

Ben Painter Elementary School

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	Ben Painter Elementary School
Street	500 Rough and Ready Road
City, State, Zip	San Jose CA, 95133
Phone Number	(408) 928-8400
Principal	George Kleidon
E-mail Address	george.kleidon@arusd.org
Web Site	http://www.arusd.org/Domain/276
CDS Code	43-69369-6046122

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)

In partnership with parents and the community, Ben Painter Elementary School's mission is to empower students to reach their potential as whole and unique individuals through the following: focusing on communication, collaboration, creativity, critical thinking, the meaningful use of technology, rigorous learning opportunities, and support of English Language Learners. This will enable our students to become productive, responsible 21st century thinkers. Ben Painter inspires creativity and lifelong learning, which will prepare our students for successful careers.

Painter provides School Linked Services (SLS) for all Painter families. SLS offers on-site school-based services to heal and strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families. Painter has continued its partnership with THINK Together, which is comprised of 6 lead members and 1 supervisor who provide student support from 11:40am to 6:00pm each school day for students in Kindergarten through 5th grade. Students receive a healthy snack before participating in a rotation of structured activities. THINK Together's standards-based curriculum intentionally aligns, engages and reinforces learning concepts taught during the core day instruction which in turn, positively impacts student achievement. Furthermore, we believe our programs can have an even broader impact beyond academic achievement in that we help to prepare students to be successful in college or careers after they graduate high school.

In addition, Painter has welcomed the Little Heroes program which continues to provide us with a coach who offers recess, lunchtime and physical education activities for all students, and a before school recess for all students who arrive early. The Painter team strongly believes that parents are very important members of the school community. As a result, one of our continual goals is to make Painter Elementary School a significant part of your family's life. To be the most effective we can be, we need to work together to create a positive learning environment for all our students. Therefore, we encourage you to become active and informed. This may be done by attending meetings of the School Site Council or the English Learners Advisory Committee, volunteering to assist in the classroom, attending as many school programs and events as possible, and by keeping close communication with your child's teacher. Maintaining this type of parent participation and communication will play a vital role in your child's success. We are also happy to be developing a parent participation program and will be working with all families to assist them in completing 30 hours of parent participation hours.

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.

Thank you in advance for your support. We welcome your suggestions, and we will solicit your help throughout the school year. If you need additional information or assistance, please do not hesitate to contact us at (408) 928-8400.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	68
Grade 1	63
Grade 2	53
Grade 3	70
Grade 4	69
Grade 5	75
Grade 6	2
Grade 8	1
Total Enrollment	401

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	30.9
Filipino	10.2
Hispanic or Latino	51.9
Native Hawaiian or Pacific Islander	2.2
White	2.5
Two or More Races	1.5
Socioeconomically Disadvantaged	88.3
English Learners	50.9
Students with Disabilities	9.7
Foster Youth	0.2

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	20	19	18	496
Without Full Credential	0	0	0	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	95.7	4.4
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)

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 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			
Electrical: Electrical	X			
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			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 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	31	38	34	39	44	48
Mathematics	33	29	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	71	68	95.8	42.6
	4	68	65	95.6	24.6
	5	75	72	96.0	45.8
	6	--	--	--	--
	8	--	--	--	--
Male	3	38	36	94.7	36.1
	4	32	31	96.9	19.4
	5	35	33	94.3	48.5
Female	3	33	32	97.0	50.0
	4	36	34	94.4	29.4
	5	40	39	97.5	43.6
	6	--	--	--	--
	8	--	--	--	--
Black or African American	5	--	--	--	--
Asian	3	24	22	91.7	72.7
	4	20	20	100.0	45.0
	5	31	31	100.0	54.8
Filipino	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	36	35	97.2	20.0
	4	40	37	92.5	13.5
	5	30	28	93.3	32.1
	6	--	--	--	--
	8	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	63	60	95.2	38.3
	4	61	58	95.1	22.4
	5	61	58	95.1	41.4
	6	--	--	--	--
	8	--	--	--	--
English Learners	3	43	40	93.0	35.0
	4	37	34	91.9	20.6
	5	25	24	96.0	20.8
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	11	11	100.0	9.1
	5	13	13	100.0	15.4
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--

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	71	71	100.0	35.2
	4	68	67	98.5	22.4
	5	75	73	97.3	30.1
	6	--	--	--	--
	8	--	--	--	--
Male	3	38	38	100.0	34.2
	4	32	31	96.9	32.3
	5	35	34	97.1	32.4
Female	3	33	33	100.0	36.4
	4	36	36	100.0	13.9
	5	40	39	97.5	28.2
	6	--	--	--	--
	8	--	--	--	--
Black or African American	5	--	--	--	--
Asian	3	24	24	100.0	62.5
	4	20	20	100.0	50.0
	5	31	31	100.0	48.4
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	36	36	100.0	19.4
	4	40	39	97.5	7.7
	5	30	29	96.7	6.9
	6	--	--	--	--
	8	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	63	63	100.0	30.2
	4	61	60	98.4	20.0
	5	61	59	96.7	25.4
	6	--	--	--	--
	8	--	--	--	--
English Learners	3	43	43	100.0	30.2
	4	37	36	97.3	13.9
	5	25	25	100.0	12.0
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	11	11	100.0	9.1
	5	13	13	100.0	
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--

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)	58	64	57	52	47	49	60	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	77	75	97.4	57.3
Male	35	34	97.1	61.8
Female	42	41	97.6	53.7
Asian	31	31	100.0	64.5
Hispanic or Latino	31	30	96.8	46.7
Socioeconomically Disadvantaged	62	60	96.8	53.3
English Learners	25	25	100.0	40.0
Students with Disabilities	14	14	100.0	57.1

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	26.4	34.7	11.1

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)

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 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	1.0	1.4	3.1	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)

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, nondiscriminatory 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.

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	15	3	1		16	5			19	3		
1	21		3		19	2			20	4		
2	21	2	2		19	3			22	2		
3	21	2	1		19	4			21		4	
4	28	1		2	34			2	30		2	
5	26	1	3		26	1	2		33			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 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)	.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	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	9,221	2,393	6,828	75,245
District	N/A	N/A	6,466	\$74,018
Percent Difference: School Site and District	N/A	N/A	5.6	1.7
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	20.3	0.1

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

Types of Services Funded (Fiscal Year 2015-16)

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 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)

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 are 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 are 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.