San Pedro Elementary School

498 Point San Pedro Road • San Rafael, CA 94901 • 415-485-2450 • Grades
Marie Melodia, Principal

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

School Description

San Pedro Elementary School is located east of downtown San Rafael. It serves the San Rafael Canal community and communities east and west of Highway 101, all approximately three miles away from the school site. Approximately 97 percent of San Pedro's student population is Latino, with cultural groups predominately originating from Guatemala, El Salvador, and Mexico.

The staff of San Pedro is dedicated to meeting the needs of the school's many English language learners and helping them to achieve high academic goals. The school staff works closely with families to engender a strong sense of school community and to support their goals for academic and social success for their children.

San Pedro School is dedicated to educating each child in a safe, enriching environment with the highest standards of academic excellence. It is the school's goal for each child to achieve mastery of California Common Core State Standards, to become proficient in the English language, and to develop a lifelong love of learning with the ability to realize his/her potential. Working together with families, San Pedro Elementary strives to provide a comprehensive and engaging learning environment for its students, staff and parents.

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	107
Grade 1	94
Grade 2	80
Grade 3	81
Grade 4	83
Grade 5	81
Total Enrollment	526

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0.2
Asian	0
Filipino	0
Hispanic or Latino	99
Native Hawaiian or Pacific Islander	0
White	0.8
Two or More Races	0
Socioeconomically Disadvantaged	97.1
English Learners	87.1
Students with Disabilities	7.4
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			
San Pedro Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	29	29	22
Without Full Credential	0	0	1
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			
San Pedro 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 **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 San Pedro Elementary School, the campus is well maintained and students report that they feel safe at school. San Pedro ensures that on-site supervision is provided for programs that take place both before and after school. Every morning, 25 minutes before school opens for instruction, staff provides supervision for all K-5 students during breakfast and recreation times. The after-school program is located on campus and operates Monday through Friday for three hours each day. Attendance is taken every day: absences are reported and checked on by the program director. The afterschool program is offered to fourth and fifth-grade students as well as a select number of second and third-graders who are performing academically below grade level. Additionally, our after-school program is open to all students in first through fifth grades who reside in homeless shelters. This robust program focuses on academic intervention and enrichment that are directly tied to our adopted school day curriculum and instructional practices.

District and school policy require that during the school day all guests to the San Pedro campus must sign in at the school office and obtain a "visitor badge" that identifies them for security personnel, staff, and students. All San Pedro staff members are required to wear photo ID badges. All students and faculty have reasonable amounts of classroom and open spaces that support a strong and enjoyable learning environment.

San Pedro Elementary School was originally opened in 1956 and then, after being closed in 1970 due to declining enrollment, was renovated and reopened in 1991. The school has a total of 24 classrooms (18 permanent and six portable), a multipurpose facility, a music building, a library room, computer lab, and a student services (administration) building. The school underwent modernization in 2005 with the use of voter-approved school bond funds and state modernization funds. Improvements included modernization of all existing classrooms, construction of a new library/computer lab/classroom building, and construction of a new multipurpose building with a stage and two classrooms. Final facility improvements completed during the 2007-2008 school year included a field rehabilitation project to restore the field that was used as a staging area during construction of the new building. Most recent, during the summer of 2013, three new portable classrooms were added to the campus.

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.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/20/2017			
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			106: stained ceiling tile W.O#9810 PORTABLE 302: Light out and cabinet handle broken W.O#9813
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		202: Plug needs repair 403: cracked plug cover W.O#9814 404: cracked plug cover W.O#9814 LIBRARY: new light covers needed W.O#9814 PORTABLE 301: light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			204: drinking fountain licking W.O#9812 PORTABLE 307: low water pressure on drinking fountain
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			KINDERGARTEN PORTABLE 1: window has a crack W.O#9811
Overall Rating	**Exemplary**	**Good** X	**Fair**	**Poor**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	45	9	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	25.9	19.8	16

* 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.

