

The seal of the San Joaquin County Office of Education is a circular emblem. It features an eagle with its wings spread, perched on a globe. The eagle is surrounded by a wreath. The text "PROUD SOARING EAGLE AT" is at the top, "SAN JOAQUIN COUNTY" is in the middle, and "OFFICE OF EDUCATION" is at the bottom. The letters "SJ" and "CA" are also visible on either side of the eagle.

**“Soaring
Together”**

**2022-2023 School Site Council &
Parent Cafes**

Agenda links



Running Agendas

<https://docs.google.com/document/d/10du67N30y44UhdzZ35Ju6qWqG2N8UJ1B5Jm5xm1GWZE/edit>

SSC	Agenda Link
1 10/13/2022	Same minutes: https://docs.google.com/document/d/1gOwsoq-6kkulWQt7VdOOaM307FxlJ_MM/edit
2 11/17/2022	same
3	
4	
5	
6	

11/17 SSC2

& 11/18

Parent

Cafe

SSC 2 Agenda Topics



1. Approve Agenda
2. SSC Roles
3. School Plan (SPSA) Updates
 - a. Learning Data
 - b. EL Reclassification
 - c. Technology
 - d. Schoolwide Culture & Safety
 - e. Partners Full Go
4. Teacher Software Requests
5. Partners Expenses
6. DAC/DELAC

2022-23 Members & Roles



1. Joseph Manluco, Principal **Chairman**
2. Susan Nicholas-Avila, Classified **Secretary**
3. Cyndi MacDonald, Teacher **Vice Chair**
4. Tam Le, Teacher **voting member**
5. Elizabeth Vega, health assistant **voting member**
6. Betty Duong, Parent **voting member**
7. Quynh Bui, *Parent* **voting member**
8. Ngan Le, *Parent* **voting member**
9. Monica Islas, *Parent* **voting member**
10. Jessica Madera, *Parent* **voting member**

School Plan for Student Achievement SPSA



SPSA Data & Learning



- Panorama Learning Survey for the fall has been out and closes 11/18
- Teachers have been provided benchmark data to inform student intervention groups in reading, writing, and math. Students have also been recommended to intervention with 80 students receiving am or pm extension
- Teachers are collaborating about fall writing prompts to collect and analyze independent student writing samples

SPSA English Learners

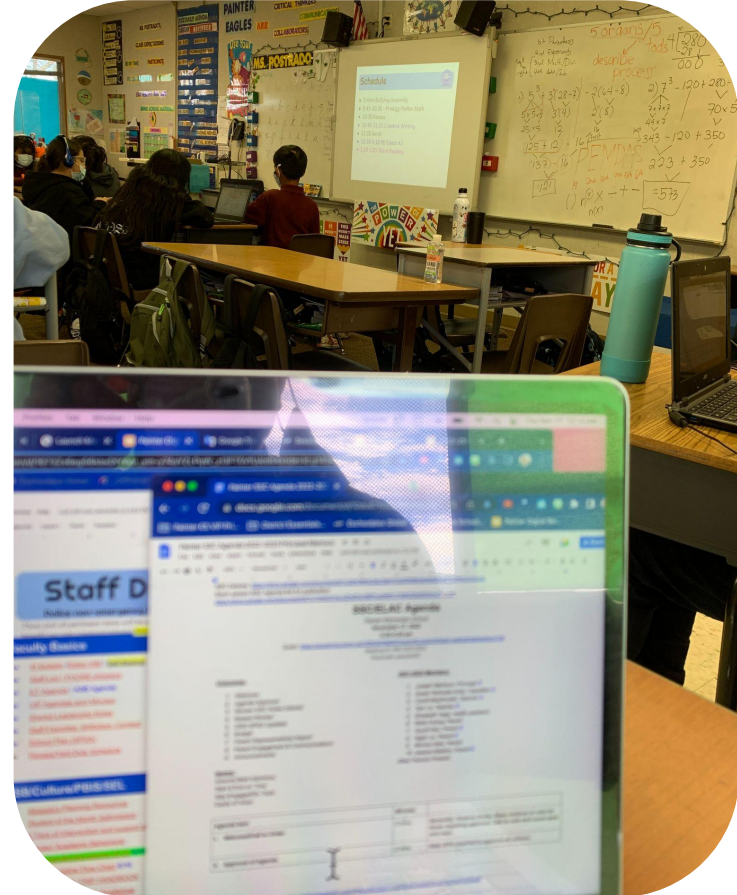


- Reclassification rate:
 - 16 of 133 English Learners (students reporting another home language than English)
 - 13 of the 16 reclassified are 1st and 2nd graders who are in the Vietnamese Immersion Program grades 1 & 2.
 - 3 are in grades 3-5 within the Standard English Program
- Teachers are submitting their reclassification recommendations due by this December 19th

SPSA Technology



- Technology Apple TVs - I was able to stream and work while subbing from the back of the room. Teachers can now cut the cord and present from anywhere in their class.
- Teacher Requests:
 - Lyrics to Learn: \$170 for 3-5 teachers
 - Book Creator: \$120 for 3-5 teachers



SPSA - Partner Programs & Intervention



Little Heroes Sports, Science from Scientists labs, and Community School of Music & Art partners have all started

Interventions for students recommended for Extended Learning began on Monday 11/14

Skyschool TBA



SPSA RAFT Maker Space Bus



February 27, 2023 grades 3-5

March 7, 2023 grades TK-2

raft®

**RESOURCE AREA
FOR TEACHING**



SPSA – Schoolwide Culture



- October: Teachers finalized schoolwide core values for SOARING and revised the schoolwide mission and vision statements started on 8/16/2022
- 10/20 @ 10:20 am Great Shakeout District wide earthquake drill with Emergency Search & Rescue teams and Emergency Operations Command Radio communication
- 10/14 Hispanic-American and Filipino-American National Culture History Months Assemblies
- 10/31 Harvest Festival Parade

School Wide Core Values

Supportive

Optimistic

Achieving

Resilient

Inclusive

Noble & Nice?

Globally Minded

Results

Are

In!

MISSION

In partnership with the parents and community, Ben Painter Elementary School will empower students to meet their full potential as unique 21st century thinkers with strong curricular implementation, trained staff, parent partnerships and Socio-Emotional Learning.

In alignment with the CCSS, Painter staff will develop student skills in collaboration, communication, creativity, critical thinking, the meaningful use of technology, rigorous learning, and the development of their multilingualism and multicultural competency that builds upon language acquisition in listening, speaking, reading and writing.

VISION

Ben Painter will promote our students' academics through research-based pedagogies and develop them to become empathetic college and career ready leaders with moral values, who are dedicated to lifelong learning, career success, multicultural competency and multilingualism.

SPSA – Schoolwide Culture



- Student of the Month assemblies honor each core value embodied by leading students. Optimistic (O in SOARING) will be recognized on 12/16 in cafeteria.
 - September - students soaring to excellence
 - October - Supportive (S in SOARING)
- December 22, 2022 - Winter Showcase Holiday Sing-a-long & Performances Assembly
- January 26, 2022 Tet Lunar New Year presentations and parent engagement ideas?

