

# Ben Painter Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Ben Painter Elementary
<b>Street</b>	500 Rough and Ready Road
<b>City, State, Zip</b>	San Jose CA, 95133
<b>Phone Number</b>	(408) 928-8400
<b>Principal</b>	Joseph Manluco
<b>Email Address</b>	joseph.manluco@arUSD.org
<b>School Website</b>	www.arUSD.org/painter
<b>County-District-School (CDS) Code</b>	43-69369-6046122

## 2023-24 District Contact Information

<b>District Name</b>	Alum Rock Union Elementary School District
<b>Phone Number</b>	(408) 928-6800
<b>Superintendent</b>	Hilaria Bauer, Ph.D.
<b>Email Address</b>	hilaria.bauer@arUSD.org
<b>District Website</b>	www.arUSD.org

## 2023-24 School Description and Mission Statement

Ben Painter Elementary School is dedicated to providing a rigorous, high-quality education to all of our students. Within our instructional program, students will be immersed in an environment that will steward them to success by ensuring access to 21st Century Skills, the arts, and Science Technology, Engineering, Arts, and Math (STEAM) learning. We are pioneering a program that harnesses their multilingual ability through initiatives such as our growing Vietnamese Immersion Program (VIP). Painter VIP utilizes a 50/50 Dual Language Immersion approach, where students will learn in both Vietnamese and English. VIP also emphasizes Communicative Language Teaching to produce enthusiastic multilingual learners accentuated with training and Partnerships with the California Association of Bilingual Education (CABE) Asian Languages Institute (ALI). We are committed to students' multicultural awareness in preparation for competition in our increasingly diverse nation and globalized world. We are focused on equipping your children with the knowledge and skills for continued achievement in secondary education and beyond! We also partner with our ASES program Think Together to offer Spanish learning opportunities for our Spanish speaking English Learners.

Painter Elementary provides a variety of program partnerships to support student learning and staff pedagogical development during and after school. In partnership with our site half time counselor, 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 8 lead members and 1 supervisor who provide student support each school day for students in Transitional 4-Kindergarten through 5th grade. Think Together's standards-based curriculum intentionally aligns, engages and reinforces learning concepts taught during the core day instruction, which positively impacts student achievement. Students not in Think Together are prioritized for enrollment into our extended learning opportunities program (ELO-P) staffed and recommended by our teachers. During and after school, we provide fitness learning through Little Heroes and arts learning through the Mountain View-based Community of School Music and Art (CSMA) for every teacher. Sky Schools is our SEL partner that provides Yoga, mindfulness, and breathing instruction to our upper and lower elementary classes, while the nonprofit Science from Scientists provides up to sixteen hands on learning labs to our grades three to five. Our STEAM partner Challenge Island provides STEAM learning to students in grades T4-2 with up to a dozen lessons throughout the year. Furthermore, we believe our programs can have an even broader impact beyond academic achievement, because we help to prepare students to be successful in college and/or careers after they graduate high school.

## 2023-24 School Description and Mission Statement

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 community life. To be the most effective we can be, we work together to create a positive learning environment for all our students. Therefore, we encourage all stakeholders to become active and informed. We hold monthly parent engagement opportunities through either our School Site Council (SSC) and English Learners Advisory Committee (ELAC), getting regular updates through parent cafe's and orientation events, volunteering to assist in the classroom, attending as many school programs and events as possible, and by keeping close communication with their child's teacher. Maintaining this type of parent participation and communication will play a vital role in their child's success.

Education is a partnership between home and school thus, communication between parents and staff is essential.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	58
Grade 2	52
Grade 3	45
Grade 4	40
Grade 5	47
Grade 7	1
<b>Total Enrollment</b>	<b>307</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
Asian	38.4%
Black or African American	0.3%
Filipino	12.4%
Hispanic or Latino	43%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	3.9%
White	0.7%
English Learners	43%
Foster Youth	0.3%
Homeless	1%
Migrant	0.7%
Socioeconomically Disadvantaged	69.1%
Students with Disabilities	11.4%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.10	100.00	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.70	7.26	12115.80	4.41
Unknown	0.00	0.00	31.80	6.46	18854.30	6.86
<b>Total Teaching Positions</b>	<b>15.10</b>	<b>100.00</b>	<b>492.80</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.80	86.29	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	12.46	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.20	5.19	11953.10	4.28
Unknown	0.20	1.25	27.50	5.66	15831.90	5.67
<b>Total Teaching Positions</b>	<b>16.00</b>	<b>100.00</b>	<b>487.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	14.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District:: Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools, Pearson EnVision Mathematics 2015- Elementary / CPM 2015- Middle Schools, Foss Science 2019-Elementary/STEMscopes 2019-Middle Schools, Studies Weekly 2022- Elementary /TCI Curriculum 2018- Middle School

