



Coleman Elementary School

800 Belle Avenue • San Rafael, CA 94901 • 415-485-2420 • Grades K-5

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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

The mission of the staff and community members of Coleman Elementary School is to guide and support each child in the journey toward academic and personal excellence.

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. Our school serves students in grades kindergarten through fifth in central San Rafael. Our current enrollment is approximately 400 children. We are comprised of 46% Socioeconomically Disadvantaged students and 32% English Learners. The staff and community focus on literacy in reading, writing, and mathematics, along with a robust specialist program focusing on enrichment. 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 Parent Teacher Organization focuses on community building and fundraising and is able to support all students to access a variety of opportunities, including PE, Art, Music, and Technology. Our collective mission is to guide and support each child in the journey toward academic and personal excellence. Continued work for 2019-20 includes 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	65
Grade 2	67
Grade 3	70
Grade 4	69
Grade 5	60
Total Enrollment	405

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	3.2
Filipino	1.7
Hispanic or Latino	50.4
Native Hawaiian or Pacific Islander	0.2
White	39.3
Two or More Races	3.2
Socioeconomically Disadvantaged	53.3
English Learners	37.8
Students with Disabilities	9.4
Homeless	8.4

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 Coleman Elementary	17-18	18-19	19-20
With Full Credential	17	19	19
Without Full Credential	0	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 Coleman Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 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: 2019, 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 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 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. In coordination with Bay Area Community Resources and The City of San Rafael, we offer enrichment classes in dance, art, engineering, cooking, and technology. Some of these programs are fee-based, others are not.

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 provide 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, a technology center, and 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: 9/5/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ROOM 18 MP BLDG. ART: Stained ceiling tiles W.O#14886 ROOM 5: Stained ceiling tiles W.O#14884 ROOM 9: Stained ceiling tiles W.O#14885
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM 17 MP BLDG. MUSIC: Lights out in room W.O#14888
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	ROOM 14: Loose faucet W.O#14887 ROOM 4: Faucet leaking W.O#14883
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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

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	49	50	43	44	50	50
Math	49	56	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.

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	17.2	27.6	19.0

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 - 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	195	190	97.44	49.74
Male	104	100	96.15	51.52
Female	91	90	98.90	47.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	94	96.91	25.81
White	85	83	97.65	75.90
Socioeconomically Disadvantaged	100	97	97.00	30.21
English Learners	87	85	97.70	27.06
Students with Disabilities	25	22	88.00	31.82
Homeless	17	16	94.12	5.88

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 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	195	190	97.44	55.79
Male	104	99	95.19	59.60
Female	91	91	100.00	51.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	94	96.91	32.98
White	85	83	97.65	80.72
Socioeconomically Disadvantaged	100	97	97.00	37.11
English Learners	87	86	98.85	31.40
Students with Disabilities	25	23	92.00	39.13
Homeless	17	16	94.12	5.88

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)

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 groups remain 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, engaging at 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 2019

Date Discussed with School Faculty: October 9, 2019

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.5	0.2
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*	1012.5

* 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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0
Other	

* 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	23		3		22		3		25		3	
1	23		3		22		3		22		3	
2	22		3		23		3		22		3	
3	21		3		23		3		23		3	
4	28		2		24		2		28		2	
5	27		3		27		3		24		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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8225	1951	6274	82242
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	0.1	
School Site/ State	-14.8	2.8

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.

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 Programming and Professional Development
- Technology classes
- Staff Professional Learning
- Parent and Family Education Events
- Take home book program
- Tutoring program
- Experience Corp Volunteers
- After-School Coleman Extended Learning 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.