Safety



- Gate locking protocol - all gates except K2 and parking lot after 8:30 am - unlock Rough & Ready @ T4-K release times
- Mr. Le supports T4-K and g.4-5 supervision at lunch & supports our dismissal yard duty between grades 1-3 & 4-5

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$72,616.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,979.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$63,549.00

Subtotal of additional federal funds included for this school: \$63,549.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental/Concentration	\$62,430.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$62,430.00

Total of federal, state, and/or local funds for this school: \$125,979.00

Biggest Expenses:

\$41,721.59: T4-K Para Aides extended day:

18,000 + 23,721.59

\$16,000: for curriculum Special Program Fund (VIP)

\$8,686.72: Instructional Materials

\$7,349.17: Supplies & Learning Spaces

\$9,050: Consulting/Operating Costs for VAPA & STEAM contracts

\$6,400: \$400 per teacher classroom

\$6,000: Printshop/copies

\$5,000: staff training & conference

\$3,000: Staff overtime/extra duty

\$3,000: technology replenishment

\$2,884.20: copier lease

\$2,000: teacher collaboration

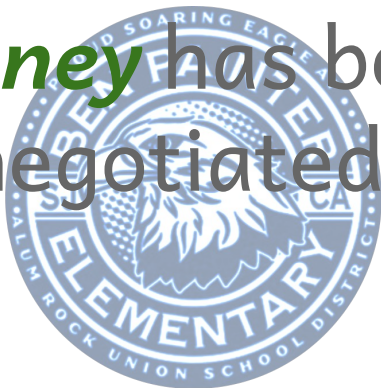
\$2,000: substitutes for staff release

\$2,000: SFS partnership

Amounts to: \$115,091.68

Grants & Rebates

How much in *“free”* money has been negotiated?



\$33,000 - Private donor for Science from Science Partnership (grades 3-5)

\$31,000 - Little Heroes PE (all grades) and after school elementary sports

\$31,000 (TBA) - After school multilingual intervention support / Vietnamese DLI upper grades

\$12,000 - CSMA Art Teacher (all grades)

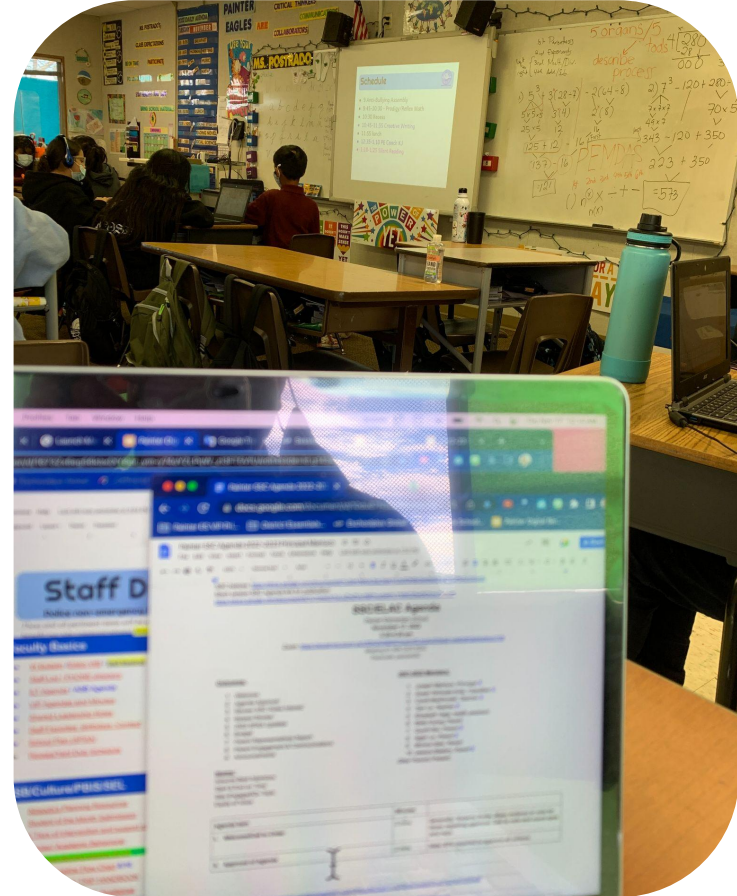
\$TBA - Hotspots for every family needing home internet access (eRate Federal grant)

\$117,000 and counting!

SPSA Technology



- Technology Apple TVs - I was able to stream and work while subbing from the back of the room. Teachers can now cut the cord and present from anywhere in their class.
- Teacher Requests:
 - Lyrics to Learn: \$170 for 3-5 teachers
 - Book Creator: \$120 for 3-5 teachers



DAC & DELAC Reps



**Expanding &
Improving
Parent
Engagement &
Communication**



Volunteers & Needs



- Nearly 20 packets handed out
- 2 confirmed parent volunteers
- Need: volunteer supervision between 9-10 am and 12:30-2 pm for our restrooms
- Winter Showcase ideas?
- Tet & Lunar New Year ideas?
- Vietnamese Immersion Program Teacher Search for 2024 & beyond
 - Teacher search for the fall 2024 school year and beyond
 - Teacher search to replace some staff expecting to retire

Parent Representatives



DAC Meeting: 12/5 in two weeks

DELAC Meeting: 12/5 in two weeks

SPARC: December TBA

TIP Training for Parents - up to 10 Painter Slots

END

11/17-18

SSC2 &

Parent

Cafe



11/15/22

**Safety,
Supervision,
Discipline,
Reporting**

Agenda

11/15



1. What have we done?
2. Documents to revisit from the PBIS manual provided 8.16.22 (p.20-21)
3. What do we need to do?
4. Schoolwide Data

What we've
done...



Behavioral Teaching & Anti-Bullying



1. **8.16.22** PBIS Review and disseminated PBIS manuals for teaching appropriate 3 Be's across campus
2. **August BOY PBIS assemblies** on the 3 Be's
3. September and October **recognition SOTM assemblies** for students exemplifying model behavior and several school-wide events.
4. **October 18** - Internet Safety & Cyberbullying for Parents (Ms. Walker and ARCC PEI partners presentation)
5. **October 29th** - Parent University workshops on anti-bullying
6. **October-November** - Guidance Lessons on Anti-Bullying, Ms. Walker
7. **January** - SJPD Crime Prevention Unit in class Presentations on Anti-Bullying scheduled through Ms. Walker.
8. **January MOY PBIS** review assemblies on the 3 Be's.

Increased Supervision Measures



- Consolidating K supervision to the cafeteria when severely understaffed para days (Raras and Neetu out) and rainy days
- Getting parent volunteers to support the gap between g. 1-3 and 4-5 yard duty
- Pulling students into the office with chronic unauthorized exit of campus prior to appropriate adult pickup
- Labeled walkie talkie for all Rough and Ready posted staff to retrieve daily during dismissal supervision.
- Gate locking schedule in the morning and explicit guidance to lock if observed unlocked
- Procedures for intervening with suspicious adults or students that should not be on campus - direct off campus and inform administrator.

