

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Russo/McEntee Academy

Address: 2851 Gay Ave. San Jose, CA 95127-2320

Principal: Tereasa Smith, Principal

Phone: (408) 928-8900

Email: tereasa.smith@arUSD.org

Web Site:

CDS Code: 43693690114900



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: Russo/McEntee Academy
 Street: 2851 Gay Ave.
 City, State, Zip: San Jose, CA 95127-2320
 Phone Number: (408) 928-8900
 Principal: Tereasa Smith, Principal
 E-mail Address: tereasa.smith@arUSD.org
 Web Site:
 County-District-School
 (CDS) Code: 43693690114900

School Description and Mission Statement – Most Recent Year

Russo/McEntee Academy is a learning community that emphasizes literacy, science and technology. The latter component is realized through the installation of interactive Promethean whiteboards throughout the school. This technology is complemented by the presence of traveling laptop carts that allow every student in a classroom the opportunity to explore the virtual world simultaneously with his or her peers. Teachers are charged with the task of infusing the curriculum with the latest software. Our dedicated and passionate faculty creates a nurturing environment for learning. Each student is encouraged to build on his/her strengths, find a love of learning and develop personal responsibility.

A home-to-school connection is essential for student success. 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 an exchange of ideas. Working together will help our students be successful.

Russo/McEntee Academy is a BEST Behavior school. Students follow our three main tenets of Be Safe, Be Respectful, Be Responsible. Students demonstrating these are rewarded with sand dollars which are put into a bi-weekly raffle.

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

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	112
Grade 1	95
Grade 2	101
Grade 3	117
Grade 4	108
Grade 5	95
Total Enrollment	628

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

Student Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0.2%
Asian	14.8%
Filipino	6.1%
Hispanic or Latino	72.6%
Native Hawaiian/Pacific Islander	0.8%
White	3.3%
Two or More Races	1.6%
Socioeconomically Disadvantaged	86%
English Learners	56.2%
Students with Disabilities	6.5%
Foster Youth	0.3%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	17	29	27	568
Without Full Credential	0	1	1	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	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 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	93.1%	6.9%
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 instruction 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 makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

The building in which Russo/McEntee Academy resides was built in 1956. 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 utilized 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 building, grounds and play areas are safe for use.

The student bathrooms have been renovated and the roof on the cafeteria and administration buildings have been redone. The rest of the roofs are expected to be completed in the next 1-2 years. A beautification of the site was also completed.

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)	38%	33%	44%
Mathematics (grades 3-8 and 11)	32%	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	116	116	100%	41%	28%	22%	9%
Male	116	63	54.3%	44%	24%	19%	13%
Female	116	53	45.7%	36%	32%	26%	6%
Black or African American	116	1	0.9%	–	–	–	–
American Indian or Alaska Native	116	1	0.9%	–	–	–	–
Asian	116	23	19.8%	17%	22%	35%	26%
Filipino	116	2	1.7%	–	–	–	–
Hispanic or Latino	116	86	74.1%	47%	30%	19%	5%
Native Hawaiian or Pacific Islander							
White	116	3	2.6%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	116	103	88.8%	44%	29%	20%	7%
English Learners	116	87	75%	43%	28%	22%	8%
Students with Disabilities	116	11	9.5%	73%	27%	0%	0%
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	107	105	98.1%	32%	30%	24%	14%
Male	107	49	45.8%	33%	24%	22%	20%
Female	107	56	52.3%	32%	34%	25%	9%
Black or African American							
American Indian or Alaska Native							
Asian	107	15	14%	7%	20%	27%	47%
Filipino	107	1	0.9%	—	—	—	—
Hispanic or Latino	107	81	75.7%	41%	32%	22%	5%
Native Hawaiian or Pacific Islander	107	2	1.9%	—	—	—	—
White	107	4	3.7%	—	—	—	—
Two or More Races	107	2	1.9%	—	—	—	—
Socioeconomically Disadvantaged	107	90	84.1%	37%	30%	21%	12%
English Learners	107	41	38.3%	56%	41%	2%	0%
Students with Disabilities	107	6	5.6%	—	—	—	—
Students Receiving Migrant Education Services	107	5	4.7%	—	—	—	—
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.

- * Level 1 = Standard not met
- 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	93	93	100%	32%	24%	31%	13%
Male	93	48	51.6%	40%	25%	21%	15%
Female	93	45	48.4%	24%	22%	42%	11%
Black or African American							
American Indian or Alaska Native							
Asian	93	14	15.1%	7%	21%	43%	29%
Filipino	93	13	14%	23%	8%	54%	15%
Hispanic or Latino	93	60	64.5%	37%	30%	23%	10%
Native Hawaiian or Pacific Islander	93	3	3.2%	—	—	—	—
White	93	3	3.2%	—	—	—	—
Two or More Races							
Socioeconomically Disadvantaged	93	81	87.1%	32%	25%	31%	12%
English Learners	93	32	34.4%	53%	34%	13%	0%
Students with Disabilities	93	10	10.8%	—	—	—	—
Students Receiving Migrant Education Services							
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.

