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Donald J. Meyer Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 2016-17)

School Contact Information	
School Name	Donald J. Meyer Elementary School
Street	1824 Daytona Drive
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 928-8200
Principal	Anacelia A. Rocha
E-mail Address	anacelia.rocha@arusd.org
Web Site	http://www.arusd.org/Domain/858
CDS Code	43-69369-6046155

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 2016-17)

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

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

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

During the 2015-2016 school years, Meyer has increased its use of educational technology through the use of Chromebooks carts.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	103
Grade 1	61
Grade 2	75
Grade 3	75
Grade 4	113
Grade 5	95
Total Enrollment	522

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	1.3
Asian	10
Filipino	3.3
Hispanic or Latino	80.3
Native Hawaiian or Pacific Islander	0.8
White	1.3
Two or More Races	0.4
Socioeconomically Disadvantaged	90.6
English Learners	55.4
Students with Disabilities	11.5
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	26	24	496
Without Full Credential	0	2	0	43
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.0	8.0
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
Low-Poverty Schools in District	0.0	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 (School Year 2016-17)

Year and month in which data were collected: January 2016

The following are the most recent adoptions for Alum Rock Union Elementary School District:
- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015-Middle Schools	Yes	0
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	36	26	34	39	44	48
Mathematics	28	26	25	30	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	70	95.9	21.4
	4	109	105	96.3	29.5
	5	92	91	98.9	24.2
Male	3	42	41	97.6	14.6
	4	60	58	96.7	22.4
	5	59	59	100.0	13.6
Female	3	31	29	93.5	31.0
	4	49	47	95.9	38.3
	5	33	32	97.0	43.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	55	52	94.5	15.4
	4	89	88	98.9	26.1
	5	77	76	98.7	19.7
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	66	63	95.5	17.5
	4	97	97	100.0	27.8
	5	86	85	98.8	21.2
English Learners	3	38	35	92.1	8.6
	4	51	50	98.0	8.0
	5	48	47	97.9	6.4
Students with Disabilities	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	21	21	100.0	4.8
	5	14	14	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	71	97.3	33.8
	4	109	107	98.2	28.0
	5	92	91	98.9	16.5
Male	3	42	42	100.0	33.3
	4	60	58	96.7	27.6
	5	59	59	100.0	11.9
Female	3	31	29	93.5	34.5
	4	49	49	100.0	28.6
	5	33	32	97.0	25.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	55	53	96.4	26.4
	4	89	89	100.0	23.6
	5	77	76	98.7	13.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	66	64	97.0	31.3
	4	97	97	100.0	24.7
	5	86	85	98.8	16.5
English Learners	3	38	36	94.7	27.8
	4	51	51	100.0	9.8
	5	48	47	97.9	4.3
Students with Disabilities	3	--	--	--	--
	4	21	21	100.0	4.8
	5	14	14	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45	54	20	52	47	49	60	56	54

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	92	91	98.9	19.8
Male	59	59	100.0	17.0
Female	33	32	97.0	25.0
Hispanic or Latino	77	76	98.7	14.5
Socioeconomically Disadvantaged	86	85	98.8	16.5
English Learners	48	47	97.9	2.1
Students with Disabilities	14	14	100.0	14.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.9	16.5	18.7

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	0.5	1.2	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Evidence of student safety at Meyer Elementary School includes monitoring of grounds and classrooms at all times by the administrator, teachers, custodians, Para-professionals, and parent volunteers. All visitors are required to enter through the front office, sign in, and receive permission before proceeding onto the campus. Our school has a very detailed, comprehensive school safety plan which outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Meyer Safety Committee and School Site Council before it is presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last approved in February of 2014. The Safety Plan and drill procedures are reviewed throughout the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. Meyer Elementary School has monthly fire drills, earthquake drills, and yearly Shelter in Place and Lockdown procedures training and/or updates.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	3		21	1	3		21	1	4	
1	21		3		21	1	2		20	3		
2	19	1	5		19	1	4		21	1.5	2	
3	21		4		20	4	2		21	1	2	
4	29		3		29		3		31		3	
5	25	1	3		26	1	3		31		2	
Other	21		1									

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	.8	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,987	2,355	6,633	75,635
District	N/A	N/A	6,466	$74,018
Percent Difference: School Site and District	N/A	N/A	2.6	2.2
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	16.8	0.7

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

Types of Services Funded (Fiscal Year 2015-16)

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 and resource teacher serve as a resource to classroom teachers to provide instructional strategies, test-taking skills and strategies, and technology training that will meet the needs of students not scoring proficient or advanced on the SBAC. Categorical funds are used to pay for professional development for staff, the resource teacher position, extended duty for after- school academic support for students, and substitute teachers so that classroom teachers may observe each other, plan, and analyze student data to determine the needs of the students

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,684	$44,573
Mid-Range Teacher Salary	$75,792	$72,868
Highest Teacher Salary	$88,464	$92,972
Average Principal Salary (Elementary)	$106,896	$116,229
Average Principal Salary (Middle)	$112,241	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$185,000	$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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 focuses on standards-based adopted instructional programs. This year fifth grade teachers are participating in a five day professional development on " Constructing Meaning" to differentiate instruction for English Learners. The district allocated a day for professional development where blended learning professional development was included.