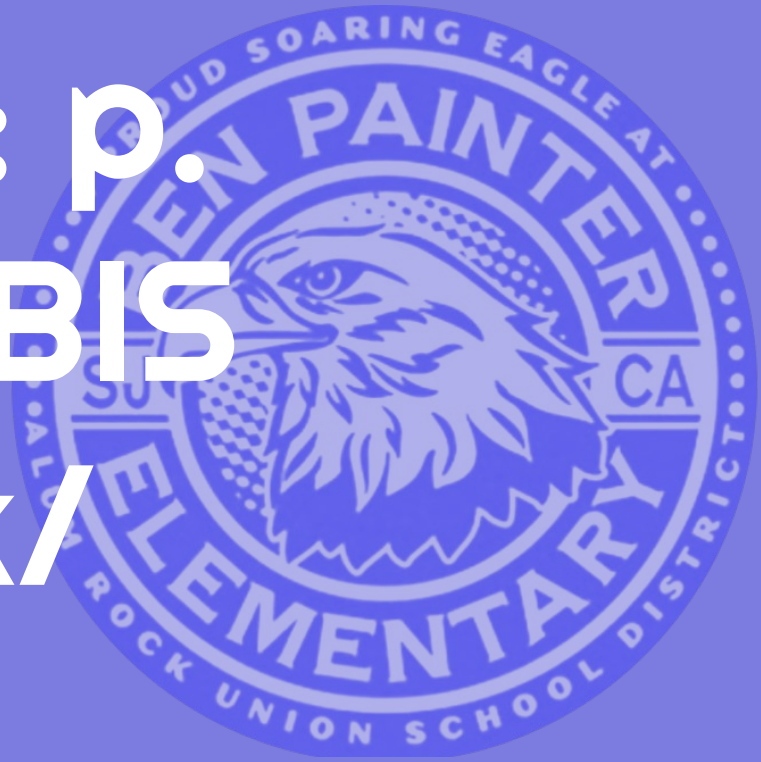
Lunch & Dismissal Supervision Schedule



11:10, 1st lunch	Carlos Rosales & Kitchen Staff, Cafeteria LUNCH Mrs. Rose in cafeteria and blacktop. Mrs. Vega to support all safety incidents and frequent monitoring of bathroom use.
11:30, 1st lunch recess	Tien Phan & Mr. Le, Cafeteria Coach KJ and Mrs. Rose, Blacktop with attention to bathroom use
11:40 12:00 12:10	Mr. Raras and Mr. Le, T4-Ks, with attention to bathroom use Mr. Raras and Mr. Le, T4-K transition to rear blacktop (Mrs. Rose and Coach KJ, supervise their transition through upper grades recess to rear) Mrs. Neetu joins kinder yard
12:20	Mr. Le and Mr. Phan go out to supervise blacktop with Coach KJ and Mrs. Rose, with attention to bathroom use
12:35	End of all lunch recesses
1:17-1:25 & 2:32-2:40	<ul style="list-style-type: none"> • Walkies for g. 1-3 and g. 4-5 yard duty posted at the side R&R gate • Mr. Le has been volunteering to provide extra supervision during the 8 minute yard duty gap and should support handing off the radio.

**To Revisit: p.
19-21 of PBIS
Handbook/
Manual**

**reviewed & provided
8/16/2022**



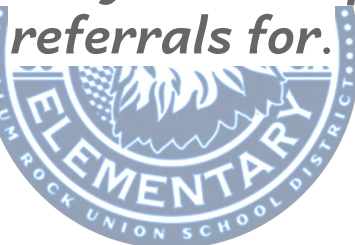
Painter Elementary Discipline Matrix

Referral Levels

Level 1- Incidental Violations (Redirect/Reteach behavior)	Level 2- Minor Violations (Non-referred/Recorded)	Level 3- Major Violations (Referred/Recorded)	Level 4- Illegal Violations (Referred/Recorded)
<ul style="list-style-type: none"> • Running • Loud voices • Off-task behavior • Disruptive sounds • Insubordination • Out of seat • Missing homework • Not being prepared for class • Disruptive • Breaking cafeteria rules • Breaking common area rules • Inappropriate behavior in the bathrooms • Off task use of electronic devices • Other: 	<ul style="list-style-type: none"> • Lying/ • Indirect, inappropriate language /gestures • Inappropriate dress • Spitting • Repeated level 1 Offense • Off task use of electronic devices that are disruptive to learning • Unauthorized Access to Non- Student Areas • Other: 	<ul style="list-style-type: none"> • Direct inappropriate language/gestures • Verbal/Physical aggression • Harassment/bullying • Overt Defiance • Property destruction/misuse • Theft • Forgery • Cheating/plagiarism • Internet misuse/cyber-bullying • Truant class • Repeated Level 2 offense • Taking pictures/video without consent • Other: 	<ul style="list-style-type: none"> • Drug use/possession • Weapon use/possession • Habitual Truancy • Arson • Bomb threat • Vandalism • Combustibles • Assault/threats • Other:

Discipline & Reporting

Discipline Matrix Review and behaviors of concern that teachers *must record/track personally and complete*



referrals for.

Level 1- Violations 1 st & 2 nd warning refer to Tier 1: Gentle Consequences	Level 2 – Violations In addition to Eagle Warning # 1, refer to Tier 2: Mild for consequences	Level 3 & 4- Violations In addition to Referral, refer to Tier 3: Moderate and Tier 4: Severe for consequences.
<p>TK- 2nd Grade</p> <p>3 warnings- violation- Student Reflection 4th, 5th, 6th warning- violation- Eagle Warning 7th warning- violation- Referral</p> <p>3rd, 5th Grade</p> <p>1st warning-violation- Verbal Warning 2nd warning-violation- Verbal Warning 3rd warning- violation- Eagle Warning 4th warning-violation- Referral</p>	<p>1st warning- violation- Eagle Warning 2nd warning-violation- Eagle Warning 3rd warning- violation- Eagle Warning 4th warning- Referral</p>	<p>Automatic Referral</p>

**Minor infractions from Level 1 & Level 2 are refreshed and start over every month. Meaning, infractions or warnings for the same violation do not roll over the next month.*

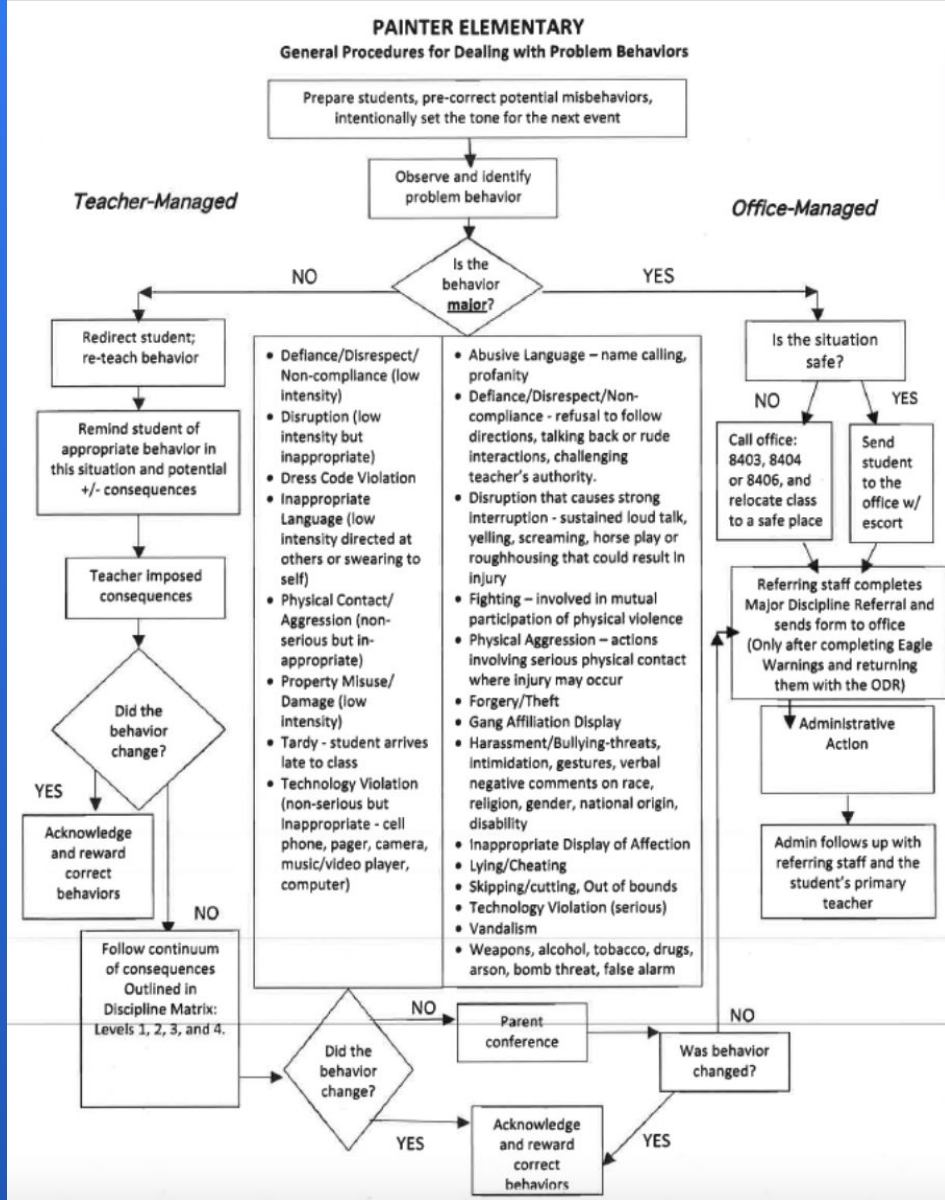
**If student reaches 7th warning for the same violation from Level 1, teacher or staff member must attach copies of eagle warnings to referral. If student reaches 4th warning for the same violation from Level 2, eagle warning must be attached to the referral.*

Discipline & Reporting

From 8.16.22 BOY staff meeting before the 1st day of school 8.17.22

Note the left and right **teacher vs. office managed behaviors** and the **next steps** each should take.

