



Short Elementary School

35 Marin Street • San Rafael, CA 94901 • 415-485-3793 • Grades

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



San Rafael City Schools

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San Rafael, CA 94903
415-492-3200
<http://www.srsc.org>

District Governing Board

Greg Knell, President
Maika Llorens Gulati, Vice President
Linda Jackson, Board Member
Rachel Kertz, Board Member
Natu Tuatagaloa, Board Member

District Administration

Dr. Michael R. Watenpaugh
Superintendent
Dr. Mayra Perez
Deputy Superintendent

School Description

Mission Statement: Short Elementary School prepares all of our learners with the skills, knowledge, and habits of mind necessary to achieve and sustain advanced levels of intellectual, social and emotional being. Both now and in the future, Short School students will be pioneers in thriving communities, locally and globally.

The Short School campus is located in the heart of the Gerstle Park neighborhood of San Rafael. With the largest enrollment in over 30 years, the district is using all of its available facilities to accommodate its incoming students. Short has evolved in this, its eighth year, to host a Transitional Kindergarten class, one first grade class, one second grade class, one third grade classes, one fourth grade classes, one fourth/fifth combination, and one fifth grade class.

Students participate in enrichment activities such as physical education, music, and art through partnerships with local agencies such as Young Imaginations, Youth in Arts, and the Marin Shakespeare Company. We are a school committed to English Language instruction wherein students learn language through meaningful content and research-based strategies via the SEAL model in Transitional Kindergarten and first grades and GLAD in 2nd and 3rd Grades until the SEAL model rolls up. At the site level, we provide professional development, coaching, and model classrooms in balanced literacy and Mathematics, including the Common Core aligned mathematical practices.

The active parent community is engaged and is constantly planning community events to help raise money to support the various enrichment programs, technology, and other tools for learning.

District's Mission:

- Our diverse community is unique, celebrated, and one of our greatest assets.
- Each student and family feels welcome and experiences an empowering education at every school.
- Our high expectations and skillful instruction enable students to think critically, respect others, embrace learning, and develop personal responsibility.
- Each student graduates college/career ready and prepared to determine his/her own future.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	23
Grade 3	42
Grade 4	41
Grade 5	46
Total Enrollment	200

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	1.0
Asian	2.0
Filipino	0.0
Hispanic or Latino	92.0
Native Hawaiian or Pacific Islander	1.0
White	0.5
Socioeconomically Disadvantaged	95.0
English Learners	73.5
Students with Disabilities	9.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Short Elementary School	16-17	17-18	18-19
With Full Credential	12	10	11
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Short Elementary School	16-17	17-18	18-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The Elementary School District Curriculum Advisory Council reviews curriculum recommendations and revisions materials utilized in the support of the instructional program. The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

This table shows some of the textbooks used with grade K-5 students. A comprehensive list of all textbooks is available at the district office.

Textbooks and Instructional Materials Year and month in which data were collected: 2018, September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt– California Journeys Hampton Brow- Into English Pearson- Language Central McGraw Hill Education-StudySync The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Wright Group/McGraw Hill- Everyday Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman- History-Social Science Program for California The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt School Publishers-California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

At Short Elementary School, the campus is orderly, and students feel safe at school. The school ensures that on-site supervision is provided for programs that take place before and after school. Students who arrive before the 8:45 a.m. school starting time are provided with supervision from school staff commencing at 8:15 a.m.

In August of 2016, we added a comprehensive, user-friendly library to our campus. It is used by students on a weekly basis. In addition, in October of 2016, two play structures were added to our grounds. These play a vital role in our students' outdoor activity. Both new additions have added to the morale of our school community.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a "visitor pass" to identify them for security personnel and all staff and students.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online maintenance order request process is used to ensure efficient service and that emergency repairs are given the highest priority.

The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update the district's elementary and middle school facilities.

SRCS' bond program is providing much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment are being built and improved to reduce overcrowding in our schools and to better meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, have contributed greatly to shape the plans for these improvements, and the construction work is ongoing throughout the district.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 2018 August		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	ROOM 8: baseboard needs repair W.O#11906
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM 1: broken outlet cover W.O#11904
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	POD EXTERIOR DRINKING FOUNTAINS: adjust water pressure W.O# 11908
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. 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); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	31.0	23.0	43.0	43.0	48.0	50.0
Math	40.0	28.0	39.0	37.0	37.0	38.0

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.

