

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Ben Painter Elementary

Address: 500 Rough and Ready Rd. San Jose, CA 95133-2068

Principal: George Kleidon, Principal

Phone: (408) 928-8400

Email: george.kleidon@arUSD.org

Web Site:

CDS Code: 43693696046122



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: Ben Painter Elementary
 Street: 500 Rough and Ready Rd.
 City, State, Zip: San Jose, CA 95133-2068
 Phone Number: (408) 928-8400
 Principal: George Kleidon, Principal
 E-mail Address: george.kleidon@arUSD.org
 Web Site:
 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. We empower our citizens to become successful, productive leaders by providing a learning environment that is respectful, inclusive, and diverse. 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.

If you have questions, please feel free to meet with your child's teacher or contact the Principal, George Kleidon.

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

Grade Level	Number of Students
Kindergarten	80
Grade 1	57
Grade 2	71
Grade 3	64
Grade 4	76
Grade 5	70
Total Enrollment	420

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

Student Group	Percent of Total Enrollment
Black or African American	1%
American Indian or Alaska Native	0.2%
Asian	32.4%
Filipino	8.8%
Hispanic or Latino	51.7%
Native Hawaiian/Pacific Islander	2.4%
White	2.6%
Two or More Races	1%
Socioeconomically Disadvantaged	84.3%
English Learners	49%
Students with Disabilities	9.5%
Foster Youth	0.5%

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	21	20	19	568
Without Full Credential	0	0	0	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	95.45%	4.55%
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 instructional 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.

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.

NVIDIA and City Year brought "Project Inspire" a school beautification project to the Painter Community. This project brought many wonderful murals placed in and outside our buildings. Over a two-day span there were close to 1,200 volunteers on our campus working hard to enrich our school. Which included the re-painting of the graphics on the blacktop and in the kinder playground. The building of picnic tables, benches, and an outdoor classroom located next to room 10.

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)	31%	33%	44%
Mathematics (grades 3-8 and 11)	33%	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	66	66	100%	48%	33%	11%	8%
Male	66	32	48.5%	59%	28%	6%	6%
Female	66	34	51.5%	38%	38%	15%	9%
Black or African American							
American Indian or Alaska Native	66	1	1.5%	--	--	--	--
Asian	66	23	34.8%	35%	35%	17%	13%
Filipino	66	3	4.5%	--	--	--	--
Hispanic or Latino	66	35	53%	54%	37%	3%	6%
Native Hawaiian or Pacific Islander	66	2	3%	--	--	--	--
White							
Two or More Races	66	2	3%	--	--	--	--
Socioeconomically Disadvantaged	66	59	89.4%	49%	31%	12%	8%
English Learners	66	39	59.1%	49%	28%	15%	8%
Students with Disabilities	66	7	10.6%	--	--	--	--
Students Receiving Migrant Education Services	66	2	3%	--	--	--	--
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	78	74	94.9%	47%	15%	16%	22%
Male	78	36	46.2%	50%	14%	17%	19%
Female	78	38	48.7%	45%	16%	16%	24%
Black or African American	78	1	1.3%	--	--	--	--
American Indian or Alaska Native							
Asian	78	33	42.3%	30%	18%	21%	30%
Filipino	78	2	2.6%	--	--	--	--
Hispanic or Latino	78	29	37.2%	69%	10%	14%	7%
Native Hawaiian or Pacific Islander	78	4	5.1%	--	--	--	--
White	78	5	6.4%	--	--	--	--
Two or More Races	78	0	0%	--	--	--	--
Socioeconomically Disadvantaged	78	59	75.6%	51%	15%	17%	17%
English Learners	78	23	29.5%	70%	17%	9%	4%
Students with Disabilities	78	10	12.8%	--	--	--	--
Students Receiving Migrant Education Services	78	1	1.3%	--	--	--	--
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 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	73	71	97.3%	45%	18%	24%	13%
Male	73	41	56.2%	56%	22%	15%	7%
Female	73	30	41.1%	30%	13%	37%	20%
Black or African American	73	1	1.4%	--	--	--	--
American Indian or Alaska Native	73	1	1.4%	--	--	--	--
Asian	73	26	35.6%	31%	27%	27%	15%
Filipino	73	8	11%	--	--	--	--
Hispanic or Latino	73	34	46.6%	62%	15%	15%	9%
Native Hawaiian or Pacific Islander							
White	73	1	1.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	73	53	72.6%	49%	13%	26%	11%
English Learners	73	21	28.8%	86%	14%	0%	0%
Students with Disabilities	73	18	24.7%	94%	6%	0%	0%
Students Receiving Migrant Education Services	73	1	1.4%	--	--	--	--
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