PBIS Handbook p. 20

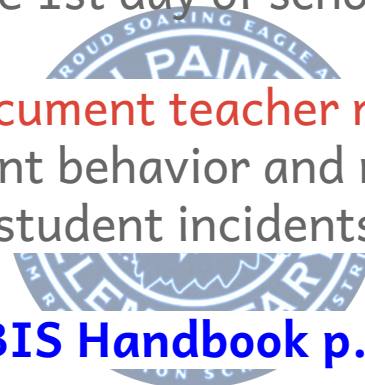


Office Discipline Referral (ODR) & Warnings ¼ Sheet

From 8.16.22 BOY staff meeting before the 1st day of school 8.17.22

Must document teacher responses to student behavior and not solely student incidents.

PBIS Handbook p. 21



OFFICE DISCIPLINE REFERRAL BE SAFE, BE RESPONSIBLE, BE RESPECTFUL

Bottom of Form

Date of Incident/Fecha: _____ Time of Incident/Hora: _____ (Circle One) Día de la semana M T W Th F

Student's Name: _____ Grade (circle one) Grado (marque uno): K 1 2 3 4 5

Referring Staff/ Remitente: _____ Student's Teacher/Maestra(o) del estudiante: _____

Level 1 Eagle Warning (3) within a month = ODR Level 2 Eagle Warning (3) within a month= ODR
(all classroom Eagle Warnings need to be attached to the Office Discipline Referral)

Location (Choose one)

- | | | |
|--|--|--|
| <input type="checkbox"/> Classroom (salón de clases) | <input type="checkbox"/> Hallway/Walkway (pasillo) | <input type="checkbox"/> Playground/Blacktop (patio de recreo) |
| <input type="checkbox"/> Bathroom/Restroom (baño) | <input type="checkbox"/> Library (biblioteca) | <input type="checkbox"/> Unknown Location |
| <input type="checkbox"/> Bus Loading Zone | <input type="checkbox"/> Office (oficina) | <input type="checkbox"/> Assembly/Field Trip (asamblea/paseo) |
| <input type="checkbox"/> Cafeteria (cafetería) | <input type="checkbox"/> Parking Lot/(estacionamiento) | |

MAJOR PROBLEM BEHAVIOR/PROBLEMAS GRAVES DE COMPORTAMIENTO

(Mark just one behavior)/(Marque solo un comportamiento)

- | | |
|--|---|
| <input type="checkbox"/> Disruption (Interrupción del orden escolar) | <input type="checkbox"/> Forgery/Theft (Falsificación/Robo) |
| <input type="checkbox"/> Defiance/Disrespect/Insubordination (Rebelión/Falta de respeto) | <input type="checkbox"/> Inappropriate Location/Out of Bounds (Estar en zona inapropiada) |
| <input type="checkbox"/> Abusive/Inappropriate Language (Lenguaje abusivo o inapropiado) | <input type="checkbox"/> Technology Violation (Infringir el reglamento de tecnología) |
| <input type="checkbox"/> Harassment/Bullying (Acoso/Intimidación) | <input type="checkbox"/> Gang affiliation display (Demuestra afiliación a pandilla) |
| <input type="checkbox"/> Lying/Cheating (Mentir/Engañar) | <input type="checkbox"/> Property Damage/Vandalism (Daños a la propiedad/Vandalismo) |
| <input type="checkbox"/> Physical Aggression (Agresión física) | <input type="checkbox"/> Use/possession of weapons (Uso/ posesión de armas) |
| <input type="checkbox"/> Fighting (Pelear) | <input type="checkbox"/> Other Problem Behavior (Otro problema de comportamiento) |

Details: _____

Others Involved

- | | |
|---|--|
| <input type="checkbox"/> None (Nadie) | <input type="checkbox"/> Staff (Personal) |
| <input type="checkbox"/> Peer(s) (Compañero(s)) | <input type="checkbox"/> Unknown (Desconocido) |
| <input type="checkbox"/> Teacher (Maestra(o)) | <input type="checkbox"/> Other (Otra persona) |

Perceived Motivation (Choose one)

- | |
|--|
| <input type="checkbox"/> Obtain Peer Attention (Obtener la atención de sus compañeros) |
| <input type="checkbox"/> Avoid Peer(s) (Evitar a los compañeros) |
| <input type="checkbox"/> Obtain Adult Attention (Obtener la atención de los adultos) |
| <input type="checkbox"/> Avoid Adult(s) (Evitar a los adultos) |
| <input type="checkbox"/> Obtain Items/Activities (Obtener objetos/actividades) |
| <input type="checkbox"/> Avoid Task/Activities (Evitar hacer su trabajo o participar en actividades) |

Steps Already Taken by Referring Staff

(Prior to writing this referral)

- | |
|--|
| <input type="checkbox"/> Redirect student / re-teach expected behavior |
| <input type="checkbox"/> Remind student of appropriate behavior and potential + / - consequences |
| <input type="checkbox"/> Classroom time-out |
| <input type="checkbox"/> Student completed a self-reflection document |
| <input type="checkbox"/> Contacted parent / guardian: date _____ |
| <input type="checkbox"/> Parent meeting: date _____ |
| <input type="checkbox"/> Referred to counselor: date _____ |
| <input type="checkbox"/> Buddy classroom: date _____ |
| <input type="checkbox"/> SST Referral: date _____ |

Administrative Decision

(Consequence given & completed by administrator)

- | |
|--|
| <input type="checkbox"/> Conference with student |
| <input type="checkbox"/> In-School Suspension |
| <input type="checkbox"/> Individualized Instruction |
| <input type="checkbox"/> Loss of Privilege |
| <input type="checkbox"/> Out-of-School Suspension: # of days _____ |
| <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Time in Office |
| <input type="checkbox"/> Time Out / Detention |
| <input type="checkbox"/> Other Admin Decision |

Admin. Signature: _____

Parent Follow-Up Please discuss this incident/behavior with your child, Favor de hablar de este incidente.

Student Signature/Firma de estudiante: _____ Date sent to parent /fecha: _____

cc: Administrator/White Parent/GoldenRod Teacher/Pink

What to do:
Attention to
Discipline
Going
Forward



Certificated Supervision & Reporting Summary Review



Big Picture: Certificated staff are the primary for student reports or observations of student misconduct and must document in writing and report major (right column of flow chart) incidents to the office immediately. *Send-ups w/o documentation makes intervention and follow up confusing.*

- Staff must be aware to **observe all students throughout instructional time and report in writing any major incidents and teacher interventions** occurring during instructional time in a timely manner.
- **Certificated staff are the staff of record** and **partners do not qualify** to be the sole adult present with staff during instructional time. They are not qualified to observe and report discipline related issues.
- Post-It notes can provide initial context, but ***teacher should complete more sophisticated reporting*** such as and inclusive of parameters of the **ODR** developed pre-pandemic and reviewed January 2022 and August 16, 2022 with staff. Emails and documents with the same level of reporting may suffice ***if all data is included.***
- Reported incidents must **include already attempted teacher interventions** and not solely student incident reporting.

