

San Pedro Elementary School

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

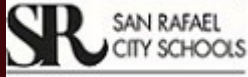
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2017-18 School Accountability Report Card Published During the 2018-19 School Year



San Rafael City Schools

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San Rafael, CA 94903

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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

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.

San Pedro staff and community collaborate to create a growth oriented, nurturing school where we embrace the richness of our community and hold high expectations in order to equip all San Pedro students to meet academic challenges and think critically every day. We are committed to supporting our students to become respectful, confident and creative builders of their own future.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	112
Grade 1	94
Grade 2	92
Grade 3	83
Grade 4	74
Grade 5	78
Total Enrollment	533

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	0.0
Filipino	0.0
Hispanic or Latino	98.1
Native Hawaiian or Pacific Islander	0.0
White	1.1
Socioeconomically Disadvantaged	97.6
English Learners	83.5
Students with Disabilities	9.4
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	16-17	17-18	18-19
With Full Credential	29	22	28
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
San Pedro Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on 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: 2018, September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt– California Journeys Hampton Brown- Into English Pearson- Language Central McGraw Hill Education- Study Sync 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 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	102: cabinet doors and shelves need repair's W.O#11785
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	KINDERGARTEN ROOM 119: 1. front door hard to close 2. light's out W.O#11791
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	104: Drinking fountain not working W.O#11787 105: window to lift of back door will not close W.O#11786 106: Drinking fountain has too much presser W.O#11788 200 WING BOYS RESTROOM: Right side sink will not stay on W.O#11780 203: sink not draining W.O#11789 PORTABLE 307: low water pressure on drinking fountain W.O#11794
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	KINDERGARTEN ROOM 119: 1. front door hard to close 2. light's out W.O#11791 SPEECH AND COUNSELING PORTABLE 2: oil hinge to office door W.O#11790
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	12.0	17.0	43.0	43.0	48.0	50.0
Math	13.0	19.0	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 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.

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	240	233	97.08	17.17
Male	119	114	95.80	12.28
Female	121	119	98.35	21.85
Filipino	--	--	--	--
Hispanic or Latino	239	232	97.07	16.81
Socioeconomically Disadvantaged	238	231	97.06	16.88
English Learners	235	231	98.30	16.88
Students with Disabilities	25	25	100.00	4.00
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.

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	9.2	6.6	3.9

* 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	240	239	99.58	19.33
Male	119	118	99.16	17.09
Female	121	121	100	21.49
Filipino	--	--	--	--
Hispanic or Latino	239	238	99.58	18.99
Socioeconomically Disadvantaged	238	237	99.58	19.07
English Learners	235	234	99.57	19.23
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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: 11/2017 Dates reviewed with staff: Incident Command System was 12/6/17, Intruder training was 1/31/18 and the staff drill was 5/9/18

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	2015-16	2016-17	2017-18
Suspensions Rate	1.2	0.2	0.9
Expulsions Rate	0.0	0.0	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
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 (non-teaching)	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+		
	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	21	22		2		4	3	5			
1	20	24	24	4				4	4			
2	23	23	23				3	3	4			
3	23	23	21			1	4	4	3			
4	19	21	25	4	1			3	3			
5	26	27	26				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 and more. With coach support, teachers will continue using assessments to inform differentiated reading instruction through small groups and conferencing. Finally, all teachers are also able to choose from a wide range of differentiated professional development opportunities such as “Math Talks” and “Next Generation Science Standards: Key Instructional Shifts,” among others. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate. District wide, we are also in our fifth year of professional development for all PK-3 teachers in SEAL to support our English Learners. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate.

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

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

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

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7094	1932	5285	65497
District	◆	◆	5700	\$73,392
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-7.6	
Percent Difference: School Site/ State			-21.7	-12.5

* 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

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 2017-18 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
- Consultant to work on creating a trauma sensitive school environment - professional development, teacher coaching, systems review and modification
- Instructional Assistant positions

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.