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	66	66	100%	42%	29%	23%	5%
Male	66	32	48.5%	56%	19%	16%	9%
Female	66	34	51.5%	29%	38%	29%	0%
Black or African American							
American Indian or Alaska Native	66	1	1.5%	--	--	--	--
Asian	66	23	34.8%	17%	30%	39%	9%
Filipino	66	3	4.5%	--	--	--	--
Hispanic or Latino	66	35	53%	60%	29%	11%	0%
Native Hawaiian or Pacific Islander	66	2	3%	--	--	--	--
White							
Two or More Races	66	2	3%	--	--	--	--
Socioeconomically Disadvantaged	66	59	89.4%	46%	29%	20%	5%
English Learners	66	39	59.1%	36%	33%	23%	5%
Students with Disabilities	66	7	10.6%	--	--	--	--
Students Receiving Migrant Education Services	66	2	3%	--	--	--	--
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	78	74	94.9%	31%	28%	19%	22%
Male	78	36	46.2%	39%	19%	17%	25%
Female	78	38	48.7%	24%	37%	21%	18%
Black or African American	78	1	1.3%	--	--	--	--
American Indian or Alaska Native							
Asian	78	33	42.3%	18%	18%	30%	33%
Filipino	78	2	2.6%	--	--	--	--
Hispanic or Latino	78	29	37.2%	48%	38%	10%	3%
Native Hawaiian or Pacific Islander	78	4	5.1%	--	--	--	--
White	78	5	6.4%	--	--	--	--
Two or More Races	78	0	0%	--	--	--	--
Socioeconomically Disadvantaged	78	59	75.6%	32%	32%	20%	15%
English Learners	78	23	29.5%	48%	30%	13%	9%
Students with Disabilities	78	10	12.8%	--	--	--	--
Students Receiving Migrant Education Services	78	1	1.3%	--	--	--	--
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	73	71	97.3%	41%	30%	15%	14%
Male	73	41	56.2%	51%	24%	17%	7%
Female	73	30	41.1%	27%	37%	13%	23%
Black or African American	73	1	1.4%	--	--	--	--
American Indian or Alaska Native	73	1	1.4%	--	--	--	--
Asian	73	26	35.6%	27%	27%	19%	27%
Filipino	73	8	11%	--	--	--	--
Hispanic or Latino	73	34	46.6%	56%	32%	12%	0%
Native Hawaiian or Pacific Islander							
White	73	1	1.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	73	53	72.6%	45%	28%	13%	13%
English Learners	73	21	28.8%	76%	19%	5%	0%
Students with Disabilities	73	18	24.7%	89%	11%	0%	0%
Students Receiving Migrant Education Services	73	1	1.4%	--	--	--	--
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)	48%	58%	64%	50%	52%	47%	59%	60%	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	59%	Two or More Races	
Female	72%	Socioeconomically Disadvantaged	65%
Black or African American	--	English Learners	--
American Indian or Alaska Native	--	Students with Disabilities	--
Asian	78%	Students Receiving Migrant Education Services	--
Filipino	--	Foster Youth	--
Hispanic or Latino	52%		

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	16.9%	21.1%	8.5%
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

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, George Kleidon, at 408-928-8400.

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	1.11	0.97	1.44	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

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 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	18	4			15	3	1		16	5		
1	21	2	2		21		3		19	2		
2	18	4			21	2	2		19	3		
3	21	1	2		21	2	1		19	4		
4	29		3		28	1		2	34			2
5	29	1		3	26	1	3		26	1	2	
Other									19	1		

* 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)	.5	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non - teaching)	0.8	N/A
Other	.5	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	\$9,221	\$2,393	\$6,828	\$75,245
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	5.60%	7.36%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	27.67%	3.09%

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

Types of Services Funded (Fiscal Year 2014-15)

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.

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 Professional Development Plan is coordinated by the district Curriculum and Instruction Department in accordance with district and site priorities.

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, district wide trainings were offered for teachers and administrators in enVision Math, and i-Ready.

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.