

Russo/McEntee Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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	Russo/McEntee Academy
Street	2851 Gay Ave.
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-8900
Principal	Tereasa Smith
E-mail Address	tereasa.smith@arusd.org
Web Site	http://www.arusd.org/Domain/301
CDS Code	43-69369-0114900

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)

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 2015-16)

Grade Level	Number of Students
Kindergarten	102
Grade 1	94
Grade 2	93
Grade 3	93
Grade 4	108
Grade 5	99
Total Enrollment	589

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	13.2
Filipino	6.5
Hispanic or Latino	73.7
Native Hawaiian or Pacific Islander	0.5
White	2.9
Two or More Races	1.7
Socioeconomically Disadvantaged	84.9
English Learners	54.8
Students with Disabilities	8.1
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	29	27	25	496
Without Full Credential	1	1	1	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	100.0	0.0
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)

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: November 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			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: November 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	(1) Rm.A4: Two light out; (2) Rm.A6: Two lights out; (3) Copy Room: Two light fixtures out; (4) Rm.B5: Two light bulbs out; (5) Rm. B3: Multiple lights out; (6) Rm.B1: Two light bulbs out; (7) Boys RR B-wing: Three light bulbs out; (8) Rm.C3: Three light bulbs out; (9) Rm.C5: Light fixture out; (10) Boys RR D-wing: One light bulb out; (11) Rm.G5: One light bulb out; (12) Rm.G3: Light fixture out; (13) Rm.G1: Two light bulbs out; (14) Rm.D4: One fixture out; (15) Rm.E6: Five Lights out; (16) Rm.E7: 12 lights out; (17): Rm.K3: Three light bulbs out; (18) Rm.K2: Light fixture out; (19) Rm.K2: Four light bulbs out; (20) Office: Two light fixtures out; (21) Office: Three light bulbs out;
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	(1) Rm.A4: 3 Cabinet doors broken (2) Rm.A5: Cabinet Doors Broken. (3) Rm.A6: Cabinet Doors broken. (4) Door hinge coming out of wall (5) Rm.B2: Cabinet door broken (6) Rm.C1: Cabinet door off (7) Rm.C2: Cabinet door broken (8) Rm.D3: Door arm scrapes on top of frame

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 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	38	43	34	39	44	48
Mathematics	32	37	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	87	84	96.5	41.7
	4	99	98	99.0	36.7
	5	100	98	98.0	51.0
Male	3	42	40	95.2	45.0
	4	54	53	98.2	41.5
	5	51	51	100.0	56.9
Female	3	45	44	97.8	38.6
	4	45	45	100.0	31.1
	5	49	47	95.9	44.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	16	15	93.8	73.3
	4	17	17	100.0	58.8
	5	15	15	100.0	86.7
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	63	62	98.4	32.3
	4	73	72	98.6	27.8
	5	75	74	98.7	41.9
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	75	73	97.3	39.7
	4	89	88	98.9	30.7
	5	83	82	98.8	48.8
English Learners	3	55	53	96.4	32.1
	4	54	53	98.2	15.1
	5	41	41	100.0	19.5
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	5	--	--	--	--
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	87	86	98.8	47.1
	4	99	99	100.0	35.4
	5	100	98	98.0	29.6
Male	3	42	42	100.0	51.2
	4	54	54	100.0	40.7
	5	51	51	100.0	33.3
Female	3	45	44	97.8	43.2
	4	45	45	100.0	28.9
	5	49	47	95.9	25.5
Black or African American	3	--	--	--	--
	4	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	16	16	100.0	93.3
	4	17	17	100.0	70.6
	5	15	15	100.0	66.7
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	63	63	100.0	34.9
	4	73	73	100.0	24.7
	5	75	74	98.7	20.3
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	75	75	100.0	44.6
	4	89	89	100.0	30.3
	5	83	82	98.8	24.4
English Learners	3	55	55	100.0	33.3
	4	54	54	100.0	14.8
	5	41	41	100.0	4.9
Students with Disabilities	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	5	--	--	--	--
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)		64	56		47	49		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	101	99	98.0	55.6
Male	51	51	100.0	60.8
Female	50	48	96.0	50.0
Asian	16	16	100.0	81.3
Hispanic or Latino	75	74	98.7	46.0
Socioeconomically Disadvantaged	84	83	98.8	53.0
English Learners	41	41	100.0	31.7

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	14.3	14.3	7.1

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)

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 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 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	0.7	0.9	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)

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.

Federal Intervention Program (School Year 2016-17)

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 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	4	2		22		5		21	1	4	
1	20	3	2		17	3	2		23		4	
2	19	1	5		22		5		22		4	
3					21		5		20	2.5	2	
4					30	1	1	2	26		2.5	
5					32		3		32		3	

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)	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	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	9,311	2,333	6,978	69,881
District	N/A	N/A	6,466	\$74,018
Percent Difference: School Site and District	N/A	N/A	7.9	-5.6
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	22.9	-7.0

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

Types of Services Funded (Fiscal Year 2015-16)

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 level.

Before-school and after-school intervention sessions are offered to help enable under-performing students 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 Recess 101 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 Next Generation Science Standards to all students K-5th once a week.

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)

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 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.