Donald J. Meyer Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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 T. Carrillo, Ed.D.
Email Address	silvia.carrillo@arusd.org
Website	http://www.arusd.org/Domain/858
County-District-School (CDS) Code	43-69369-6046155

Entity	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
Website	www.arusd.org

School Description and Mission Statement (School Year 2019-20)

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

Our core values:
• Highly qualified veteran teachers
• High Expectations
• Generational community school
• Caring and supportive environment
• Safe place

As the new principal of Meyer Elementary School, I look forward to joining and supporting the Meyer team and community in serving all our students, to ensure they reach their fullest potential academically, socially and emotionally. Meyer is committed to creating 21st century-ready students through instructional technology integration and building students' capacities in crucial skills such as creativity, collaboration, critical thinking and communication, while adhering to the adoption of our new Common Core Standards. In addition, 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 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 foster a partnership with parents, guardians, and the community so that, together, we can provide the best services and opportunities possible to our students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	54
Grade 1	45
Grade 2	60
Grade 3	76
Grade 4	68
Grade 5	66
Total Enrollment	369

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	12.7
Filipino	5.4
Hispanic or Latino	78.9
White	0.8
Two or More Races	0.5
Socioeconomically Disadvantaged	87.8
English Learners	47.2
Students with Disabilities	12.5
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	22	19	433
Without Full Credential	0	0	0	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

The following are the most recent 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

- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rm: Staff Lounge-Missing Ceiling Tiles. Rm: C2-Tears on Wall. Rm: B1-Tears on Wall. Rm: Custodian Room-Paint is Peeling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Rm: K1-Missing Fixture Lights. Rm: Speech Room-Need Cover on Outlet Wall. Rm: B1-Electrical Wires exposed on Wall Outlet.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm: F-wings Girls Restroom-Toilet not Working. Rm: P3-No water on Faucet Fountain Loose. Rm: F-Boys Restrooms-Urinal not Working.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	48	41	40	50	50
Mathematics (grades 3-8 and 11)	32	39	33	33	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	211	203	96.21	3.79	47.78
Male	101	96	95.05	4.95	40.63
Female	110	107	97.27	2.73	54.21
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	70.00
Filipino	16	16	100.00	0.00	81.25
Hispanic or Latino	169	162	95.86	4.14	41.36
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	189	181	95.77	4.23	45.30
English Learners	147	139	94.56	5.44	41.01
Students with Disabilities	30	30	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	208	99.05	0.95	38.94
Male	100	99	99.00	1.00	38.38
Female	110	109	99.09	0.91	39.45
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	66.67
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	168	166	98.81	1.19	33.13
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	188	186	98.94	1.06	36.56
English Learners	146	144	98.63	1.37	34.03
Students with Disabilities	30	30	100.00	0.00	13.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.6	17.6	11.8

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Meyer knows that parent involvement is essential to effective schooling of all our students. We foster a partnership with parents, guardians, and the community so , together, we can provide the best services and opportunities possible to our students. We provide a variety of forums for parents to engage and participate, including PTA, SSC, ELAC, parent events and volunteer opportunities in our classrooms.

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. Parents also attend the Student of the Month assemblies, PTA sponsored events, participate in fundraising events, and City Year After School program.

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

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	1.5	2.0	2.8	3.8	2.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 into 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 presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last updated in November 2017. 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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	14	3	1		17	2	1		18	1	2	
1	23		3		24		2		22		1	
2	20	1	3		18	4	1		21	1	3	
3	22	1	2		20	1	2		25		3	
4	32		2		31		2		33			2
5	25	1	3		30		2		23	1	2	
Other**					8	1						

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,583.47	3,683.94	10,899.53	95,171.15
District	N/A	N/A	$1,148.34	$87,160.00
Percent Difference - School Site and District	N/A	N/A	161.9	8.8

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	36.9	14.1

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

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

Types of Services Funded (Fiscal Year 2018-19)

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 strategies, test-taking skills and 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 software that helps students fill in gaps in their learning and help them perform better on tests.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$57,473	$45,741
Mid-Range Teacher Salary	$89,476	$81,840
Highest Teacher Salary	$106,470	$102,065
Average Principal Salary (Elementary)	$119,374	$129,221
Average Principal Salary (Middle)	$131,610	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,178	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			2

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. All professional staff development and staff meetings are used to support this goal.