Increased incidents compared to SY2021-22



Characteristics of the incidents and students:

- **Bullying** and intimidation to prevent immediate student reporting to staff. Reporting has increased with guidance lessons facilitated by Ms. Walker.
- **Hands on** conflict/contact spanning all grades TK-5
- **Inappropriate bathroom etiquette and “pranking”, exposing, & conduct** including reports involving students of all grades TK-5 - Please review PBIS in the bathroom, specifically stall privacy and how to be private, when using the restroom and **activities that are exclusively reserved for private stalls in the restroom.**
- Inappropriate **language** with use of gender terminology, racial epithets in speech and writing
- Accessing **inappropriate internet content on personal and/or school devices** in grades 2-5, during and after school; engaging in cyber-based conflicts g. 4-5
- **Searching red flag key words** that alert SEL directors, SS directors, and administrator during and after school in grades 2-5

Restrooms, PBIS p. 12



The most concerning behaviors are *stemming* from disregarding privacy and student conduct in the restrooms that might be repeated outside of the restroom. Staff should:

- always be vigilant in logging student restroom use (bathroom sign-in/out)
- report any concerning behaviors or incidents students report from bathroom use. Especially concerning incidents may include:
 - Not observing privacy and single use of stalls and urinals resulting in exposure to peers
 - Urinating on floors, paper wads, and messes in the restroom not reported immediately
 - Unauthorized personnel and opposite genders entering restrooms

Location: RESTROOMS

Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none">• Walk• Keep hands & feet to yourself• Close door & flush when done• Wash hands with soap & water• Keep water in sink• Wash hands with soap	<ul style="list-style-type: none">• Use toilet & sink properly - Keep it clean: Paper towels in the trash• Report problems to an adult• Return to class or recess quickly	<ul style="list-style-type: none">• Quiet Voices• Respect stall privacy• If the door is closed, knock - use stall alone• Clean up after yourself

Restrooms Response



Staff should:

- Inquire with students about the **cleanliness** of the restroom each time.
- Inquire with students about **concerning problem behaviors** that they observe and report any students intentionally/unintentionally violating privacy and other rules of the restroom.
- ***Immediately reporting discovered concerns*** in writing to the front office with evidence of named students, grade levels or homeroom teachers to identify students using restrooms inappropriately.
 - Deliver sealed(taped) written documentation to office with student if contact cannot be made to the office team.
- Ensuring that no inappropriate exposure is happening between students.
- T4-K students should not use the general restroom unattended and are advised to take supervised trips to the K2 restroom.

Academic & Behavioral SSTs

(full SST handbook link in
Digital Binder Safety
section)



Academic SST's



Students not showing grade-level approaching performance indicated by:

- District benchmarks
 - Fastbridge 1 percentile performers are a red flag and students in the 10 percentile should be considered with close monitoring.
- Teacher assessment
 - Utilize your own classroom assessments to inform the need to implement behavioral SST

Work with myself and/or psychologist Mrs. Gerlits (formerly Beltran) to make sure we start collecting academic performance data indicators that will inform decision-making. **This is especially urgent for 2nd and 3rd graders, who had kinder and 1st grade during virtual learning shelter order. We are still catching up on unidentified students of concern.**

Behavioral SSTs



Implement for students exhibiting repeat behavioral concerns

- Teacher interventions have been implemented
- Administration has been informed
- Conflicts involve repeated targeted and randomly targeted peers/staff
- Bullying behavior or peer disturbance/conflict ongoing and/or escalating
- Review cume file folder for prior SST levels and implement behavioral protocol indicated at the last documented SST or start at level 1.
- **10 days of data collection** should be initiated prior to teacher-parent SST level 1 conference to determine interventions and supports (modifications and accommodations) for 6-8 weeks (30-40 school days)
- Severe behaviors should include attention to administration and school counseling/psychological staff

END

11.15.2022

Thank you to for joining our SSC!



Joseph Manluco, Principal
Susan Nicholas-Avila, Classified
Cyndi MacDonald, Teacher
Tam Le, Teacher
Elizabeth Vega, health assistant
Betty Duong, Parent
Quynh Bui, Parent
Ngan Le, Parent
Monica Islas, Parent
Jessica Jimenez, Parent



**Thank you to our Parent
District Representatives!**

SPARC Reps: Silvia Castaneda
 Tammie Pagaduan

DAC Reps: Quynh Bui  Jessica
Jimenez

DELAC Reps: Maria Reyes

Agenda



1. Welcome
2. Approval of Agenda
3. SSC Review of Roles
4. Painter Bylaws / new & review
5. SPSA
 - a. Goals and BOY Data
6. Budget
7. DAC/DELAC/SPARC updates & meetings

Next Meeting: tentatively scheduled for November 17, 2022 / Key items: Safety

Roles

Painter

Bylaws [Link](#)

Role survey to go out before
SSC 2 in November!



SPSA Goals



SPSA Link



[https://drive.google.com/file/d/1hXBK0JpzFOpe_lp6khszTcb9Rp9cqMgs/
view](https://drive.google.com/file/d/1hXBK0JpzFOpe_lp6khszTcb9Rp9cqMgs/view)

BOY Data

- Schoolwide
- English Learners (ELAC)



Lower Grades K-2 Literacy



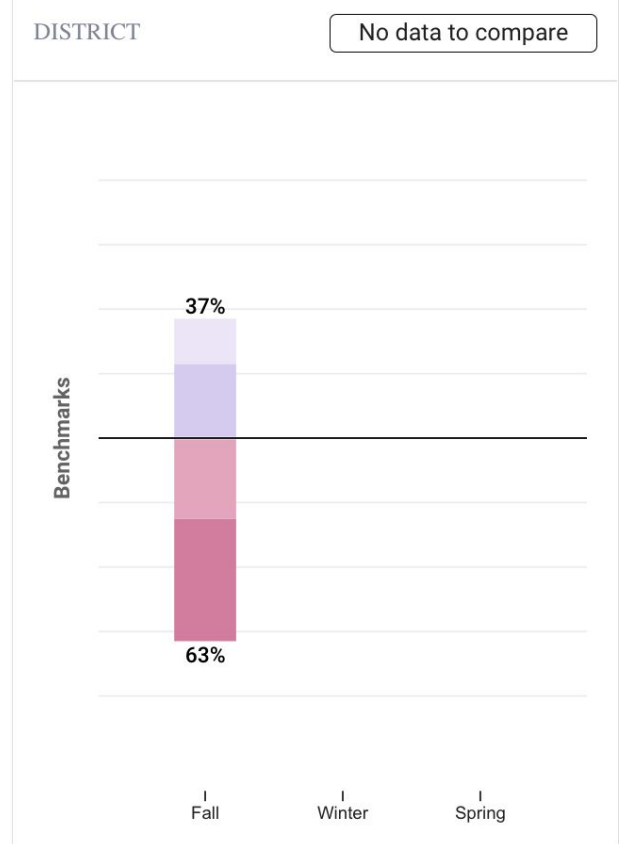
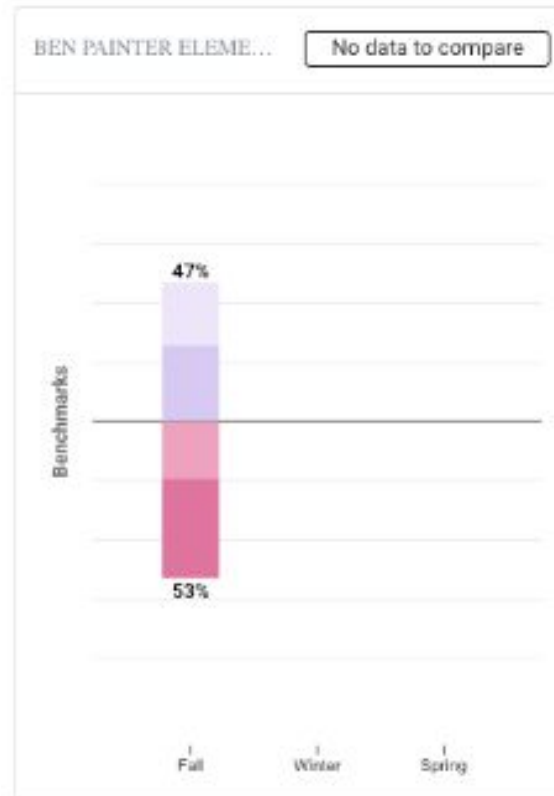
Grade			Students Tested	Above On	1 Below	2+ Bel...
K	Beginning		83	38% 82% 44%	18%	--
	Middle	No Data	--	--	--	--
	End	No Data	--	--	--	--
Grade 1	Beginning		58	46% 93% 37%	17%	--
	Middle	No Data	--	--	--	--
	End	No Data	--	--	--	--
Grade 2	Beginning		49	40% 66% 26%	28%	6%
	Middle	No Data	--	--	--	--
	End	No Data	--	--	--	--