<b>Year and month in which the data were collected</b>	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill:Study Sync 2017- Middle School	Yes	0
<b>Mathematics</b>	Pearson: EnVision Math 2015 Elementary/ CPM 2015-Middle School	Yes	0
<b>Science</b>	Foss Science-Elementary/STEMscopes 2019-Middle School	Yes	0
<b>History-Social Science</b>	Studies Weekly 2022- Elementary /TCI Curriculum 2018-Middle School	Yes	0
<b>Health</b>	Family Life - Planned Parenthood	Yes	0

## School Facility Conditions and Planned Improvements

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. Furthermore, a grant by USA soccer and Target allowed the installation of a black top soccer pitch.

**Year and month of the most recent FIT report**

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Nurse Office - Need work order for nurse
<b>Interior:</b> Interior Surfaces	X			Com Liaison - Ceiling tile has water marks and one is falling Rm 3 - Two ceiling tiles are falling Rm 6 - two ceiling tiles are falling Rm 20 - 3 ceiling tiles need to be changed Rm 25 - 13 floor tiles are cracked
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Closet - too cluttered too much stuff on the floor Office closet - too cluttered to much stuff on the floor Second office - Too many boxes all over the floor Electrical room - too cluttered need to clean
<b>Electrical</b>	X			Rm 19 - need to check outlet close to AC wall Rm 21 - need cover for outlet Rm 23 - outlet close to the teachers desk is not working

## School Facility Conditions and Planned Improvements

			Rm 17 - outlets on the right need power
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	Rm 4 - NO water on faucet Rm 8 - Drinking faucet has calcium and sprays water hard Rm 9 - faucet is leaking Rm 19 - faucet leaking Rm 20 - faucet pipe hole needs to be changed Rm 26 - Faucets have no water Rm 27 - faucets have no water Rm 16 - water leak under sink Rm 17 - water leaks
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Rm 24 - under the ramp ther is a big hole also behind the classroom
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Rm 9 - Door don't close correctly Rm 16 - Door does not open or close properly

## Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	31	24	33	31	47	46
<b>Mathematics</b> (grades 3-8 and 11)	31	25	23	25	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	125	123	98.40	1.60	23.58
<b>Female</b>	58	58	100.00	0.00	32.76
<b>Male</b>	67	65	97.01	2.99	15.38
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	47	46	97.87	2.13	41.30
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	17	17	100.00	0.00	35.29
<b>Hispanic or Latino</b>	58	57	98.28	1.72	7.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	41	39	95.12	4.88	5.13
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	100	98	98.00	2.00	19.39
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	13	13	100.00	0.00	0.00

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	125	125	100.00	0.00	24.80
<b>Female</b>	58	58	100.00	0.00	22.41
<b>Male</b>	67	67	100.00	0.00	26.87
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	47	47	100.00	0.00	31.91
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	17	17	100.00	0.00	41.18
<b>Hispanic or Latino</b>	58	58	100.00	0.00	13.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	41	41	100.00	0.00	19.51
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	100	100	100.00	0.00	20.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	13	13	100.00	0.00	30.77

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.89	13.64	17.41	16.26	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	44	100.00	0.00	13.64
Female	23	23	100.00	0.00	21.74
Male	21	21	100.00	0.00	4.76
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	22.22
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	100.00%	100.00%	100.00%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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 and get involved through a variety of opportunities.