- * 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	116	116	100%	33%	30%	26%	11%
Male	116	63	54.3%	32%	30%	25%	13%
Female	116	53	45.7%	34%	30%	26%	9%
Black or African American	116	1	0.9%	–	–	–	–
American Indian or Alaska Native	116	1	0.9%	–	–	–	–
Asian	116	23	19.8%	9%	22%	39%	30%
Filipino	116	2	1.7%	–	–	–	–
Hispanic or Latino	116	86	74.1%	41%	34%	21%	5%
Native Hawaiian or Pacific Islander							
White	116	3	2.6%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	116	103	88.8%	35%	34%	23%	8%
English Learners	116	87	75%	37%	30%	24%	9%
Students with Disabilities	116	11	9.5%	91%	0%	9%	0%
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	107	105	98.1%	25%	37%	28%	10%
Male	107	49	45.8%	20%	31%	37%	12%
Female	107	56	52.3%	29%	43%	20%	9%
Black or African American							
American Indian or Alaska Native							
Asian	107	15	14%	0%	33%	40%	27%
Filipino	107	1	0.9%	—	—	—	—
Hispanic or Latino	107	81	75.7%	32%	41%	23%	4%
Native Hawaiian or Pacific Islander	107	2	1.9%	—	—	—	—
White	107	4	3.7%	—	—	—	—
Two or More Races	107	2	1.9%	—	—	—	—
Socioeconomically Disadvantaged	107	90	84.1%	29%	39%	26%	7%
English Learners	107	41	38.3%	49%	46%	5%	0%
Students with Disabilities	107	6	5.6%	—	—	—	—
Students Receiving Migrant Education Services	107	5	4.7%	—	—	—	—
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	93	93	100%	49%	33%	10%	8%
Male	93	48	51.6%	54%	25%	10%	10%
Female	93	45	48.4%	44%	42%	9%	4%
Black or African American							
American Indian or Alaska Native							
Asian	93	14	15.1%	21%	29%	21%	29%
Filipino	93	13	14%	38%	46%	8%	8%
Hispanic or Latino	93	60	64.5%	60%	28%	8%	3%
Native Hawaiian or Pacific Islander	93	3	3.2%	—	—	—	—
White	93	3	3.2%	—	—	—	—
Two or More Races							
Socioeconomically Disadvantaged	93	81	87.1%	48%	35%	10%	7%
English Learners	93	32	34.4%	75%	25%	0%	0%
Students with Disabilities	93	10	10.8%	—	—	—	—
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)			64%			47%			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	64%	White	—
Male	57%	Two or More Races	
Female	71%	Socioeconomically Disadvantaged	65%
Black or African American		English Learners	38%
American Indian or Alaska Native		Students with Disabilities	—
Asian	78%	Students Receiving Migrant Education Services	
Filipino	69%	Foster Youth	—
Hispanic or Latino	59%		

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	14%	4.3%	3.2%
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

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 are working to get a PTA started again.

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 fieldtrips, and assist with other school events.

For more information regarding parent involvement, please contact Tereasa Smith 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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0	0.53	0.74	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

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 2017. 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 necessary equipment and supplies to prepare ourselves for a major earthquake.

The Russo/McEntee Safety Plan has a comprehensive behavior policy. The “Best Behavior” set of rules and consequences have been developed. 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 are 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.

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	19	4	1		20	4	2		22		5	
1	18	6			20	3	2		17	3	2	
2	21	3	3		19	1	5		22		5	
3									21		5	
4									30	1	1	2
5									32		3	
Other												

* 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 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)	0.5	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	0.6	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	\$9,311	\$2,333	\$6,978	\$69,881
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	7.92%	-0.30%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	30.48%	-4.26%

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

Types of Services Funded (Fiscal Year 2014-15)

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 Imagine It! curriculum is offered to English language proficiency levels 1, 2 and 3 to provide focused instruction at students' language acquisition level.

Before-school and after-school intervention sessions are offered to help enable under-performing students meet grade-level standards.

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 One Yard 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.

Think Together and Russo/McEntee Academy are in a partnership that provides the 21st Century/Learns 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.

A science resource teacher is funded through federal monies to teach third, fourth and fifth grade students daily.

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.

The Alum Rock School District provides a variety of professional development opportunities for teachers. Some of the topics include the Common Core State Standards, implementing the EnVision math curriculum, meeting the needs of English Language Learners and Constructing Meaning. Classes are provided after school or on Saturdays. District instructional coaches are also available to assist individual teachers in the implementation of a high quality curriculum. On site staff meetings and grade level planning time assist teachers in the day to day operations at each individual school site.