School Wide v. District Reading



10 points higher

Grades 2-5

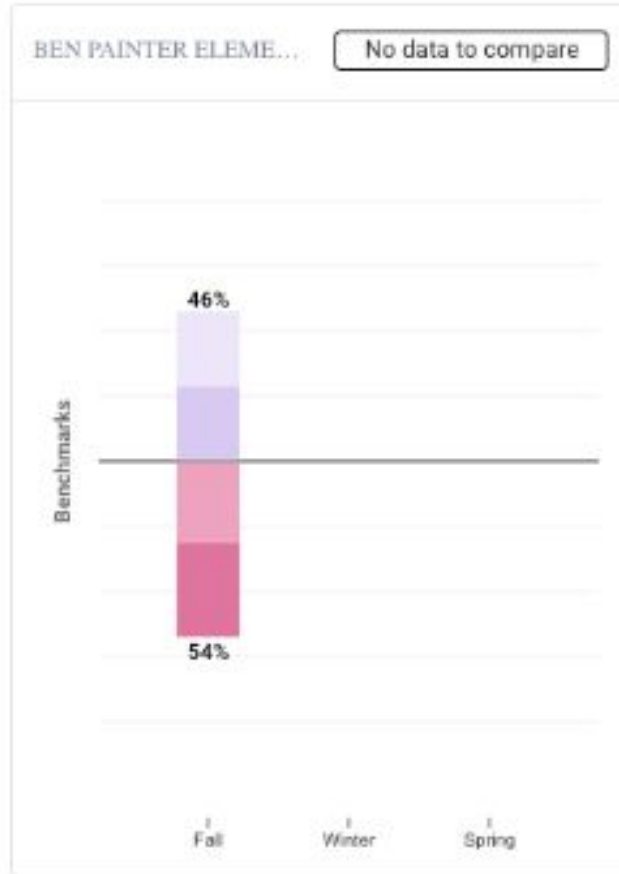


School Wide v. District Math



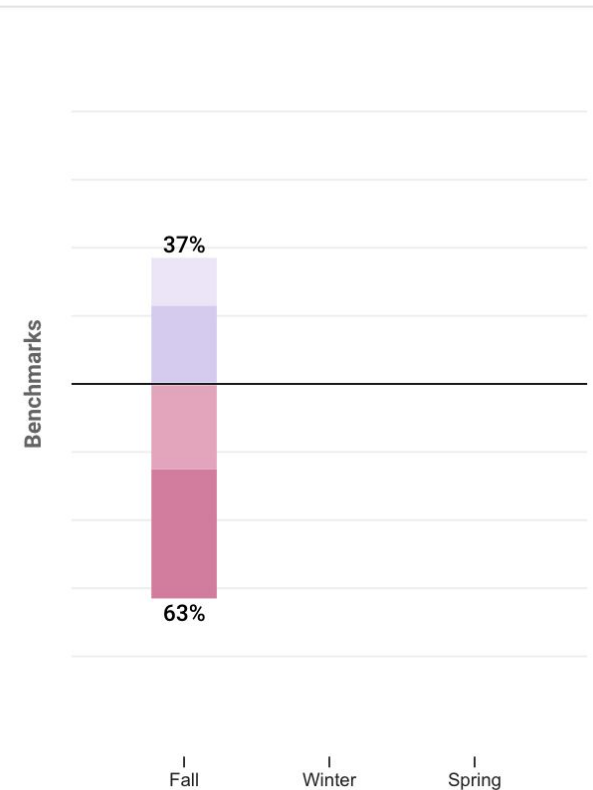
9 points higher

Grades 2-5



DISTRICT

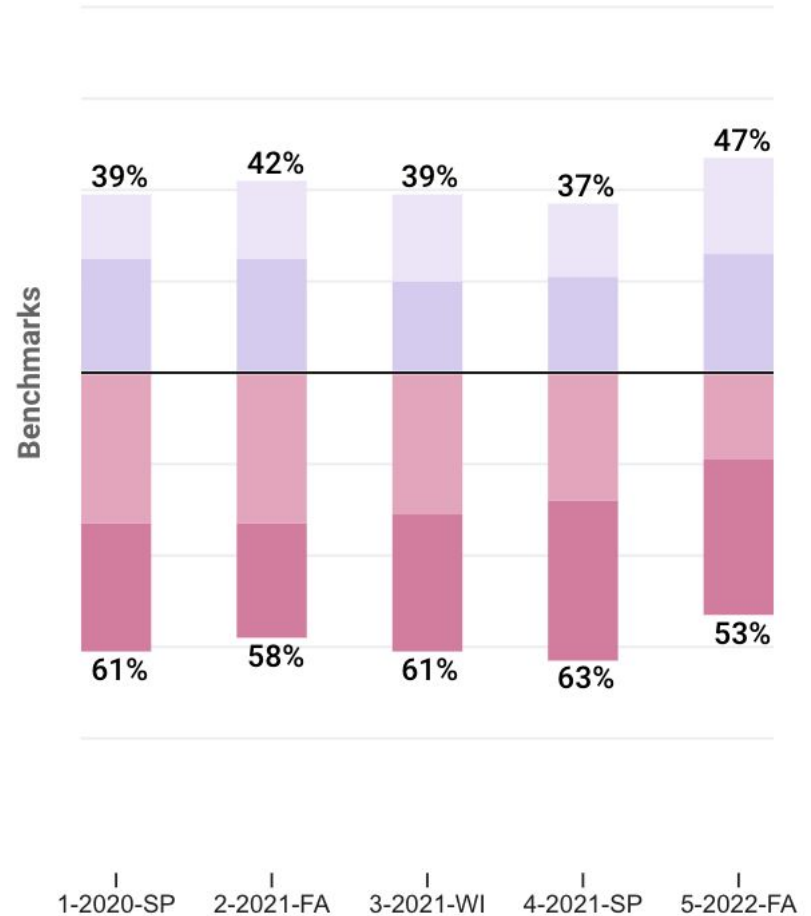
No data to compare



Schoolwide Longitudinal

aReading +8%

Vs. -1 Districtwide @ 37% avg.



