

Russo/McEntee Academy

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	Russo/McEntee Academy
Street	2851 Gay Ave
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-8900
Principal	Tanu Kohli
Email Address	Tanu.Kohli@arUSD.org
Website	http://www.arUSD.org/Domain/301
County-District-School (CDS) Code	43-69369-0114900

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)

Vision

Our goal at Russo/McEntee Academy is to give students the foundational skills they need to be successful as they move on to be ready for a college education and/or career. Our students should discover their love of learning that will continue throughout their lives.

Mission

At Russo/McEntee Academy we are committed to providing students with an educational experience that is positive, successful, and encourages life-long learning. We are a collaborative learning community that utilizes technology to foster academic excellence through scientific inquiry and discovery.

The staff at Russo/McEntee Academy is focused on making the Common Core State Standards and Next Generation Science Standards accessible for every child. Russo/McEntee staff is focused on getting parents and guardians actively involved in the school and classrooms. Families are invited to attend parent cafes with the principal monthly to allow for community input and exchange of ideas. Russo/McEntee Academy students follow our four main tenets of Be Safe, Be Respectful, Be Responsible, and Be Compassionate. The teachers use Tool Box as a school-adopted social and emotional learning curriculum to shape the whole child.

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	63
Grade 2	80
Grade 3	81
Grade 4	70
Grade 5	74
Total Enrollment	446

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	8.1
Filipino	11.2
Hispanic or Latino	74.2
Native Hawaiian or Pacific Islander	0.2
White	2
Two or More Races	2
Socioeconomically Disadvantaged	77.1
English Learners	39.9
Students with Disabilities	9.9
Foster Youth	0.2
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	27	22	21	433
Without Full Credential	1	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	0