Note: 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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	128	124	96.88	23.39
Male	67	64	95.52	21.88
Female	61	60	98.36	25.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	120	116	96.67	21.55
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	121	117	96.69	21.37
English Learners	115	112	97.39	19.64
Students with Disabilities	14	14	100.00	14.29

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31.1	22.2	2.2

* 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	128	128	100	28.13
Male	67	67	100	31.34
Female	61	61	100	24.59
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	120	120	100	26.67
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	121	121	100	25.62
English Learners	115	115	100	25.22
Students with Disabilities	14	14	100	0

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact Person Name: Roxana Cruz, Community Liaison and Parent Leader To Reach Contact Person: 415-450-5853

San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools.

At Short School, parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including school site counsel, district and school English language advisory committees, our parent leadership team, district and school site committees, fundraising campaigns, and special events. During the year 2018-19, we are focusing on enhancing our parent participation by creating more leadership opportunities for parents, encouraging parents to visit classrooms during the school day and to learn about how we teach and learn at the school. We hold meetings twice monthly for parents to voice their ideas and concerns, develop a voice in the life of the school and to grow as a strong community.

Parents are continually informed of their child's academic and social progress during informational and community-building events, including back-to-school nights, parent conferences, parent education nights, parent meetings, and student performances.

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.

School Safety Plan

Date Reviewed and Updated: October 15th, 2018 Date Discussed with School Faculty: October 11th, 2018.

Short Elementary has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. Disaster drills are held once a semester throughout the year. The school also participates in an annual county-wide disaster preparedness drill. We work closely with Bill Welch our district's safety consultant, to keep our safety plan current, and to train our staff.

Key elements in the school safety plan include: disaster procedures, abuse reporting procedures, suspension/expulsion policies, sexual harassment policies, school dress code, and school discipline policies. We work with our district consultant, who is aligning the districts practices in the area of school safety to ensure that our protocols are up to date.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate			
Expulsions Rate			
District	2015-16	2016-17	2017-18
Suspensions Rate			
Expulsions Rate			
State	2015-16	2016-17	2017-18
Suspensions Rate			
Expulsions Rate			

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.2
Psychologist	0.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.6
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	24	24				2	1	1			
1	20	23	24	1			1	1	1			
2	21	20	23		2		2		1			
3	24	20	21		2		2		2			
4	21	24	21	1		1	1	2	1			
5		21	23		1			1	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Elementary School District number of dedicated negotiated staff development days:

2016-2017 – 3

2017-2018 – 3

2018-2019 – 3

District professional development during the 2018-2019 school year will focus on focus on math district wide during differentiated professional development offerings and buy back days. Additionally, teachers at three schools will be participating in a robust year-long professional development on writing workshop including a Beginning Summer Writing Workshop Institute, lab sites and more. With coach support, teachers will continue using assessments to inform differentiated reading instruction through small groups and conferencing. Finally, all teachers are also able to choose from a wide range of differentiated professional development opportunities such as “Math Talks” and “Next Generation Science Standards: Key Instructional Shifts,” among others. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate. District wide, we are also in our fifth year of professional development for all PK-3 teachers in SEAL to support our English Learners. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate.

In 2017-18, training topics included: California Common Core Standards, Balanced Literacy and Guided Reading, Strategies and Curriculum Planning for ELD, Fountas and Pinnell Benchmark Assessments, EL Achieve Designated ELD (Grades 4 and 5), use of data for differentiated instruction, and instructional strategies to meet the needs of English language learners. These topics were selected based on CELDT scores, fluency scores, district benchmark data, and other student data.

Teachers and other key school staff members have opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent-teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,987	\$48,064
Mid-Range Teacher Salary	\$75,916	\$75,417
Highest Teacher Salary	\$97,291	\$94,006
Average Principal Salary (ES)	\$128,506	\$119,037
Average Principal Salary (MS)	\$154,350	\$123,140
Average Principal Salary (HS)	\$161,478	\$135,974
Superintendent Salary	\$256,050	\$183,692
Percent of District Budget		
Teacher Salaries	36.0	36.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7148	2153	5662	64251
District	◆	◆	5700	\$73,392
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-0.7	
Percent Difference: School Site/ State			-14.9	-14.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Short Elementary School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2017-2018 school year, these programs

and services included the following:

- Instructional coach
- Supplementary educational programs in the areas of art, music, and physical education
- Translation services for conferences, meetings, and trainings
- Materials and supplies
- Professional development for staff and parents
- Professional consultation in the SEAL Model for English Learners and professional consultation in math instruction for students performing below grade level

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).

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.