# Ben Painter Elementary School
# 2013-14
# SCHOOL ACCOUNTABILITY REPORT CARD

**Published During 2014-15**

## Ben Painter Elementary

### Contact Information (School Year 2014-15)


500 Rough and Ready Rd.

San Jose, CA 95133-2068

(408) 928-8400

| | |
|---|---|
| Principal: | Sandra Sarmiento, Principal |
| Contact E-mail Address: | gail.smith@arusd.org |
| County-District-School (CDS) Code: | 43693696046122 |


## Alum Rock Union Elementary

### Contact Information (School Year 2014-15)


(408) 928-6800

www.arusd.org

| | |
|---|---|
| Superintendent: | Hilaria Bauer |
| Contact E-mail Address: | hilaria.bauer@arusd.org |


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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

# I. Data and Access

## 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

# 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 | Ben Painter Elementary |
| Street | 500 Rough and Ready Rd. |
| City, State, Zip | San Jose, CA 95133-2068 |
| Phone Number | (408) 928-8400 |
| Principal | Sandra Sarmiento, Principal |
| E-mail Address | gail.smith@arusd.org |
| Web Site | http://www.arusd.org |
| County-District-School (CDS) Code | 43693696046122 |

## School Description and Mission Statement- Most Recent Year

The Painter School staff is committed to providing students with an educational experience that is positive, successful and encourages life-long learning. Education is a partnership between home and school and thus, communication between parents and staff is essential. Please visit our website which is designed to provide you with helpful information about our school. Painter School prides itself on being a PeaceBuilders school. Students are taught about what it means to be a PeaceBuilder as well as how to develop life skills. Painter has a full-time Recess 101 Coach who organizes games during recess and teaches the students the rules of each game. Painter also has fully implemented the use of technology in the classrooms. Each classroom is equipped with a Promethean board and an LCD projector. Teachers integrate technology into their daily lessons to increase student engagement. Painter teachers review student data on an ongoing basis to ensure that students are mastering grade level standards. They do this both individually and in grade-level teams. Our goal is to make sure all students learn and feel safe at Painter School.
If you have questions, please feel free to meet with your child's teacher or contact the Principal, Sandra Puerta-Sarmiento.

## Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 61 |
| Grade 1 | 73 |
| Grade 2 | 73 |
| Grade 3 | 75 |
| Grade 4 | 77 |
| Grade 5 | 98 |
| Total Enrollment | 458 |

## Student Enrollment by Student Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 3.1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 33.2 |
| Filipino | 7.9 |
| Hispanic or Latino | 49.1 |
| Native Hawaiian/Pacific Islander | 2.4 |
| White | 2.2 |
| Two or More Races | 2.00 |
| Socioeconomically Disadvantaged | 80.3 |
| English Learners | 52 |
| Students with Disabilities | 9.4 |

# 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 2012-13 | School 2013-14 | School 2014-15 | District 2014-15 |
|---|---|---|---|---|
| **With Full Credential** | 22 | 21 | 20 | 518 |
| **Without Full Credential** | | 0 | 0 | 31 |
| **Teaching Outside Subject Area of Competence (with full credential)** | | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|
| **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 2013-14)

| 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** | 100 | 0 |
| **All Schools in District** | 97.44 | 2.56 |
| **High-Poverty Schools in District** | 97.44 | 2.56 |
| **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.

Year and month in which data were collected:January 2015

| Subject | Textbooks and instructional materials/year of adoption | From most recent adoption? | Percent 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.
Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner. The main walkway ceiling was repaired to eliminate roof leaks.
Painter School was built in 1962. School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient space for classrooms, the office, a library, a playground, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained and that the school's buildings, grounds and play areas are safe for use.
A School Beautification Project is being planned in spring 2015. Painter will partner with community organizations to reinforce civic responsibility.