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	15	12	45	43	48	48
Math	15	13	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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

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	248	239	96.37	11.72
Male	137	131	95.62	9.92
Female	111	108	97.3	13.89
Hispanic or Latino	246	239	97.15	11.72
Socioeconomically Disadvantaged	245	237	96.73	11.81
English Learners	236	232	98.31	12.07
Students with Disabilities	25	25	100	0
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	248	246	99.19	12.6
Male	137	135	98.54	11.85
Female	111	111	100	13.51
Hispanic or Latino	246	245	99.59	12.65
Socioeconomically Disadvantaged	245	244	99.59	11.89
English Learners	236	235	99.58	13.19
Students with Disabilities	26	26	100	0
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: Rosa Gonzalez, Family Center Coordinator To Reach Contact Person: 415-485-6078, or rgonzalez@bacr.org

Parent involvement is a vital component of the educational programs at San Pedro Elementary School. San Pedro relies on and greatly appreciates the countless parents and guardians who contribute their time and expertise as leaders and volunteers and who share their financial resources to support the goals and aspirations of our school.

Parents have the opportunity to play a fundamental role in their child's school experience through a number of activities, including monthly School Site Council and Parent Teacher Association leadership meetings, PTA International Café general meetings (four meetings last year), site and district English Language Acquisition Committees, Back-to-School Nights, parent conferences, Pre-K through fifth-grade Parent Education events, garden workdays, parent volunteering opportunities in classrooms and school wide, and parent-led fundraising events.

San Pedro School also works closely with families to provide many educational opportunities for full involvement in the educational process through a wealth of services, including: Latino Family Literacy Project, family advocacy for Pre-K through fifth-grade families, counseling, legal and social services, weekly parent transportation shuttles, Head Start / San Pedro State Preschool, collaborative parent education series, After-School Education and Safety Program (ASES), community liaison services, and other on-site parent education offerings.

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: December 2017 Date Discussed with School Faculty: December 2017

San Pedro 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 school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a month throughout the year. The school also participates in a countywide disaster preparedness drill annually. Key elements included in the school safety plan include:

- Updated staff and community phone contacts
- Staff emergency role assignments and responsibilities
- On-site emergency procedures
- Bus driver emergency protocols
- Updated emergency supplies and equipment

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	1.2	0.2
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	2009-2010	2009-2010
Year in Program Improvement	Year 4	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)	2.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	1.4
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			23						4			
1			20			4						
2			23						3			
3			23						4			
4			19			4						
5			26						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.

In addition, San Pedro staff participated in:
Principal & Instructional Leadership Team (ILT),ongoing work with "National Equity Project" Coaches to expand leadership
Family Services team, and K-5 Professional Learning Communities (PLCs) –
the school-wide balanced literacy efforts including Fountas and Pinnell Assessments and Intervention, to develop robust oral and written language practices, and to support school-wide equity focus.

- Principal, Coaches, and ILT – developed and implemented K-5 PLC blocks during the instructional day to discuss student progress, assessment, data, and best practices.
- Principal, Instructional Support, Pre-K—3 teachers, and counselors – "Promoting Early School Success for All" fall and spring institutes focusing on early childhood education and best practices.
- Principal, several staff, teachers, and school counselors – "Positive Behavioral Intervention and Supports Team" (PBIS) training to support school-wide implementation.
- All San Pedro Staff - Toolbox Social Emotional Support Curriculum,
- Ongoing Early Childhood professional development also provided by and through: "Marin Community Foundation".

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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7873	2513	5360	91653
District	♦	♦	6147	
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-12.8	
Percent Difference: School Site/ State			-18.5	23.5

* Cells with ♦ do not require data.

Types of Services Funded

San Pedro Elementary School offers programs and supplemental services that are available at the school site and funded through categorical funds or other sources. For the 2016-17 school year, these programs and services included the following:

- Supplementary educational programs and materials for intervention during the school day and in the after-school program
- Ongoing staff development with Universal Access and intervention through the Instructional Leadership Team (ILT), and Professional Learning Communities (PLC) teams
- Site Instructional Support position
- Instructional Assistant positions

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.