1	19	3			21	3	1		21		3	
2	22		3		16	3	1		20	2	2	
3	14	4			18	1	4		20	2	1	
4	25		3		33			2	17	1	1	
5	23	1	2		32		2	1	31	1	2	1
6												
Other	8	1			6	1			7	2		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Academic Counselors and Other Support Staff (School Year 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	1	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.4	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	\$9,286	\$2,398	\$6,888	\$75,706
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	6.53%	8.02%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	28.80%	3.72%

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

Types of Services Funded (Fiscal Year 2014-15)

The Ryan staff receives training in writer's workshop by attending trainings and purchasing materials to support classroom instruction and professional growth.

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.

In grades 2nd through 5th, students are grouped according to level as measured by assessments including, but not limited to, the California Standards Test (CST), 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 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.

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

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

Staff has been trained in common core through on-site and district professional development. Our focus this year was training staff on the use of iReady, small group instruction using iReady data, as well as writing from sources. 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. The staff engages in peer coaching professional development as well as district instructional team professional learning communities. Ongoing training is also provided to the staff in the area of technology which is provided by our technology liaison. Our resource teacher also works with individual teachers and grade levels to support professional growth by providing walkthroughs, peer coaching, and planning support.