

Gallinas Elementary School

251 N. San Pedro Road • San Rafael, CA 94903 • 415-485-2415 • Grades

Kelly Hourigan, Principal

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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

Gallinas Elementary currently houses four early intervention special day classes for students aged three to five (pre-kindergarten age). All students have been identified with special needs and have current Individualized Education Plans (IEPs). Classes run three hours a day, five days per week in both the morning and afternoon. Additionally, the Speech Language Pathologist (SLP) and the Occupational Therapist (OT) have office space on site and provide services to students enrolled in the program.

Mission Statement

We believe that optimum growth for a child evolves from positive, supportive, responsive, and individualized instruction and relationships with adults and peers including parent support throughout learning. Self-esteem, social skills, and intellectual development blossom in an inclusive environment using developmentally appropriate activities that guide students to be actively involved in exploration, discovery, and play. Our early intervention staff is highly trained in early childhood growth and development and skilled at teaching young students the skills they will need as they transition to kindergarten and beyond. The San Rafael Early Intervention Program believes in the dignity of each individual, student, and adult and the provision of a safe, healthful, and comfortable learning environment.

Goals

- To meet the needs of individual students and promote success in language, pre-academic, and social development within a safe, positive, and inclusive learning environment.
- To maintain consistent communication with parents, staff, and the community regarding ways to better assist our students.
- To establish a strong foundation for each student as they transition to kindergarten and ensure academic success in future grades.

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.

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			
Gallinas Elementary School	15-16	16-17	17-18
With Full Credential	2	2	2
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			
Gallinas Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	2
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.

The Early Intervention program utilizes a number of instructional materials, using the GLAD model as a basis for curriculum development. All students who participate in the program have access to these instructional materials.

With textbook funding assistance from the state and other sources, the district has been able to purchase sufficient materials to provide one textbook per student in all core subject areas. The Board of Education last approved the sufficiency of textbooks and instructional materials for the San Rafael City Schools Elementary District on October 10, 2016. Students enrolled at Gallinas Elementary are preschool-aged only. At this time, there are no Kindergarten/first-grade students or classrooms on site. Students in the Early Intervention program are provided with alternating social studies/science thematic units to address English language arts and mathematics foundations. Curriculum used with the Early Intervention program is aligned with the Preschool Learning Foundations.

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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)

Students are not left unsupervised on campus at any time. Parents are asked to wait with students until classes start. After class ends, teachers/support staff wait with students in the classroom until parents pick them up. During school, students are always accompanied by teaching staff, including trips to the bathroom, during recess, etc.

Adults who wish to visit the classrooms are asked to notify the program manager 24 hours in advance. All staff members are notified that the adult will be in the classroom prior to the observation taking place. Those adults who are on campus must sign in/sign out in the office space. All adults observing the students are accompanied by the program manager unless a consistent volunteer schedule has been organized by the teacher.

The program/site is supervised by the Early Intervention Program Manager. Although not housed on campus, the program manager is on site throughout the week to meet with staff, conduct IEP meetings, and work with families. Additionally, the program is supported by an office manager ten hours per week, who supports the team in maintaining attendance records, student files, and district/school communication.

The physical quality of the school campus influences teaching and learning. All students and faculty have a reasonable amount of classroom and open space. The playground is sufficient for the size of the student population and is easily supervised during recess. The campus offers sufficient spaces for pull-out groups and counseling services.

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/13/2017

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			Building C Room C: ceiling tile broken W.O#9905
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Rest Room: toilet seat loose W.O#9904
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

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: Kelly Hourigan
 To Reach Contact Person: 415-492-3580

Because of the nature of the program, a formal PTO/PTA has not been developed. Instead, parents participate in monthly “coffee chats” with the program manager, which are focused on parenting supports/strategies for managing behavior. Parents also attend quarterly family luncheons at the site where the specialists model learning strategies for their children and support the home-school connection in terms of curriculum implementation. Parents are also asked to attend all fieldtrips that are related to the thematic units. Fieldtrips include five-times-per-year trips to the Bay Area Discovery Museum, Pumpkin Patch, and Farm Day.

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: September, 2017

Date Discussed with School Faculty: September, 2017

Key elements of the school safety plan include:

- Staff and students practice fire drills, lockdown procedures, and earthquake drills three times per year.
- Emergency procedures are posted in the classrooms by exits.
- There is ongoing collaboration with other programs located on campus (not part of SRCS) to ensure consistency with emergency protocols.
- Positive Behavioral Interventions and Supports (PBIS) implementation concerning school rules/expectations (show respect, make good decisions, solve problems) with a consistent acknowledgement/consequence system.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			
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
First Year of Program Improvement		2009-2010
Year in Program Improvement		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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0
Resource Specialist	2.0
Other	2.0
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.

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.

Since the 2010 academic school year, the Early Intervention program has had every special education teacher, and many of the specialists working with the students, trained in the project GLAD (Guided Language Acquisition by Design) program model to create Preschool Foundation-aligned thematic units. The thematic units teach the language arts standards via science or social studies content areas.

As part of a federally funded counseling grant, staff is being trained on how to implement PBIS (Positive Behavioral Interventions and Supports). Common language is created among all students in dealing with conflict resolution.

Teachers and other key school staff members have additional 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.

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.

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/>.

Annual Number of School Days Dedicated to Staff Development

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				
District	♦	♦	6147	
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

The Early Intervention program utilizes federal pre-kindergarten funds to fund the program.

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