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

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

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

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	Rm: E5-Dust on Ceiling Grills.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	<p>Rm: E1-Broken Cabinet by Sink. Rm: E6-Ceiling stain by ceiling HVAC vent. Rm: D1-Broken Cabinet Doors. Rm: G3-Cabinet by sink siding Peeling off. Rm: Copy Room-Ceiling Stain.</p> <p>Rm: C4-Small stain above sink. Rm: C4-Small stain on Ceiling. Rm: C3-Carpet Torn. Rm: C3-Small stain on Ceiling. Rm: C2-Torn Carpet. Rm: C1-Stain Ceiling. Rm: C1-Broken Cabinet under sink. Rm: Electrical Room-Holes in Walls. Rm: D-wing Boys-Corner Wall by Urinal Wall is crack chipped. Rm: A-wing Electrical Room-Visible holes on corner. Rm: B-wing Boys Restroom-Missing Base Title by Door. Rm: B-wing Girls Restroom-Paper towels on window sills. Rm: Cafeteria-Cork wall peeled by side door. Rm: K1-Small Ceiling stain by Restrooms. Rm: K2-Paint chipping main support beam. Rm: A6-Carpet wrinkled. Rm: A5-Broken Cabinet Under Sink. Rm: Library-Missing Ceiling Tile and some stained.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	<p>Rm: E1-Room Full of Boxes due to Teacher Moving. Rm: E1-Pincher bug by Sink. Rm: E6-Vacuuming needed. Rm: D-wing Girls Restroom-Paper towels on window sill. Rm: D-wing Girls Restroom-Spider at door Entry. Rm: D-wing Girls Restroom-crickets inside. Rm: D1-Carpet needs vacuuming. Rm: D4-Vacuuming needed. Rm: G4-Vacuuming Needed. Rm: B5-Unwanted furniture in corner. Rm: C5-Debris throughout Carpet. Rm: C5-Roach by sink. Rm: C4-Roach by Sink. Rm: Book Room-Dusty. Rm: Book Room-Spiders, Roach, and egg. Rm: D-wing boys-Dust on window sill. Rm: D-wing Boys-Spider by window. Rm: Women's Restroom-Spider in Corner. Rm: A-wing Electrical Room-Dusty. Rm: A-wing Electrical Room-Spiders in corners. Rm: B-wing Boys Restroom-Dust on window sills. Rm: B-wing Boys Restroom-Spider by window. Rm: B-wing Girls Restroom-Crickets. Rm: B1-Crickets.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Rm: E4-Two Burnt Ballast. Rm: E6-Burnt bulb. Rm: D-wing Girls Restroom-Two burnt bulbs. Rm: D1-Burnt Ballast. Rm: D1-Three Bulbs Burnt. Rm: D2-Five Burnt bulbs. Rm: D3-Two Burnt Bulbs. Rm: D4-Burnt bulb. Rm: D5-Burnt Ballast. Rm: G5-Burnt Ballast. Rm: G3-Five Burnt bulbs. Rm: G1-Burnt Bulbs. Rm: B5-Burnt Bulb. Rm: B5-Burnt Ballast. Rm: C5-Burnt Ballast. Rm: C5-Burnt Bulb. Rm: C4-Burnt Ballast. Rm: C3-Two Burnt Bulbs. Rm: C3-One Burnt Ballast. Rm: C2-Two burnt Ballasts. Rm: C1-Burnt Ballast. Rm: D-wing Boys-Two Burnt Lights. Rm: A2-Two Burnt Bulbs. Rm: A1-One Burnt Bulb. Rm: Women's Restroom-Two Burnt bulbs. Rm: A-wing Electrical Room-Panel Box without cover. Rm: B-wing Boys Restroom-Two Burnt bulbs. Rm: B-wing Girls Restroom-One burn Bulb. Rm: B1-One burn Ballast. Rm: B2-Two burn Ballast. Rm: B3-Two burnt Ballasts. Rm: B3-One burnt Bulb. Rm: Cafeteria-Two burnt Bulbs. Rm: Office-Burnt Bulb in Office first on right lobby. Rm: K2-Two burnt Ballasts. Rm: K2-One Bulb burnt. Rm: A6-Two burnt Ballasts. Rm: A6-Two burnt Bulbs. Rm: A5-One burnt Bulb. Rm: A4-Two burnt Bulbs. Rm: Library-Two burnt Ballast.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Rm: E6-Leaking Faucet. Rm: D4-Faucet Loose. Rm: Book Room-Exterior Sink Chipping. Rm: B2-Faucet is loose. Rm: K3-Toilet base needs caulking rust from behind. Rm: A6-Drinking fountain low pressure.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Rm: Main Playground-Corner Blacktop is Cracking. Rm: D3-Door return Arm rubbing on door frame. Rm: C5-Return Arm broken. Rm: A7-Door must be pulled to secure and pushed hard to open.
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)	41	37	41	40	50	50
Mathematics (grades 3-8 and 11)	33	32	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	231	225	97.40	2.60	36.89
Male	127	124	97.64	2.36	36.29
Female	104	101	97.12	2.88	37.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	18	18	100.00	0.00	72.22
Filipino	30	30	100.00	0.00	56.67
Hispanic or Latino	167	163	97.60	2.40	28.83
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	182	177	97.25	2.75	32.77
English Learners	128	124	96.88	3.12	27.42
Students with Disabilities	25	25	100.00	0.00	8.00
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	231	228	98.70	1.30	32.02
Male	127	126	99.21	0.79	39.68
Female	104	102	98.08	1.92	22.55
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	18	18	100.00	0.00	72.22
Filipino	30	30	100.00	0.00	43.33
Hispanic or Latino	167	166	99.40	0.60	26.51
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	182	179	98.35	1.65	26.82
English Learners	128	127	99.22	0.78	24.41
Students with Disabilities	25	25	100.00	0.00	12.00
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	11.6	20.9	2.3

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)

Russo/McEntee Academy values and includes stakeholders in all facets of the educational process. To encourage parent participation, Russo/McEntee maintains a system of two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card (SARC) 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 monthly Principal's Newsletter, which is written in English and Spanish. Because parent and community participation is essential to student achievement, Russo/McEntee Academy provides a number of parent and community involvement opportunities including a monthly "Coffee with the Principal". In addition, parents and guardians can be part of the PTA. Russo/McEntee also has a community liaison that works as a link between the school and the parents.

