



# Coleman Elementary School

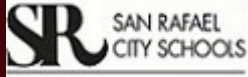
800 Belle Avenue • San Rafael, CA 94901 • 415-485-2420 • Grades

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## 2017-18 School Accountability Report Card Published During the 2018-19 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, is one of eight elementary schools in the San Rafael Elementary District and serves students from the Dominican neighborhood, the San Rafael High School area, and downtown San Rafael. Coleman was rebuilt in 2003 and is a lovely community school. The staff and community focus on literacy in reading, writing and mathematics. Our Parent Teacher Organization focuses on community building and fund raising, and are able to support all students access a variety of opportunities, including PE, Art, Music and Technology.

Coleman serves students in grades kindergarten through fifth in central San Rafael. Our current enrollment is approximately 406 children. We are comprised of 46% Socioeconomically Disadvantaged students and 32% English Learners. Our school is supported by our Parent Teacher Organization (PTO); School Site Council; our Site English Language Advisory Committee (SELAC), and an active Student Council. Our collective mission is to guide and support each child in the journey toward academic and personal excellence.

New for 2018-19, Coleman is engaging in a push for a Greener campus. The school has engaged with Zero Waste Marin, activated a student Green Team and is moving toward a school that produces as little waste as possible.

## 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	67
Grade 1	67
Grade 2	69
Grade 3	70
Grade 4	63
Grade 5	65
<b>Total Enrollment</b>	<b>401</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.5
Asian	4.2
Filipino	1.2
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	0.5
White	40.9
Socioeconomically Disadvantaged	51.9
English Learners	36.9
Students with Disabilities	7.0
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	16-17	17-18	18-19
<b>With Full Credential</b>	20	17	19
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
San Rafael City Schools	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	248
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Coleman Elementary School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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	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

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.

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 July		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	PORTABLE 23: faucet loose W.O#12319 ROOM 11: stained ceiling tile W.O#12317 ROOM 5: stained ceiling tile W.O#12317 ROOM 8: door need's paint on the inside W.O#12318
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	47.0	49.0	43.0	43.0	48.0	50.0
Math	45.0	49.0	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	199	190	95.48	49.47
Male	110	106	96.36	50.94
Female	89	84	94.38	47.62
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	90	86	95.56	19.77
White	90	86	95.56	79.07
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	97	95.10	26.80
English Learners	82	78	95.12	19.23
Students with Disabilities	24	21	87.50	28.57

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.

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	**	**	**

\* 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: 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 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	199	190	95.48	49.47
Male	110	106	96.36	56.6
Female	89	84	94.38	40.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	90	86	95.56	23.26
White	90	86	95.56	73.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	97	95.1	28.87
English Learners	82	78	95.12	20.51
Students with Disabilities	24	21	87.5	38.1

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)

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 family members who give their time and expertise as volunteers and who share their varied resources to support the goals and aspirations of San Rafael schools.

Coleman Families have the opportunity to play an active role in their child's school experience through a number of activities, including PTO, SELAC, School Site Council, fundraising committees, 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 often 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. Coleman remains focused on being as inclusive with all families as possible, always seeking new ways to engage families to support our students and mission.

Contact Person Name: Kelly Franklin

To Reach Contact Person: Kellydfranklin@gmail.com

### 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 2018

Date Discussed with School Faculty: October 31, 2018

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 received CPR training and first aid 17-18, and 18-19 school years. 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	2015-16	2016-17	2017-18
Suspensions Rate			0.5
Expulsions Rate			0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.8	0.4	1.9
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	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	23	22				3	3	3			
1	23	23	22				3	3	3			
2	22	22	23				3	3	3			
3	23	21	23				3	3	3			
4	28	28	24				2	2	2			
5	26	27	27				3	3	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:

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 demonstration days and built in planning time. 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 focus areas. 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 2018-19, 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, writing workshop 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/](http://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	6737	1399	5668	76288
District	◆	◆	5700	\$73,392
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-0.6	
Percent Difference: School Site/ State			-14.8	2.8

\* 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**

Coleman School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. The programs and services included the following:

- Intervention support for grades K-5
- ELD instruction
- SEAL Professional Development
- PBIS
- Technology
- Staff Professional Learning
- Parent education events
- Take home book program
- Tutoring program
- Experience Corp Volunteers
- After-School LEAP Program

### **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.