## 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

| System Inspected | Repair Needed and Action Taken or Planned | | | |
|---|---|---|---|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✔ | — | — | No apparent problems. |
| Interior: Interior Surfaces | ✔ | — | — | No apparent problems. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | ✔ | — | — | No apparent problems. |
| Electrical: Electrical | ✔ | — | — | No apparent problems. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | ✔ | — | — | No apparent problems. |
| Safety: Fire Safety, Hazardous Materials | ✔ | — | — | No apparent problems. |
| Structural: Structural Damage, Roofs | ✔ | — | — | No apparent problems. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | ✔ | — | — | No apparent problems. |

## Overall Facility Rate - Most Recent Year

| | Exemplary | Good | Fair | Poor |
|---|---|---|---|---|
| Overall Rating | — | ✔ | — | — |

# B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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 | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 59% | 49% | 59% | 54% | 53% | 56% | 60% | 59% | 60% |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 56% |
| All Students at the School | 59% |
| Male | 68% |
| Female | 53% |
| Black or African American | N/A |
| American Indian or Alaska Native | N/A |
| Asian | 68% |
| Filipino | N/A |
| Hispanic or Latino | 54% |
| Native Hawaiian or Pacific Islander | N/A |
| White | N/A |
| Two or More Races | N/A |
| Socioeconomically Disadvantaged | 55% |
| English Learners | N/A |
| Students with Disabilities | N/A |
| Students Receiving Migrant Education Services | N/A |

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 46% | 52% | 53% | 48% | 52% | 50% | 54% | 56% | 55% |
| Mathematics | 68% | 71% | 70% | 57% | 58% | 58% | 49% | 50% | 50% |
| History-Social Science | N/A | N/A | N/A | 46% | 46% | 41% | 48% | 49% | 49% |

Note: STAR Program was last administered in 2012-13. 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.

## Academic Performance Index Ranks – Three-Year Comparison

| API Rank | 2011 | 2012 | 2013 |
|---|---|---|---|
| Statewide | 5 | 6 | 6 |
| Similar Schools | 5 | 6 | 7 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

## Academic Performance Index Growth by Student Group - Three-Year Comparison

| Group | Actual API Change 2010-11 | Actual API Change 2011-12 | Actual API Change 2012-13 |
|---|---|---|---|
| All Students at the School | 23 | 14 | 11 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 28 | 13 | 2 |
| Filipino | | | |
| Hispanic or Latino | 24 | 24 | 13 |
| Native Hawaiian or Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 37 | 14 | 11 |
| English Learners | 24 | 10 | 15 |
| Students with Disabilities | | | |

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

# State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

| 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 | 15.6% | 25% | 20.8% |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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 - Most Recent Year

Painter values all stakeholders and includes them in all facets of the educational process. To encourage parent participation, Painter 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 available on the district's website, but also pertinent school information, including school data and school programs. These are also available to parents in the Principal's Newsletter. Because parent and community participation is essential to student achievement, Painter School provides a number of parent and community involvement opportunities. Parents are encouraged to volunteer at least 30 hours per family.
Parental involvement is an important part of our home to school connection and the academic success of our students. Opportunities for parental involvement include the following: District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), School Site Council (SSC), English Language Advisory Committee (ELAC), Back-to-School Night, Spring Open House, parent conferences, parents as volunteers on field trips and in the classroom, school-sponsored assemblies, and other activities.
For more information, please contact your child's teacher or the principal, Sandra Puerta-Sarmiento, at 408-928-8400.

# 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

| | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| Rate* | 2011-2012 | 2012-2013 | 2013-2014 | 2011-2012 | 2012-2013 | 2013-2014 | 2011-2012 | 2012-2013 | 2013-2014 |
| **Suspensions** | 0.3 | 1.1 | 1 | 3.9 | 3.4 | 2.3 | 4.4 | 5.1 | 5.7 |
| **Expulsions** | 0 | 0 | 0 | 0 | 0 | 0 | 0.1 | 0.1 | 0.1 |

## School Safety Plan - Most Recent Year

Painter School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Painter Safety Committee before it is presented to the Alum Rock Union 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 and completed, and the results are shared with the staff.
The Painter School Safety Plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, 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.
All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they are well supervised by staff before, during, and after school.