School Site Council Meetings and English Language Advisory Committee meetings are held monthly and are open to all parents and guardians of Russo/McEntee students. Parents can also volunteer to assist in the classrooms, help with fundraising events, chaperone field trips, and assist with other school events.

For more information regarding parent involvement, please contact Tanu Kohli at 1-408-928-8906

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	1.1	1.0	0.8	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)

Russo/McEntee Academy has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan is in effect until 2020. It contains the yearly safety goals as determined by the students, staff, and parents. The Russo/McEntee Safety Committee develops the safety plan before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval.

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, completed, and shared with the staff. This year we collected all the necessary equipment and supplies to prepare ourselves for a major earthquake.

The Russo/McEntee Safety Plan has a comprehensive behavior policy. The “Tools for Learning” are taught to students to help them deal with challenging situations. Our 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, conflict management policy, Internet safety policy, and an intervention policy is within our safety plan and accessible to all.

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	21	1	4		20	2	2		20	1	3	
1	22	1	3		24		4		19	2	1	
2	19	1	4		21	1	2		19	2	2	
3	22	1	3		20	3	1		23		4	
4	30		3		29		3		29		2	
5	32		2	1	31		3		29		3	
Other**					13	2						

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

** “Other” category is for multi-grade level classes.

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)	1.0

*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.

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	14,219.44	3,618.34	10,601.10	91,511.27
District	N/A	N/A	\$1,148.34	\$87,160.00
Percent Difference - School Site and District	N/A	N/A	160.9	4.9
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	34.2	10.2

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)

Services provided by the regular program to enable under-performing students to meet standards:

During the day intervention programs in reading, language arts and math for students who are performing below their current grade-level.

English Language Development (ELD) instruction using the Benchmark curriculum is offered to English language proficiency levels 1, 2 and 3 to provide focused instruction at students' language acquisition levels.

After-school intervention sessions are offered to help enable underperforming students to meet grade-level standards as available.

To meet the needs of under-performing students, the Student Study Team (SST) meets regularly to support the teachers.

Services provided by categorical funds to enable under-performing students to meet standards:

A Little Heroes coach teaches game skills and sportsmanship like conduct during all recesses. The coach teaches students games at their appropriate age-level. Moreover, the coach builds leadership skills in older students by training Junior Coaches to monitor and teach younger students game rules. The coach also offers 3 days a week intervention classes

Think Together and Russo/McEntee Academy are in a partnership that provides the 21st Century/Learners Program. The partnership offers a three-tier program: homework center, recreation, and multi-cultural art enrichment. The program serves 100 students for 3 hours each day.

City Peace Project offers 4th and 5th-grade students with opportunities to engage with the community and work towards a brighter future

The school also purchases programs like AR, Reading A-Z, Nearpod, and Hapara to help students and teachers.

A science resource teacher is funded through federal monies to teach Next Generation Science Standards to all students K-5th once a week.

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

Category	District Amount	State Average For Districts In Same Category
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			

The Alum Rock Union Elementary School District provides a variety of professional development opportunities for teachers. Some of the topics include the Common Core State Standards, implementing the Benchmark reading and EnVision math curriculum, meeting the needs of English Language Learners. Classes are provided after school or on Saturdays. On-site staff meetings and grade level planning time assist teachers in the day to day operations at each school site. Grade level collaboration is facilitated by the principal on a weekly basis. At Russo/McEntee the goal is to create an environment of shared leadership hence our professional developments are by the teachers and for the teachers.