Schoolwide Longitudinal

aMath +7%

Vs. -1 districtwide



G. 2-5 Reading longitudinal



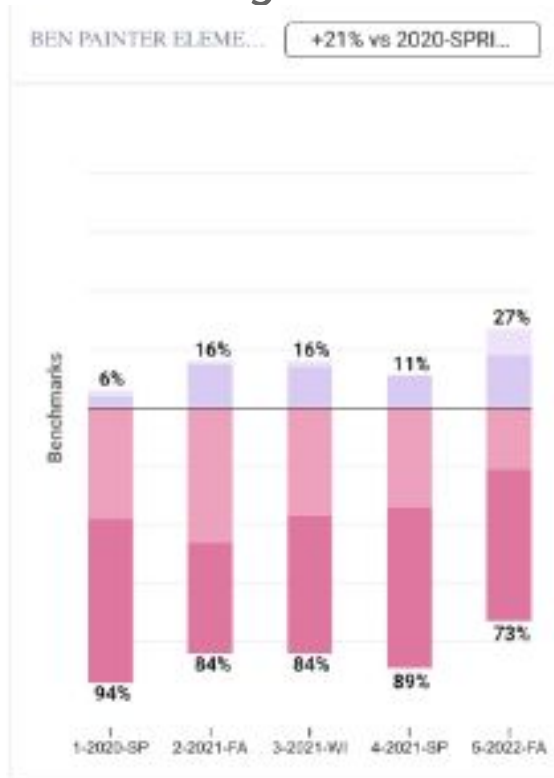
G. 2-5 Math longitudinal



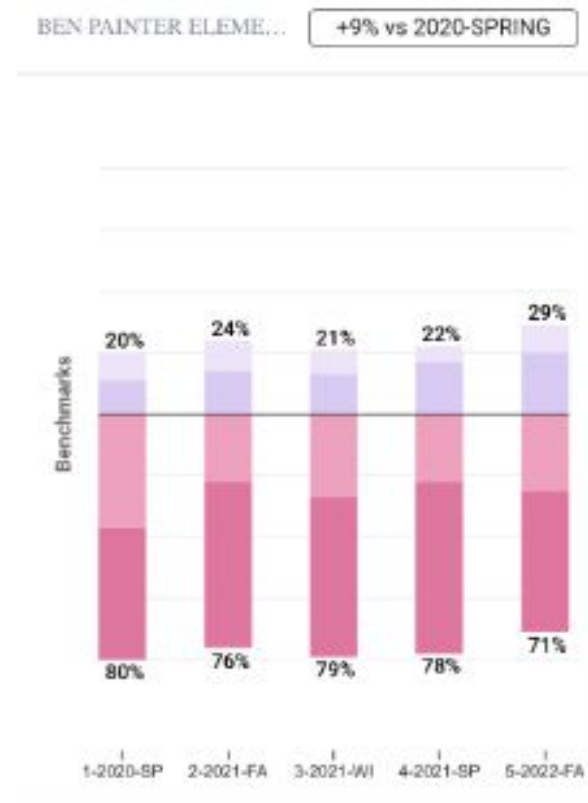
English Learners Longitudinal



+21% aReading



+9% aMath

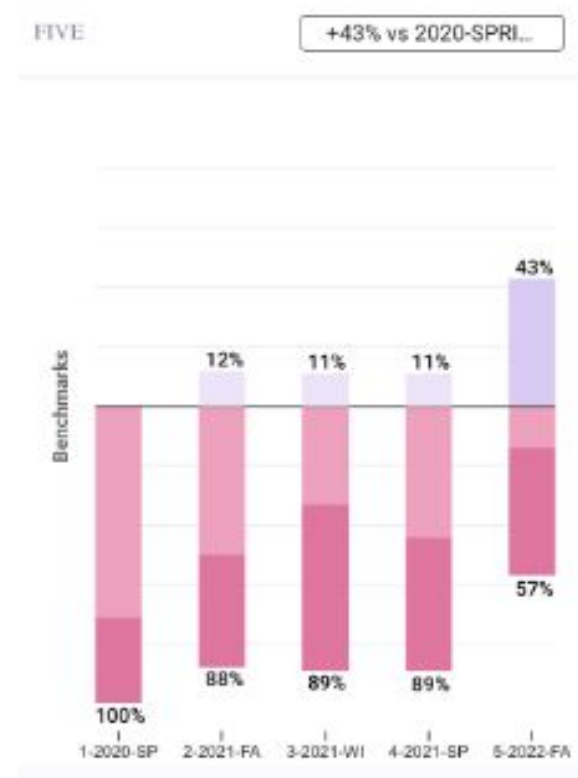
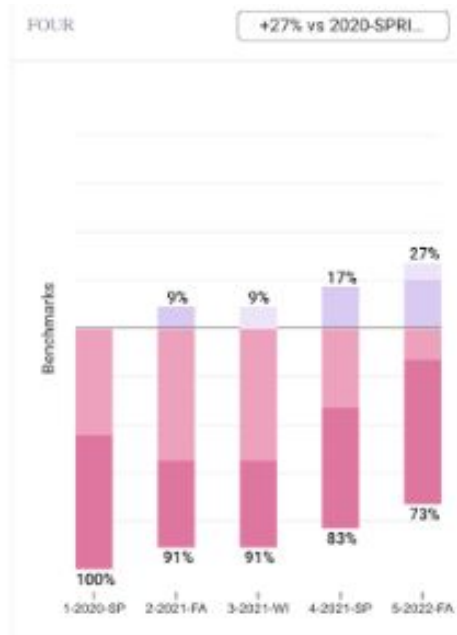
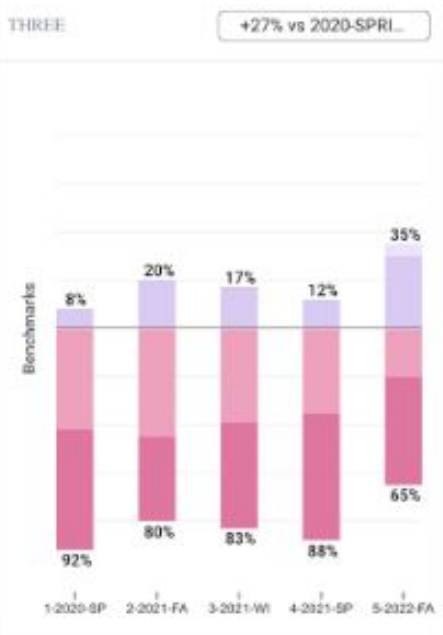


Largest Gains w/ English Learners



aReading 3rd & 4th grade

aMath 5th grade



Budget Overview



Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$72,616.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,979.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$63,549.00

Subtotal of additional federal funds included for this school: \$63,549.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental/Concentration	\$62,430.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$62,430.00

Total of federal, state, and/or local funds for this school: \$125,979.00

Biggest Expenses:

\$41,721.59: T4-K Para Aides extended day:
18,000 + 23,721.59

\$16,000: for curriculum Special Program
Fund (VIP)

\$8,686.72: Instructional Materials

\$7,349.17: Supplies & Learning Spaces

\$9,050: Consulting/Operating Costs for
VAPA & STEAM contracts

\$6,400: \$400 per teacher classroom

\$6,000: Printshop/copies

\$5,000: staff training & conference

\$3,000: Staff overtime/extra duty

\$3,000: technology replenishment

\$2,884.20: copier lease

\$2,000: teacher collaboration

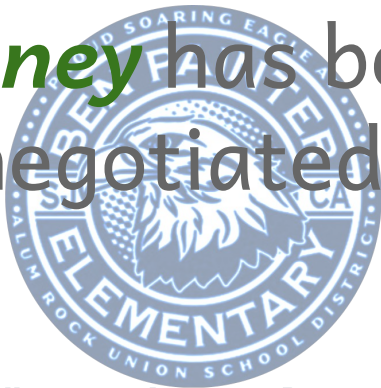
\$2,000: substitutes for staff release

\$2,000: SFS partnership

Amounts to: \$115,091.68

Grants & Rebates

How much in *“free”* money has been negotiated?



\$33,000 - Private donor for Science from Science Partnership (grades 3-5)

\$31,000 - Little Heroes PE (all grades) and after school elementary sports

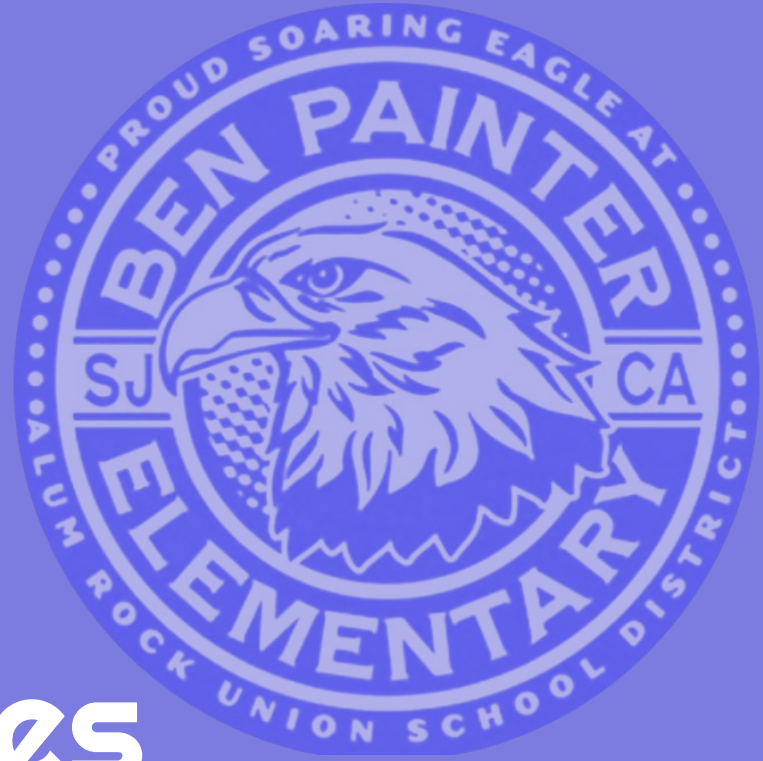
\$31,000 (TBA) - After school multilingual intervention support / Vietnamese DLI upper grades

\$12,000 - CSMA Art Teacher (all grades)

\$TBA - Hotspots for every family needing home internet access (eRate Federal grant)

\$117,000 and counting!

