

Coleman Elementary School

800 Belle Avenue • San Rafael, CA 94901 • 415-485-2420 • Grades K-5
Michael Taylor, Principal

2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200
<http://www.srcs.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

Coleman Elementary School, located east of Highway 101 near central San Rafael, serves students from the Dominican neighborhood, the San Rafael High School area, and downtown San Rafael.

The mission of the staff and community members of Coleman Elementary School is to guide and support each child in the journey toward academic and personal excellence.

Coleman School is one of eight elementary schools in the San Rafael Elementary District. It serves students in grades kindergarten through fifth in central San Rafael. Our current is approximately 406 children. We are comprised of 46% Socioeconomically Disadvantaged students and 32% English Learners. Our school is supported by our wonderful Parent Teacher Organization (PTO); our English Language Advisory Committee (ELAC)

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	69
Grade 1	69
Grade 2	67
Grade 3	64
Grade 4	68
Grade 5	69
Total Enrollment	406

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.7
Asian	3.9
Filipino	1
Hispanic or Latino	44.8
Native Hawaiian or Pacific Islander	0.5
White	45.6
Two or More Races	1.5
Socioeconomically Disadvantaged	46.8
English Learners	31.3
Students with Disabilities	5.2
Foster Youth	0.2

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			
Coleman Elementary School	15-16	16-17	17-18
With Full Credential	20	20	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	194
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Coleman Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other 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, composed of administrators, teachers, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other 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: 2017, August	
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 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	Harcourt School Publishers–California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social 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
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 Coleman 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. A city run daycare center is on the campus for before and after school care on a fee basis. The PTO, with the coordination of San Rafael City Community Services, also offers enrichment classes on a fee basis in sports, science, art, dance, and engineering.

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 all staff and students.

The physical quality of the school campus influences teaching and learning. All students and faculty have a reasonable amount of classroom and open space. Our “Green Team” spends a great deal of time gardening and creating a beautiful garden and reflection space. The Green Team now recycles and keeps a conscious awareness of sustainability. The Coleman Fathers’ Group projects continue to raise funds for Coleman PTO and some of these funds are used to beautify the campus. A newly redesigned music room, mural in the library and organized art studio provides an inspiring space for students and professionals alike.

Coleman School, established in 1909 and relocated to its current location in 1941, was completely rebuilt in 2005. The new Coleman School is an excellent example of a modern campus designed to promote high academic success. It includes 16 classrooms, a multipurpose building, a library, technology center, and a student services (administration) building. Classrooms are arranged in clusters by grade level, and covered walkways and lighting provide a safe environment for students. Parents have also added landscaping and garden areas to enhance the campus. During the 2007-2008 school year, the district’s governing board approved the renovation of the school play field, which was funded through a combination of general fund and donations from the local Parent Teacher Association (PTA).

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.

Over the next several years, SRCS' bond program will provide 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 will reduce overcrowding in our schools and will 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, are making significant progress on the plans for these improvements, and work is taking shape throughout the district.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			MP Bldg.: Double front doors need new rubber on door stops W,O#9604 Room 1: one stain ceiling tile SARK W,O#9602
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Portable 23: Back light out by teachers desk W,O#9610
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 15: Push button on sink getting stuck W,O#9603 SS Bldg. Boys Restroom: lift sink not working W,O#9608 SS Bldg. Girls Restroom: first sink need adjusement W,O#9609
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	54	47	45	43	48	48
Math	53	45	40	39	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	54	65	59	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25	26.5	32.4

* 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 2016-17 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	200	189	94.5	46.81
Male	112	109	97.32	45.37
Female	88	80	90.91	48.75
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	86	84	97.67	23.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	90	94.74	70.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	95	90	94.74	20.22
English Learners	68	66	97.06	18.18
Students with Disabilities	16	15	93.75	6.67
Foster Youth	--	--	--	--

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.

School Year 2016-17 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	200	189	94.5	44.97
Male	112	110	98.21	50
Female	88	79	89.77	37.97
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	86	84	97.67	21.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	90	94.74	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	95	92	96.84	17.39
English Learners	68	66	97.06	12.12
Students with Disabilities	16	15	93.75	20
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: Lauren Ng

To Reach Contact Person: laurenlisng@gmail.com

Parent involvement is a vital component of the educational program at Coleman Elementary School. The 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 varied resources to support the goals and aspirations of San Rafael schools.

Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including parent council, district and school English language advisory committees, parent-teacher associations, district and school site committees, fundraising campaigns and special events.

At Coleman Elementary School, specific opportunities for parent participation include the School Site Council, Parent-Teacher Organization, School English Language Advisory Council, the Coleman Angel Network, Green Team, and the Coleman Fathers' Group and volunteering in classrooms.

The goals for each of these entities remains to build a strong community that works to support each learner at Coleman. Parents are invited to campus in many informal ways. Parents can be seen volunteering, present at our assemblies, working on gardening projects, informal coffee chats, and a variety of performances and special events as well as more formal events like back-to-school nights and parent education nights.

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: November 8, 2017

Date Discussed with School Faculty: October 25, 2017

Coleman Elementary School 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. The entire school staff is currently receiving updated training in first aid and CPR during the 17-18 school year. Emergency drills are scheduled once per month and include fire, intruder and earthquake drills. The school also participates in an annual county-wide disaster preparedness drill.

Key elements included in the school safety plan include: procedures to follow in emergencies, safety drills, supplies and locations, first aid, updated phone numbers for city and emergency services, an incident command system and parent and community involvement to ensure all the goals are met.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.1	0.8	0.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	85.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist	1.0
Other	1.0
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	23				9	9	3			
1	21	21	23				9	9	3			
2	24	24	22				9	9	3			
3	23	23	23				9	9	3			
4	28	28	28				6	6	2			
5	28	28	26				9	9	3			

* 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:

- 2015-2016 – 3
- 2016-2017 – 3
- 2017-2018 – 3

District professional development during the 2017-2018 school year will focus on using assessments to inform differentiated reading instruction through small groups and conferencing, building on the previous years’ professional learning. 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 fourth 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.

This school year, the Coleman teachers and staff are piloting and learning about a new writing curriculum. The staff have taken on The Writing Workshop, by Lucy Calkins, and are being supported by our Coleman site coach and a literacy coach from West Coast Literacy Project. Teachers are receiving support in lesson development, unit development as well as connecting state standards to learning targets, to lessons taught. During the 2015-16 school year, Coleman participated in three staff development days along with other district schools. The focus for professional development was to learn more about the new English Language Arts curriculum. The goal of the initial training was to ‘unpack’ the new curriculum and determine how teachers would be using this program to supplement the thematic units created in years past. The previous years were devoted to developing thematic units designed to increase student engagement with a number of strategies including asking an essential question, incorporating various media along with original texts, and providing a variety of 21st century learning components that allow the students to collaborate, communicate, and think creatively and critically on a project-based activity. We also developed Problem Based Assessments (PBA’s) during our professional development days. In 2014, Coleman started to train our K-1 teachers in the Sobrato Early Academic Language (SEAL) program to address the academic language needs of our ELL students, but also benefits all students in the classroom. The SEAL program will expand to encompass second and third grades in the following year.

In addition, teachers spend weekly time in PLC meetings with their colleagues crafting lessons, learning more about instruction with coaching support, interpreting data, and designing student intervention and enrichment groups based on this information. Additionally, individual teachers have attended workshops on ELD instruction with Pearson, Everyday Math, and SEAL. These programs were supported through staff meetings, grade level meetings, PLC meetings, and observations by the school principal.

VI. OTHER SARC INFORMATION

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

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (ES)		\$116,119
Average Principal Salary (MS)		\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary		\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	7%	6%

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

Types of Services Funded

Coleman School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2016-2017 school year, these programs and services included the following:

- Intervention support for grades K-5
- ELD instruction
- SEAL
- PBIS
- Chrome Carts
- Staff Professional Learning
- Parent education events
- Take home book program
- Art teacher
- Music and physical education specialist
- Gardening Club
- Student Council
- Outdoor education
- Tutoring program
- Experience Corp Volunteers
- Enrichment classes
- After-School LEAP Program

DataQuest

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

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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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6615	1167	5449	90658
District	♦	♦	6147	
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-11.4	
Percent Difference: School Site/ State			-17.1	22.2

* Cells with ♦ do not require data.