

COLEMAN ELEMENTARY SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for School Year 2015-2016,
Published during 2016-2017*

District Information:

San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200

<http://www.srscs.org>

Dr. Michael R. Watenpaugh, Superintendent



School Information:

Coleman Elementary School

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

<http://co.srscs.ca.schoolloop.com/>

Michael Taylor, Principal



Coleman Elementary School

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I. DATA AND ACCESS

SARC Data

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the new Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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.

Additional Information

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

II. ABOUT THIS SCHOOL

School Description and Mission Statement (Most Recent Year)

Coleman Elementary School, located east of Highway 101 near central San Rafael, serves students from the Dominican neighborhood, the San Rafael High School area, and downtown San Rafael.

Coleman celebrates a diverse student population. To support its students and families, Coleman offers childcare, after-school tutorial, enrichment classes and a full range of family-support services. The school community is dedicated to the belief that Coleman will strive to offer an outstanding learning opportunity for each student.

Coleman strives to meet the needs each student by supporting each child as a learner and ensuring the needs and learning styles of all its students are met and exceeded through full access to and participation in a rigorous learning. The educational program focuses on these areas: connecting with and reaching all students, focusing on researched practices for maximizing student learning, emphasizing personal growth and mindfulness, and measuring student progress.

The Coleman staff, students and community are working to redefine our school vision and focus. This process has been, and will continue to be transparent, open, fair and regularly communicated for feedback. The mission of the Coleman Staff and Community is to guide and support each child in their journey toward academic and personal excellence. The school offers a comprehensive academic program promoting high academic achievement for all students as well as encouraging social, emotional, and intellectual growth.

Student Enrollment by Grade Level (School Year 2015-2016)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	69	Grade 4	67
Grade 1	70	Grade 5	66
Grade 2	66		
Grade 3	68	Total Enrollment	406

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II. ABOUT THIS SCHOOL

Student Enrollment by Group (School Year 2015-2016)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.5%	Two or More Races	0.5%
American Indian or Alaska Native	0.7%	Other	0.3%
Asian	4.2%	Socioeconomically Disadvantaged	46.1%
Filipino	0.5%	English Learners	31.5%
Hispanic or Latino	44.1%	Students with Disabilities	4.7%
Native Hawaiian or Pacific Islander	0.2%	Foster Youth	0.5%
White	47%		

III. CONDITIONS OF LEARNING

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 (Three-Year Comparison)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teachers	School			District
	2014-2015	2015-2016	2016-2017	2016-2017
With Full Credential	17	20	20	253
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions (Three-Year Comparison)

A "teacher misassignment" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. A "vacant teacher position" is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period. Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2014-2015	2015-2016	2016-2017
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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III. CONDITIONS OF LEARNING

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-2016)

The Federal Elementary and Secondary Education Act (ESEA) of 2005-2006 requires that core academic subjects be taught by Highly Qualified Teachers (HQT), defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. This table displays the percent of classes in core academic subjects taught by and not taught by Highly Qualified Teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High-poverty schools are defined as those with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals program. For more information, see the *Improving Teacher and Principal Quality* Web page at <http://www.cde.ca.gov/nclb/sr/tq>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Quality and Currency of Textbooks and Instructional Materials (Most Recent Year)

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.

Subject Area	Textbook Publisher and Title	Grade Level	Year of Adoption
English-Language Arts	Houghton Mifflin Harcourt– <i>California Journeys</i>	K-5	2016
English Language Development	Hampton Brow- <i>Into English</i>	K-5	1997
English Language Development	Pearson- <i>Language Central</i>	K-8	2011
Mathematics	Wright Group/McGraw Hill- <i>Everyday Mathematics</i>	K-6	2008
History-Social Science	Scott Foresman- <i>History-Social Science Program for California</i>	K-5	2006
Science	Harcourt School Publishers- <i>California Science</i>	K-5	2007

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III. CONDITIONS OF LEARNING

Availability of Textbooks and Instructional Materials (Most Recent Year)

With textbook funding assistance from the state and other sources, the district has been able to purchase sufficient materials to provide one textbook per student in all core subject areas. The Board of Education last approved the sufficiency of textbooks and instructional materials for the San Rafael City Schools Elementary District on October 10, 2016.

Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	n/a
Visual and Performing Arts	n/a

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.

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III. CONDITIONS OF LEARNING

School Facility Good Repair Status (Most Recent Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			n/a
Interior: Interior Surfaces	✓			n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			n/a
Electrical: Electrical	✓			n/a
Restrooms/Fountains: Restrooms, Sinks, Fountains	✓			n/a
Safety: Fire Safety, Hazardous Materials	✓			n/a
Structural: Structural Damage, Roofs	✓			n/a
External: Playground/School Grounds, Windows, Doors, Gates, Fences	✓			n/a

Date of Inspection: October 7, 2016

Overall Rating of School Facility Good Repair Status (Most Recent Year)

This table displays the overall rating from the results of the most recently completed school site inspection.

System Inspected	Overall Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Rating	✓			

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IV. PUPIL OUTCOMES

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System); and
- The percentage of pupils 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.

Statewide Student Assessments

The Standardized Testing and Reporting (STAR) Program was last administered during the 2012-2013 school year. California's new statewide student assessment system, the California Assessment of Student Performance and Progress (CAASPP), was established January 1, 2014 and first administered during the 2013-2014 school year. The CAASPP comprises the following assessments:

- Smarter Balanced Summative Assessments for students in the general education population for English language arts/literacy (ELA) and mathematics given in grades 3 through 8 and 11;
- California Alternate Assessments (CAAs) for ELA and mathematics given in grades 3 through 8 and 11. The CAAs have replaced the California Alternate Performance Assessment (CAPA) for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with significant cognitive disabilities; and
- Science assessments including California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA), in grades 5, 8, and 10.

Note on ELA and Mathematics tests: results include both 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 on the CAAs divided by the total number of students who participated in both assessments.

Note on Science tests: results include CST's, CMA, and CAPA. The "Percent Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note on all tests: Scores are not shown 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. Double dashes appear (—) when the number of students tested is ten or less.

CAASPP Test Results in ELA and Mathematics for All Students (Two-Year Comparison)

This table displays the percent of students meeting or exceeding the state standards on the CAASPP in the areas of English language arts/literacy and mathematics.

Subject	Percentage of Students Meeting or Exceeding State Standards					
	School		District		State	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
English Language Arts/Literacy	45%	54%	42%	45%	44%	48%
Mathematics	48%	53%	35%	40%	34%	36%

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

The following tables display testing data, including the percent of students meeting or exceeding the state standards in English language arts/literacy and mathematics, by student group, and by grade level.

Grade 3								
Student Group	Total Enrollment		Number Tested		Percent Tested		Percent Met or Exceeded	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	68	68	66	66	97.1%	97.1%	48.4%	51.5%
Male	40	40	38	38	95%	95%	44.4%	52.6%
Female	28	28	28	28	100%	100%	53.6%	50%
Black or African American	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	26	26	26	26	100%	100%	11.5%	26.9%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--
White	32	32	32	32	100%	100%	76.7%	68.8%
Two or More Races	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	30	30	100%	100%	20%	23.3%
English Learners	23	23	23	23	100%	100%	13%	26.1%
Students with Disabilities	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

Grade 4								
Student Group	Total Enrollment		Number Tested		Percent Tested		Percent Met or Exceeded	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	68	68	66	66	97.1%	97.1%	51.5%	56.1%
Male	38	38	37	37	97.4%	97.4%	46%	59.5%
Female	30	30	29	29	96.7%	96.7%	58.6%	51.7%
Black or African American	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	30	30	30	30	100%	100%	30%	30%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--
White	33	33	32	32	97%	97%	71.9%	81.3%
Two or More Races	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	28	28	28	28	100%	100%	21.4%	17.9%
English Learners	20	20	20	20	100%	100%	20%	15%
Students with Disabilities	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--

