GALLINAS 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.srcs.org
Dr. Michael R. Watenpaugh, Superintendent

School Information:

Gallinas Elementary School
251 N. San Pedro Road
San Rafael, CA 94903
415-485-2415
http://www.srcs.org
Kate Cesare, Program Manager

This School Accountability Report (SARC) contains the most current data available as of January 16, 2017.

I. DATA AND ACCESS

SARC Data

Every school in California is required by state law to publish a School Accountability Report Cars (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)

Gallinas Elementary currently houses four early intervention special day classes for students aged three to five (pre-kindergarten age). All students have been identified with special needs and have current Individualized Education Plans (IEPs). Classes run three hours a day, five days per week in both the morning and afternoon. Additionally, the Speech Language Pathologist (SLP) and the Occupational Therapist (OT) have office space on site and provide services to students enrolled in the program.

Mission Statement

We believe that optimum growth for a child evolves from positive, supportive, responsive, and individualized instruction and relationships with adults and peers including parent support throughout learning. Self-esteem, social skills, and intellectual development blossom in an inclusive environment using developmentally appropriate activities that guide students to be actively involved in exploration, discovery, and play. Our early intervention staff is highly trained in early childhood growth and development and skilled at teaching young students the skills they will need as they transition to kindergarten and beyond. The San Rafael Early Intervention Program believes in the dignity of each individual, student, and adult and the provision of a safe, healthful, and comfortable learning environment.

Goals

• To meet the needs of individual students and promote success in language, pre-academic, and social development within a safe, positive, and inclusive learning environment.
• To maintain consistent communication with parents, staff, and the community regarding ways to better assist our students.
• To establish a strong foundation for each student as they transition to kindergarten and ensure academic success in future grades.

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
Pre-kindergarten	n/a

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	n/a	White	n/a
American Indian or Alaska Native	n/a	Two or More Races	n/a
Asian	n/a	Socioeconomically Disadvantaged	n/a
Filipino	n/a	English Learners	n/a
Hispanic or Latino	n/a	Students with Disabilities	n/a
Native Hawaiian or Pacific Islander	n/a	Foster Youth	n/a

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	2	2	2	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

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.

The Early Intervention program utilizes a number of instructional materials, using the GLAD model as a basis for curriculum development. All students who participate in the program have access to these instructional materials.

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. Students enrolled at Gallinas Elementary are preschool-aged only. At this time, there are no Kindergarten/first-grade students or classrooms on site. Students in the Early Intervention program are provided with alternating social studies/science thematic units to address English language arts and mathematics foundations. Curriculum used with the Early Intervention program is aligned with the Preschool Learning Foundations.

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)

Students are not left unsupervised on campus at any time. Parents are asked to wait with students until classes start. After class ends, teachers/support staff wait with students in the classroom until parents pick them up. During school, students are always accompanied by teaching staff, including trips to the bathroom, during recess, etc.

Adults who wish to visit the classrooms are asked to notify the program manager 24 hours in advance. All staff members are notified that the adult will be in the classroom prior to the observation taking place. Those adults who are on campus must sign in/sign out in the office space. All adults observing the students are accompanied by the program manager unless a consistent volunteer schedule has been organized by the teacher.

The program/site is supervised by the Early Intervention Program Manager. Although not housed on campus, the program manager is on site throughout the week to meet with staff, conduct IEP meetings, and work with families. Additionally, the program is supported by an office manager ten hours per week, who supports the team in maintaining attendance records, student files, and district/school communication.

The physical quality of the school campus influences teaching and learning. All students and faculty have a reasonable amount of classroom and open space. The playground is sufficient for the size of the student population and is easily supervised during recess. The campus offers sufficient spaces for pull-out groups and counseling services.

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.

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			✓	Superficial termite damage being evaluated. Repairs and abatement to commence after 12/1/2016.
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 16, 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			✓	

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	n/a	n/a	42%	45%	44%	48%
Mathematics	n/a	n/a	35%	40%	34%	36%

IV. PUPIL OUTCOMES

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

Not applicable to this school site.

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	n/a	n/a	n/a	65%	59%	49%	60%	56%	54%

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

Not applicable to this school site.

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
n/a	n/a	n/a	n/a

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: Kate Cesare   **To Reach Contact Person:** 415-492-3580

Because of the nature of the program, a formal PTO/PTA has not been developed. Instead, parents participate in monthly "coffee chats" with the program manager, which are focused on parenting supports/strategies for managing behavior. Parents also attend quarterly family luncheons at the site where the specialists model learning strategies for their children and support the home-school connection in terms of curriculum implementation. Parents are also asked to attend all fieldtrips that are related to the thematic units. Fieldtrips include five-times-per-year trips to the Bay Area Discovery Museum, Pumpkin Patch, and Farm Day.

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	n/a	n/a	n/a	2.7%	2.1%	0.8%	4.4%	3.8%	3.7%
Expulsions	n/a	n/a	n/a	0%	0%	0%	0.1%	0.1%	0.1%

School Safety Plan (Most Recent Year)

Date Reviewed and Updated: January 23, 2017   **Date Discussed with School Faculty:** August 2015

Key elements of the school safety plan include:

- Staff and students practice fire drills, lockdown procedures, and earthquake drills three times per year.
- Emergency procedures are posted in the classrooms by exits.
- There is ongoing collaboration with other programs located on campus (not part of SRCS) to ensure consistency with emergency protocols.
- Positive Behavioral Interventions and Supports (PBIS) implementation concerning school rules/expectations (show respect, make good decisions, solve problems) with a consistent acknowledgement/consequence system.

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

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												
1												
2												
3	n/a				n/a				n/a			
4												
5												

VI. OTHER SARC INFORMATION

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	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist/Program Manager	1.0	n/a
Social Worker	0	n/a
Nurse	0.1	n/a
Speech/Language/Hearing Specialist	1.0	n/a
Resource Specialist (non-teaching)	0	n/a
Special Day Class Teachers	2.0	n/a
Instructional Aides	2.0	n/a

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	n/a	n/a	n/a	n/a
District	n/a	n/a	$4,734	$68,065
Percent Difference - School and District	n/a	n/a	n/a	n/a
State	n/a	n/a	$5,677	$71,610
Percent Difference - School and State	n/a	n/a	n/a	n/a

VI. OTHER SARC INFORMATION

The Early Intervention program utilizes federal pre-kindergarten funds to fund the program.

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.

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.

Since the 2010 academic school year, the Early Intervention program has had every special education teacher, and many of the specialists working with the students, trained in the project GLAD (Guided Language Acquisition by Design) program model to create Preschool Foundation-aligned thematic units. The thematic units teach the language arts standards via science or social studies content areas.

As part of a federally funded counseling grant, staff is being trained on how to implement PBIS (Positive Behavioral Interventions and Supports). Common language is created among all students in dealing with conflict resolution.

Teachers and other key school staff members have additional 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.

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.