

# SAN PEDRO ELEMENTARY SCHOOL

## SCHOOL ACCOUNTABILITY REPORT CARD

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*Reported for School Year 2014-2015,  
Published during 2015-2016*

### 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:

#### San Pedro Elementary School

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

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

Marie Melodia, Principal



# San Pedro Elementary School 2014-2015 School Accountability Report Card

## 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)

San Pedro Elementary School is located east of downtown San Rafael. It serves the San Rafael Canal community and communities east and west of Highway 101, all approximately three miles away from the school site. Approximately 97 percent of San Pedro's student population is Latino, with cultural groups predominately originating from Guatemala, El Salvador, and Mexico.

The staff of San Pedro is dedicated to meeting the needs of the school's many English language learners and helping them to achieve high academic goals. The school staff works closely with families to engender a strong sense of school community and to support their goals for academic and social success for their children.

San Pedro School is dedicated to educating each child in a safe, enriching environment with the highest standards of academic excellence. It is the school's goal for each child to achieve mastery of California Common Core State Standards, to become proficient in the English language, and to develop a lifelong love of learning with the ability to realize his/her potential. Working together with families, San Pedro Elementary strives to provide a comprehensive and engaging learning environment for its students, staff and parents.

### Student Enrollment by Grade Level (School Year 2014-2015)

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	119	Grade 4	70
Grade 1	78	Grade 5	59
Grade 2	79		
Grade 3	73	Total Enrollment	478

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## II. ABOUT THIS SCHOOL

### *Student Enrollment by Group (School Year 2014-2015)*

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	0.2%	White	0%
American Indian or Alaska Native	1.7%	Two or More Races	0%
Asian	0.2%	Socioeconomically Disadvantaged	97.9%
Filipino	0.2%	English Learners	92.5%
Hispanic or Latino	97.7%	Students with Disabilities	10.3%
Native Hawaiian or Pacific Islander	0%	Foster Youth	0.4%

## 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*

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
	2013-2014	2014-2015	2015-2016	2015-2016
With Full Credential	27	27	29	242
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### *Teacher Misassignments and Vacant Teacher Positions*

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	2013-2014	2014-2015	2015-2016
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 2014-2015)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, 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/tg>.

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- <i>A Legacy of Literature</i>	K-5	2003
English-Language Arts & Reading Intervention	Pearson- <i>Reading Street</i>	K-5	2011
English Language Development	Pearson- <i>Language Central</i>	K-5	2011
Mathematics	Wright Group/McGraw Hill- <i>Everyday Mathematics</i>	K-5	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 September 21, 2015.

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 San Pedro Elementary School, the campus is well maintained and students report that they feel safe at school. San Pedro ensures that on-site supervision is provided for programs that take place both before and after school. Every morning, 40 minutes before school opens for instruction, staff provides supervision for all K-5 students during breakfast and recreation times. The after-school program is located on campus and operates Monday through Friday for three hours each day. Attendance is taken every day; absences are reported and checked on by the program director. The after-school program is offered to fourth and fifth-grade students as well as a select number of second and third-graders who are performing academically below grade level. Additionally, our after-school program is open to all students in first through fifth grades who reside in homeless shelters. This robust program focuses on academic intervention and enrichment that are directly tied to our adopted school day curriculum and instructional practices.

District and school policy require that during the school day all guests to the San Pedro campus must sign in at the school office and obtain a "visitor badge" that identifies them for security personnel, staff, and students. All San Pedro staff members are required to wear photo ID badges. All students and faculty have reasonable amounts of classroom and open spaces that support a strong and enjoyable learning environment.

San Pedro Elementary School was originally opened in 1956 and then, after being closed in 1970 due to declining enrollment, was renovated and reopened in 1991. The school has a total of 24 classrooms (18 permanent and six portable), a multipurpose facility, a music building, a library room, computer lab, and a student services (administration) building. The school underwent modernization in 2005 with the use of voter-approved school bond funds and state modernization funds. Improvements included modernization of all existing classrooms, construction of a new library/computer lab/classroom building, and construction of a new multipurpose building with a stage and two classrooms. Final facility improvements completed during the 2007-2008 school year included a field rehabilitation project to restore the field that was used as a staging area during construction of the new building. Most recent, during the summer of 2013, three new portable classrooms were added to the campus.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An on-line 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓			n/a
<b>Interior:</b> Interior Surfaces	✓			n/a
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	✓			n/a
<b>Electrical:</b> Electrical	✓			n/a
<b>Restrooms/Fountains:</b> Restrooms, Sinks, Fountains	✓			n/a
<b>Safety:</b> Fire Safety, Hazardous Materials	✓			n/a
<b>Structural:</b> Structural Damage, Roofs	✓			n/a
<b>External:</b> Playground/School Grounds, Windows, Doors, Gates, Fences	✓			n/a

