

# **Russo/McEntee Academy**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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	<a href="http://www.arUSD.org/Domain/301">http://www.arUSD.org/Domain/301</a>
County-District-School (CDS) Code	43-69369-0114900

### District Contact Information (School Year 2020-2021)

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 2020-2021)

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#### 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 and Kimochi as a school-adopted social and emotional learning curriculum to shape the whole child.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	69
Grade 1	72
Grade 2	70
Grade 3	61
Grade 4	72
Grade 5	65
<b>Total Enrollment</b>	<b>409</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	9.5
Filipino	9.8
Hispanic or Latino	74.3
White	2.4
Two or More Races	1.5
Socioeconomically Disadvantaged	78.7
English Learners	36.2
Students with Disabilities	14.7
Foster Youth	0.7
Homeless	0.7

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	21	21	431
Without Full Credential	0	0	0	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

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

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

## School Facility Conditions and Planned Improvements

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## School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Fair	Rm:A6-Torn carpet. Rm:Boys Restroom B-Wing-Tiles missing by door. Rm:B2-Loose ceiling tiles. Rm:C2-Carpet taped. Rm:C3-Carpet taped. Rm:C4-Carpet taped, loose ceiling tile. Rm:C5-Carpet taped. Rm:D1-Hole in carpet, cabinet doors broken. Rm:D5-Carpet tearing. Rm:G3-Sink counter falling apart.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	Rm:K1-One light out in storage room. Rm:Work Room-One light out. Rm:Boys Restroom B-Wing-Light cover missing. Rm:B4-Light sensor by door is out.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Rm:K1-Fountain in class is plugged, loose tile. Rm:A4-Drinking fountain not working. Rm:B3-Faucet leaks. Rm:C2-Sink cabinet door is broken. Rm:C5-P-Trap leaking.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	Rm:B4-Cleaners in cabinet. Rm:Custodian Room C-Wing-Cleaners stored.
<b>Structural: Structural Damage, Roofs</b>	Good	Rm:Mech Room A-Wing-Holes.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Rm:Office Admin-Front office door hard to close. Rm:Girls Restroom B-Wing-Window frame coming loose. Rm:B1-Door sticks. Rm:B2-Door sticks. Rm:B5-Cracked window by sink. Rm:D5-Door sticks.
Overall Rating	Good	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	37	N/A	40	N/A	50	N/A
Mathematics (grades 3-8 and 11)	32	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	20	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.



## 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 2020-2021)

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 staff 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.0	0.8	3.8	2.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.014117647		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

Russo/McEntee Academy has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. It contains the yearly safety goals as determined by the students, staff, and parents. The Russo/McEntee Safety Committee in collaboration with the school site council develops and approves 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. We continue to have the drills in our school even in the absence of our students and encourage the families to practice the drills at home.

The Russo/McEntee Safety Plan has a comprehensive behavior policy. The "Tools for Learning" and "Kimochi" 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	2		20	1	3		22	1	2	
1	24		4		19	2	1		24		2	
2	21	1	2		19	2	2		18	2		
3	20	3	1		23		4		26		2	
4	29		3		29		2		36			2
5	31		3		29		3		33		1	
Other**	13	2							15	3	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,630.47	\$3,807.26	\$11,823.21	\$94,503.94
District	N/A	N/A	\$1,148.34	\$88,855
Percent Difference - School Site and District	N/A	N/A	164.6	6.2
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	41.6	11.6

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

### Types of Services Funded (Fiscal Year 2019-2020)

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. All students at the school have received/been offered a school-issued device to facilitate their learning during Distance Learning.

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

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.

The school also purchases programs like Hapara and Explode the Code to help students and teachers.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$51,004
Mid-Range Teacher Salary	\$89,476	\$82,919
Highest Teacher Salary	\$106,470	\$104,604
Average Principal Salary (Elementary)	\$119,374	\$131,277
Average Principal Salary (Middle)	\$131,610	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$212,178	\$230,860
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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. Through the district support, the teachers have access to peer ED Tech coaches. The teachers are also invited to a variety of professional developments to assist in their learning of various Ed Tech Platforms. In addition to that, the school participated in a series of workshops this year aiming to understand and mitigating biases. 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.