**DAC
DELAC
SPARC
Rep. Updates
Announcements**





**2022-2023 Alum Rock Union School District
IMPORTANT DATES**

No School & Holidays: September 5; October 3 & 4, November 11, 21-25 (Thanksgiving); December 23-January 6 (December break); January 16; February 20-24 (Winter Break); March 31; April 10-April 14 (Spring Break);

<p>Superintendent's Parental Advisory Resource Council (S.P.A.R.C.) Every third Wednesday of the Month at the District Office Board Room from 5:45 pm-7:15 pm Principal-selected committee meets with Superintendent Dr. Bauer to discuss a range of topics with the leader of the District.</p>	<p>September 21, 2022 October 19, 2022 November 16, 2022 December 2022 (No Spac) January 25, 2023 February 15, 2023 March 15, 2023 April 19, 2023 June 2023- Jubilee</p>
<p>District Advisory Committee (DAC) Every first Monday of the Month at the District Office Board Room from 5:00 pm-6:30 pm <i>Proposed Meeting Calendar Dates 2022-2023</i> <i>Calendar to be approved by members at first meeting</i></p> <p>The purpose of this committee is to provide recommendations to the Board of Trustees on educating the District's children and is one way the District fulfills the requirements of consultation with parents under current laws, regulations, and Board policies. DAC represents the students, their families, and the staff of Alum Rock Union School District (ARUSD). DAC makes recommendations within the district's policies. DAC members are parents working as liaisons between DAC and their School Site Council (SSC).</p>	<p>October 10, 2022 November 7, 2022 December 5, 2022 (Combined Meeting with DELAC) No Meeting in January February 6, 2023 March 6, 2023 April 3, 2023 May 1, 2023 June 5, 2023 (Combined Meeting with DELAC)</p>
<p>District English Learner Advisory Committee (DELAC) Every third Monday of the Month (except February) at the District Office Board Room from 5:00 pm-6:30 pm <i>Proposed Meeting Calendar Dates 2022-2023</i> <i>Calendar to be approved by members at first meeting</i></p> <p>Districts receiving Title I and Title III must form a District English Learner Advisory Committee. DELAC shall advise the district's local governing Board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English learners.</p>	<p>October 17, 2022 November 14, 2022 December 5, 2022 (Combined w/DAC) No meeting in January February 13, 2023 (2nd Monday) March 20, 2023 April 17, 2023 May 15, 2023 June 5, 2023 (Combined w/ DAC)</p>



SPARC Reps: Silvia Castaneda
 & Tammie Pagaduan
DAC Reps: Quynh Bui &
 Jessica Jimenez
DELAC Reps: Maria Reyes &
 Quynh Bui

Agenda

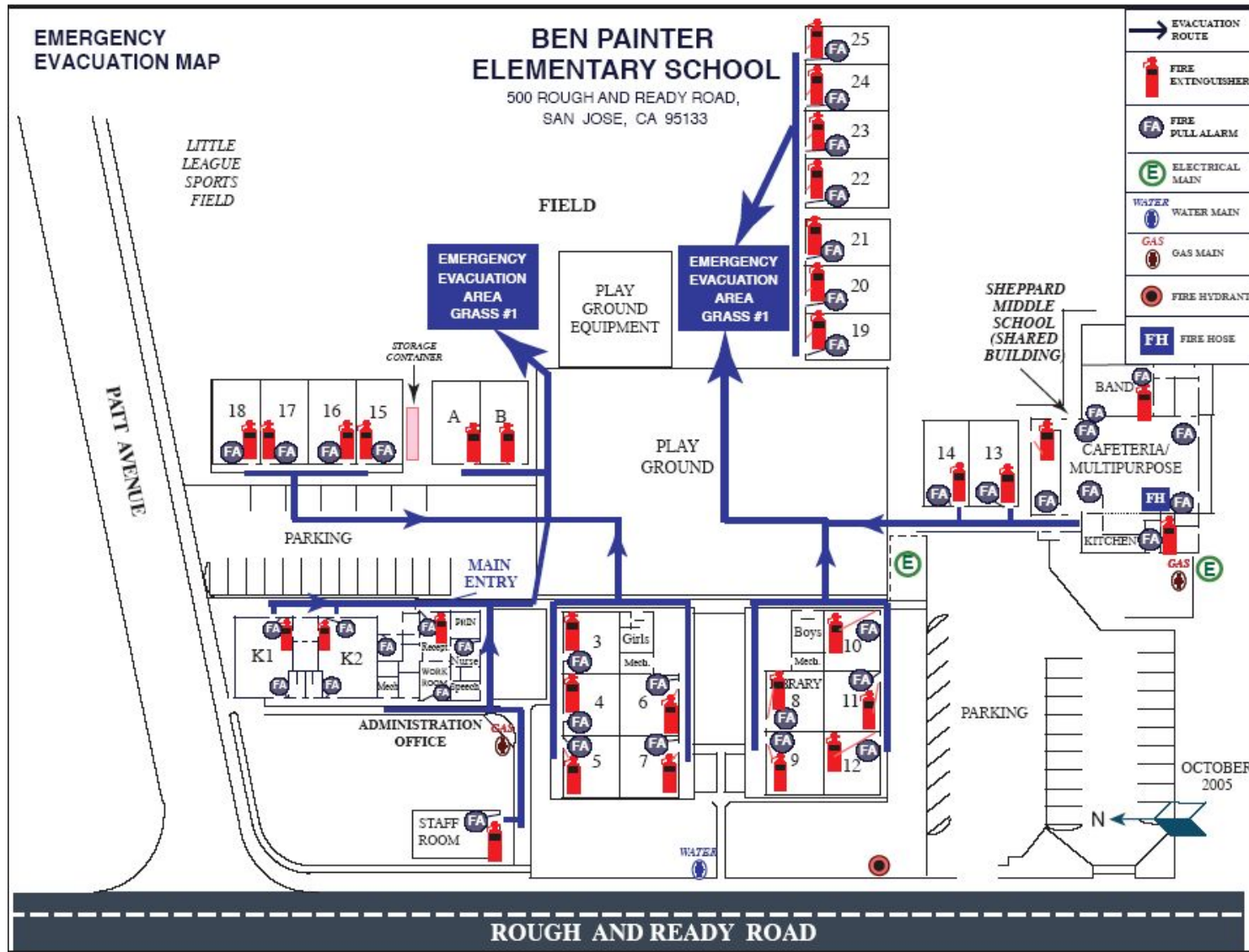


Welcome

EMERGENCY EVACUATION MAP

BEN PAINTER ELEMENTARY SCHOOL

500 ROUGH AND READY ROAD,
SAN JOSE, CA 95133



- EVACUATION ROUTE
- FIRE EXTINGUISHER
- FIRE PULL ALARM
- ELECTRICAL MAIN
- WATER MAIN
- GAS MAIN
- FIRE HYDRANT
- FIRE ROSE

SHEPPARD MIDDLE SCHOOL (SHARED BUILDING)

OCTOBER 2005



ROUGH AND READY ROAD