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, Open House events such as our Parent education night, parent conferences, parents as volunteers on field trips and in the school, school-sponsored assemblies, district-sponsored parent Universities, and other activities. School events and activities that engages parent volunteerism and attendance include our Moon Festival participation in the community, October Cultural Assembly, Harvest Parade, Winter Showcase, Tet Lunar New Year Festival and community engagement events, STEAM Arcade, and spring arts showcase. For more information, please contact your child's teacher or the Principal, Joseph Manluco, at 408-928-8400.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	350	337	32	9.5
Female	173	170	20	11.8
Male	177	167	12	7.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	139	133	6	4.5
Black or African American	1	1	0	0.0
Filipino	40	40	0	0.0
Hispanic or Latino	150	145	24	16.6
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	13	12	1	8.3
White	2	2	0	0.0
English Learners	150	145	12	8.3
Foster Youth	2	1	0	0.0
Homeless	6	5	1	20.0
Socioeconomically Disadvantaged	242	235	24	10.2
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	53	50	6	12.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.29	0.02	2.44	2.82	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.29	0
Female	0	0
Male	0.56	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.72	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.67	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

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 reviewed and developed by the Painter Safety Committee, staff, and school site council 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. Furthermore, we have implemented a special emphasis on anti-bullying, cyber bullying awareness, digital citizenship/safety, and mandated reporting. Through these focuses we have enlisted the support of the SJ Police Department, ARCC Preventative Early Intervention AMFTs and LCSWs, Pacific Clinics intervention, and other community mental health and safety partners.

All visitors are required to check-in at the school office. There is staff attention to ensuring the gate locking procedures adhere to ensuring that entry is required through the front office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, anti-bullying and anti-cyber bullying, 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 Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	1	
1	24		2	
2	23		2	
3	23		2	
4	31		1	
5	31		1	
Other	31		1	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	18	3		
2	24		2	
3	24		2	
4	30		1	
5	16	1	1	
Other	28		1	



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	1	0
1	24	0	2	0
2	21	1	1	0
3	23	0	2	0
4	28	0	1	0
5	31	0	1	0
6	0	0	0	0
Other	25	0	2	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,948.99	\$11,505.79	\$7,443.20	\$101,204.27
District	N/A	N/A	\$7,216.32	\$94,380
Percent Difference - School Site and District	N/A	N/A	3.1	7.0
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-2.2	12.2

## Fiscal Year 2022-23 Types of Services Funded

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 and regularly supported with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), and standards-based planning. Standards-based assessments, rubrics, and work sample exemplars are utilized to inform teachers of student progress/growth and 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, grade level collaboration, and data analysis to inform student small group instruction and teacher adjustment in instructional delivery. Classroom teachers meet to analyze student data and monitor progress of under-performing students. The English Language Development liaison teacher communicates about district EL supports and initiatives, and assists classroom teachers in analyzing the ELPAC Test student data to monitor progress of under-performing English learning students. Intervention classes are offered for under-performing students as recommended by staff to parents through progress monitoring conferences. There are two intervention cycles per school year dependent on extended learning funds, since the return from the Pandemic shelter order.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,121	\$54,215
Mid-Range Teacher Salary	\$95,155	\$86,843
Highest Teacher Salary	\$114,262	\$111,440
Average Principal Salary (Elementary)	\$125,741	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$225,646	\$252,466
Percent of Budget for Teacher Salaries	32.82%	33.16%
Percent of Budget for Administrative Salaries	6.18%	5.15%

## Professional Development

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 inservices 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, Hapara, Fastbridge, Illuminate, ESGI, Nearpod, Full Option Science System (FOSS), Levered Math, Studies Weekly Social Studies, Go Guardian, and Moby Max among other online learning platforms and safety software. In the last few years, teachers engaged in CAFE ALI training, ATDLE Dual Immersion training, California Association of Teachers of English Training (CATE), and training in a variety of digital and pedagogical curriculum suites. These curriculum trainings have included NGSS FOSS from the Santa Clara County Office of Education (SCCOE), Constructing Meaning (CM) for language literacy, and Benchmark among others.

The Principal, Instructional Leadership Team (ILT), Associated Student Body (ASB) PBIS committee, Vietnamese Immersion Program (VIP) committee, district new teacher coach/TOSA and site interventionist TOSA, ELO-P Intervention team, EL Liaison, and Tech Liaison 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. Topics covered this year have included ST Math, Lexia Core5 Reader, Project Based Learning, EL Liaison updates and ELPAC, NGSS/FOSS science curriculum implementation, writing sample collection and analysis, and NGSS/FOSS training by the SCCOE science coordinator. The staff continually collaborates on benchmark data analysis to inform groupings for Guided Reading and targeted small group instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6