# 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 2013-14)

| AYP Criteria | School | District |
|---|---|---|
| Made AYP Overall | | |
| Met Participation Rate - English-Language Arts | | |
| Met Participation Rate - Mathematics | | |
| Met Percent Proficient - English-Language Arts | | |
| Met Percent Proficient - Mathematics | | |
| Met Graduation Rate | | |

## Federal Intervention Program (School Year 2014-15)

| 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 | 9 |
| Percent of Schools Currently in Program Improvement | N/A | 45% |

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

## Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2011-12 Number of Classes* | | | Avg. Class Size | 2012-13 Number of Classes* | | | Avg. Class Size | 2013-14 Number of Classes* | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20.5 | 4 | 0 | 0 | 18 | 4 | | | 15 | 3 | 1 | |
| 1 | 19.8 | 4 | 0 | 0 | 21 | 2 | 2 | | 18 | 1 | 3 | |
| 2 | 19 | 4 | 0 | 0 | 18 | 4 | | | 18 | 3 | 1 | |
| 3 | 20.5 | 4 | 0 | 0 | 21 | 1 | 2 | | 19 | 3 | 1 | |
| 4 | 28 | 1 | 0 | 3 | 23 | 1 | 3 | | 19 | 2 | | 2 |
| 5 | 29 | 0 | 3 | 0 | 28 | 1 | | 3 | 25 | 1 | 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 2013-14)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 0 | |
| Counselor (Social/Behavioral or Career Development | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist (non - teaching) | 1 | N/A |
| Other | 0 | 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 2012-13)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $9,044 | $2,581 | $6,462 | $72,634 |
| District | N/A | N/A | N/A | $68,814 |
| Percent Difference - School Site and District | N/A | N/A | N/A | 5.55 |
| State | N/A | N/A | $4,690 | $70,788 |
| Percent Difference - School Site and State | N/A | N/A | 37.78 | 2.61 |

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

## Types of Services Funded (Fiscal Year 2013-14)

These services are provided by the regular program to enable under-performing students to meet state standards:
Teachers regularly examine student work samples to assess whether students are mastering grade level standards.
Teachers are familiar with the standards and standards-based planning.
Standards-based assessments are utilized to modify instruction for under-performing students.

The following services are provided using categorical funds to enable under-performing students to meet state standards:
The Instructional Leadership Team meets to discuss school issues, plan for facilitation of grade level meetings, and the school's Theory of Action and Cycle I, II, III for Professional Development.
Classroom teachers meet to analyze student data and monitor progress of under-performing students.
The English Language Development Resource Teacher monitors the English Language Lab, and assists classroom teachers in analyzing the California English Language Development Test student data to monitor progress of under-performing English learning students.
Intervention classes are offered for under-performing students as needed.
Academic enrichment classes are offered after-school to students who do not need interventions.

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $46,567 | $41,507 |
| Mid-Range Teacher Salary | $72,497 | $67,890 |
| Highest Teacher Salary | $84,619 | $86,174 |
| Average Principal Salary (Elementary) | $107,361 | $109,131 |
| Average Principal Salary (Middle) | $112,730 | $111,937 |
| Average Principal Salary (High) | $0 | $109,837 |
| Superintendent Salary | $204,900 | $185,462 |
| Percent of Budget for Teacher Salaries | 44% | 42% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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 Professional Development Plan is coordinated by the district Curriculum and Instruction Department in accordance with district and site priorities. Three district buy-back professional development days were scheduled on Saturdays to in-service new and returning teachers on analyzing the results of standardized assessments, Discipline with Love and Logic and A Foundation For Understanding Poverty.

Teachers and staff at the site and throughout the district are provided with opportunities to develop and expand their knowledge and skills. Through in-house training or state and countywide conferences, teachers were encouraged to attend in-services that promote best practice strategies in literacy, English Language Development, mathematics, science and the use of technology in the classroom. In addition to the three buy-back days, training for teachers and administrators were offered in the following areas: AB466 Open Court and AB75 Modules I-III and beyond (2002-2005), English Language Development, mathematics, science and technology in the classroom. Classified staff participated in the in-services provided by the district in their area of employment.

Painter School also participated in the School Leadership Team trainings at the County Office of Education. Our primary focus of professional development was in literacy and writing. Several site in-services were offered on reading comprehension, vocabulary development and grammar. A two-day "Step Up To Writing" workshop was provided for all teachers.

The Principal, CSR/Instructional Coach and CSR/ELD Resource Teacher provide support to teachers during the implementation of professional development through teacher-principal meetings, student performance data reporting in grade level meetings and in-class coaching.