



San Pedro Elementary School

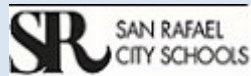
498 Point San Pedro Road • San Rafael, CA 94901 • 415-485-2450 • Grades K-5

Mimi Melodia, Principal

mmelodia@srcs.org

<http://sp.srcs.ca.schoolloop.com/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Rafael City Elementary School District

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

Jim Hogeboom

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.

Vision: A collaborative alliance between San Pedro staff, parents and students creates a growth oriented, nurturing school where we embrace the richness of our community and hold high expectations in order to empower all San Pedro scholars to challenges and develop as global thinkers. We are committed to supporting our students to be respectful, confident and creative builders of their own futures.

Mission: At San Pedro, families, staff and students will collaborate to cultivate empathetic future leaders while engaging in an academically rigorous program. We support our scholars to meet academic challenges with openness and enthusiasm embracing a growth mindset. We believe in valuing and celebrating the cultural and linguistic backgrounds of all community members both global and local. We aim to create a safe and supportive environment where scholars develop self-respect, confidence, fostering an ability to care for each other, our collective community and the world around them embracing equity.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	82
Grade 2	91
Grade 3	84
Grade 4	83
Grade 5	78
Total Enrollment	522

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Filipino	0.2
Hispanic or Latino	98.3
White	1.1
Socioeconomically Disadvantaged	84.9
English Learners	84.5
Students with Disabilities	9.2
Homeless	24.1

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 for San Pedro Elementary	17-18	18-19	19-20
With Full Credential	22	28	28
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Rafael City	17-18	18-19	19-20
With Full Credential	♦	♦	237
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at San Pedro Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 Teacher Created Materials, Inc.- Exploring Social Studies: California Edition 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 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: 8/28/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	103: Two lights out W.O#14724 PORTABLE 303: Light out W.O#14726
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	201: Low water pressure drinking fountain W.O#14725
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	17	14	43	44	50	50
Math	19	18	37	38	38	39

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 2018-19 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	251	236	94.02	14.04
Male	120	111	92.50	12.73
Female	131	125	95.42	15.20
Filipino	--	--	--	--
Hispanic or Latino	250	235	94.00	13.68
Socioeconomically Disadvantaged	249	234	93.98	13.73
English Learners	246	231	93.90	13.91
Students with Disabilities	29	27	93.10	0.00
Homeless	96	87	90.63	9.37

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.7	16.5	2.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	251	250	99.60	17.60
Male	120	119	99.17	21.01
Female	131	131	100.00	14.50
Filipino	--	--	--	--
Hispanic or Latino	250	249	99.60	17.67
Socioeconomically Disadvantaged	249	248	99.60	17.74
English Learners	246	245	99.59	17.55
Students with Disabilities	29	28	96.55	7.14
Homeless	96	96	100.00	0.00

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 2019-20)

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: Dates reviewed with staff: April, 2019 Incident Command System was April 2019 , Intruder training was 12/2018 and 3/2019

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.9	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	1.9	1.8
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	3		22		5		21	1	4	
1	24		4		24		4		21	2	2	
2	23		3		23		4		23		4	
3	23		4		21	1	3		21	2	2	
4	21	1	3		25		3		28		3	
5	27		3		26		3		26		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

District professional development during the 2019-2020 school year continues to focus on math district wide during differentiated professional development offerings and district professional development days. Additionally, teachers at all schools are 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. District wide, we are also in our sixth year of professional development for all PK-3 teachers in SEAL to support our English Learners. In our planning days for these content units, we are focusing on the shifts the H/SS framework requires, particularly on counter-narratives and the use of primary sources. Teachers also participate in site based professional development as well as other offerings through the county and other organizations as appropriate.

In 2018-19, PD topics included: writing workshop, math, Strategies and Curriculum Planning for ELD, Fountas and Pinnell Benchmark Assessments, use of data for differentiated instruction, writing workshop and instructional strategies to meet the needs of English language learners.

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, 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,953	\$49,378
Mid-Range Teacher Salary	\$79,234	\$77,190
Highest Teacher Salary	\$101,543	\$96,607
Average Principal Salary (ES)	\$137,288	\$122,074
Average Principal Salary (MS)	\$164,208	\$126,560
Average Principal Salary (HS)	\$168,200	\$126,920
Superintendent Salary	\$270,490	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	7%	6%

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

Types of Services Funded

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 2018-19 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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8757	2511	6246	75758
District	N/A	N/A	6264.69	\$78,604.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.3	
School Site/ State	-21.7	-12.5

Note: Cells with N/A values 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.