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IV. PUPIL OUTCOMES

CAASPP Test Results by Student Group – ELA and Mathematics (School Year 2015-2016)

Grade 5								
Student Group	Total Enrollment		Number Tested		Percent Tested		Percent Met or Exceeded	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	70	70	66	68	94.3%	97.1%	62.1%	51.5%
Male	42	42	39	40	92.9%	95.2%	59%	55%
Female	28	28	27	28	96.4%	100%	66.7%	46.4%
Black or African American	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	33	33	30	31	90.9%	93.9%	33.3%	29%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--
White	33	33	33	33	100%	100%	90.9%	72.7%
Two or More Races	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	34	34	97.1%	97.1%	41.2%	35.3%
English Learners	24	24	23	23	95.8%	95.8%	30.4%	30.4%
Students with Disabilities	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--

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IV. PUPIL OUTCOMES

CAASPP Test Results in Science for All Students (Three-Year Comparison)

This table displays the percent of students scoring at the Proficient or Advanced level in science.

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Science	71%	54%	65%	65%	59%	49%	60%	56%	54%

CAASPP Test Results by Student Group – Science (School Year 2015-2016)

This table displays testing data, including the percent of students who scored at the Proficient or Advanced level in Science, by student group, in grades 5, 8, and 10 combined (if applicable).

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	70	68	97.1%	64.7%
Male	42	40	95.2%	60%
Female	28	28	100%	71.4%
Black or African American	0	0	0%	0%
American Indian or Alaska Native	0	0	0%	0%
Asian	--	--	--	--
Filipino	0	0	0%	0%
Hispanic or Latino	33	31	93.9%	41.9%
Native Hawaiian or Pacific Islander	0	0	0%	0%
White	33	33	100%	87.9%
Two or More Races	0	0	0%	0%
Socioeconomically Disadvantaged	35	34	97.1%	47.1%
English Learners	34	23	95.8%	39.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%
Foster Youth	--	--	--	--

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IV. PUPIL OUTCOMES

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-2016)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the cumulative percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness testing Web page at <http://www.cde.ca.gov/ta/tg/pf>.

Note: Percentages are not shown 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. Double dashes appear (—) when the number of students tested is ten or less.

Grade Level	Cumulative Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	89.7%	63.2%	42.6%

V. ENGAGEMENT

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Contact Person Name: Bridget Radachy

To Reach Contact Person: bradachy@yahoo.com

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

Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including parent council, district and school English language advisory committees, parent-teacher associations, district and school site committees, fundraising campaigns and special events.

At Coleman Elementary School, specific opportunities for parent participation include the School Site Council, Parent-Teacher Organization, School English Language Advisory Council, the Coleman Angel Network, Green Team, and the Coleman Fathers' Group.

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 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.

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V. ENGAGEMENT

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions (Three-Year Comparison)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state levels.

Rate	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Suspensions	0%	0%	0%	2.7%	2.1%	0.8%	4.4%	3.8%	3.7%
Expulsions	0%	0%	0%	0%	0%	0%	0.1%	0.1%	0.1%

School Safety Plan (Most Recent Year)

Date Reviewed and Updated: November 9, 2016

Date Discussed with School Faculty: October 26, 2016

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 school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a semester throughout the year. 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, first aid, and updated phone numbers for city and emergency services.

VI. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but it is not included in the state priorities for the LCFF.

Federal Intervention Program (School Year 2016-2017)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	n/a	6
Percent of Schools Currently in Program Improvement	n/a	85.7%

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VI. OTHER SARC INFORMATION

Average Class Size and Distribution (Three-Year Comparison)

This table displays, by grade level, the average class size and the number of classes that fall into each size category (a range of total students per classroom).

Grade Level	2013-2014				2014-2015				2015-2016			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	3	0	24.0	0	9	0	23.0	0	3	0
1	23.0	0	3	0	21.0	0	9	0	23.0	0	3	0
2	22.0	0	3	0	24.0	0	9	0	22.0	0	3	0
3	23.0	0	0	3	23.0	0	9	0	23.0	0	3	0
4	20.0	1	2	0	28.0	0	6	0	28.0	0	3	0
5	24.0	1	2	0	28.0	0	9	0	26.0	0	2	0

Academic Counselors and Other Support Staff (School Year 2015-2016)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0.4	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	1.0	n/a
Psychologist	0.5	n/a
Social Worker	0	n/a
Nurse	0.2	n/a
Speech/Language/Hearing Specialist	0.2	n/a
Resource Specialist (non-teaching)	1.0	n/a
Community Liaison	1.0	n/a

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VI. OTHER SARC INFORMATION

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-2015)

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor. Detailed information regarding school expenditures and teacher salaries for all school districts in California can be found at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, visit the Ed-Data Web site at <http://www.ed-data.org>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School	\$5,890	\$1,549	\$4,341	\$67,907
District	n/a	n/a	\$4,734	\$68,065
Percent Difference - School and District	n/a	n/a	-9%	-2%
State	n/a	n/a	\$5,677	\$71,610
Percent Difference - School and State	n/a	n/a	-31%	-5.4%

Types of Services Funded (Fiscal Year 2015-2016)

Coleman School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2015-2016 school year, these programs and services included the following:

- RtI support for grades K-5
- ELD newcomer support for grades 1-5
- ELD instruction
- SEAL
- PBIS
- Chrome Carts
- Staff Professional Learning
- Parent education events
- Take home book program
- Art teacher
- Music and physical education specialist
- Gardening Club
- Student Council
- Outdoor education
- Tutoring program
- Experience Corp
- Enrichment classes
- Intervention programs
- After-School LEAP Academy

Coleman Elementary School 2015-2016 School Accountability Report Card

VI. OTHER SARC INFORMATION

Teacher and Administrative Salaries (Fiscal Year 2014-2015)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,000	\$44,507
Mid-Range Teacher Salary	\$63,000	\$68,910
Highest Teacher Salary	\$86,205	\$88,330
Average Principal Salary (Elementary)	\$110,816	\$111,481
Superintendent Salary	\$119,429*	\$169,821
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	7%	6%

*The Superintendent serves the Elementary District for 50% of the assignment.

Coleman Elementary School 2015-2016 School Accountability Report Card

VI. OTHER SARC INFORMATION

Professional Development (Three-Year Comparison)

All teachers in the San Rafael Elementary District have the opportunity to participate in three formal professional development days scheduled as part of the district calendar.

During the 2015-16 school year, Coleman participated in three staff development days along with other district schools. The focus for professional development was to learn more about the new English Language Arts curriculum. The goal of the initial training was to 'unpack' the new curriculum and determine how teachers would be using this program to supplement the thematic units created in years past. The previous years were devoted to developing thematic units designed to increase student engagement with a number of strategies including asking an essential question, incorporating various media along with original texts, and providing a variety of 21st century learning components that allow the students to collaborate, communicate, and think creatively and critically on a project-based activity. We also developed Problem Based Assessments (PBA's) during our professional development days. In 2014, Coleman started to train our K-1 teachers in the Sobrato Early Academic Language (SEAL) program to address the academic language needs of our ELL students, but also benefits all students in the classroom. The SEAL program will expand to encompass second and third grades in the following year.

In addition, teachers spend weekly time in PLC meetings with their colleagues crafting lessons, learning more about instruction with coaching support, interpreting data, and designing student intervention and enrichment groups based on this information. Additionally, individual teachers have attended workshops on ELD instruction with Pearson, Everyday Math, and SEAL. These programs were supported through staff meetings, grade level meetings, PLC meetings, and observations by the school principal.

Annual Number of School Days Dedicated to Staff Development		
2013-2014	2014-2015	2015-2016
3	3	3

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). The DataQuest Web page is located at <http://dq.cde.ca.gov/dataquest/>.

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.