**Date of Inspection: September 22, 2015**

*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	✓			

# San Pedro Elementary School 2014-2015 School Accountability Report Card

## 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], Science California Standards Tests); 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 2014-2015 CAASPP comprises the following required assessments:

- Smarter Balanced Summative Assessment, or computer adaptive test (CAT) and performance task (PT), for English-language arts and mathematics in grades 3 through 8 and grade 11.
- Early Assessment Program (EAP), which uses the Smarter Balanced Summative Assessments in grade 11.
- Alternate assessment field test for English-language arts and mathematics in grades 3 through 8 and grade 11.
- Science assessments including California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA), in grades 5, 8, and 10.

*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.*

#### California Assessment of Student Performance and Progress (CAASPP) Results for All Students (School Year 2014-2015)

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the CAASPP in the areas of English-language arts and mathematics for the 2014-2015 school year.

Percent of Students Scoring at Proficient or Advanced			
Subject	School	District	State
English-Language Arts	14%	41%	44%
Mathematics	14%	35%	33%

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**IV. PUPIL OUTCOMES**

*Disaggregated CAASPP Results– English Language Arts and Mathematics (School Year 2014-2015)*

The following tables display CAASPP assessment results in English language arts (ELA) and mathematics disaggregated by student groups, and by grade level, for the 2014-2015 school year. In reporting the results, **Level 1** = standard not met; **Level 2** = standard nearly met; **Level 3** = standard met; and **Level 4** = standard exceeded.

Grade 3														
Student Groups	Total Enrollment		Number Tested		Percent Tested		Percent Achievement Level 1		Percent Achievement Level 2		Percent Achievement Level 3		Percent Achievement Level 4	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	74	74	70	73	94.6%	98.6%	63.0%	53.0%	29.0%	27.0%	9.0%	18.0%	0.0%	1.0%
Male	*	*	47	48	63.5%	64.9%	62.0%	44.0%	28.0%	27.0%	11.0%	27.0%	0.0%	2.0%
Female	*	*	23	25	31.1%	33.8%	65.0%	72.0%	30.0%	28.0%	4.0%	0.0%	0.0%	0.0%
Black or African American	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	*	*	0	0	0.0%	0.0%	--	--	--	--	--	--	--	--
Hispanic or Latino	*	*	70	73	94.6%	98.6%	63.0%	53.0%	29.0%	27.0%	9.0%	18.0%	0.0%	1.0%
Native Hawaiian or Pacific Islander	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	*	*	69	72	93.2%	97.3%	62.0%	53.0%	29.0%	28.0%	9.0%	18.0%	0.0%	1.0%
English Learners	*	*	66	68	89.2%	91.9%	62.0%	54.0%	29.0%	26.0%	9.0%	18.0%	0.0%	1.0%
Students with Disabilities	*	*	7	7	9.5%	9.5%	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	*	*	--	--	--	--	--	--	--	--	--	--	--	--

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**IV. PUPIL OUTCOMES**

*Disaggregated CAASPP Results– English Language Arts and Mathematics (School Year 2014-2015)*

Grade 4														
Student Groups	Total Enrollment		Number Tested		Percent Tested		Percent Achievement Level 1		Percent Achievement Level 2		Percent Achievement Level 3		Percent Achievement Level 4	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	71	71	68	71	95.8%	100.0%	63.0%	51.0%	31.0%	37.0%	6.0%	13.0%	0.0%	0.0%
Male	*	*	30	30	42.3%	42.3%	57.0%	47.0%	33.0%	33.0%	10.0%	20.0%	0.0%	0.0%
Female	*	*	38	41	53.5%	57.7%	68.0%	54.0%	29.0%	39.0%	3.0%	7.0%	0.0%	0.0%
Black or African American	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	*	*	0	2	0.0%	2.8%	--	--	--	--	--	--	--	--
Hispanic or Latino	*	*	68	69	95.8%	97.2%	63.0%	49.0%	31.0%	38.0%	6.0%	13.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	*	*	67	69	94.4%	97.2%	63.0%	49.0%	31.0%	38.0%	6.0%	13.0%	0.0%	0.0%
English Learners	*	*	59	60	83.1%	84.5%	71.0%	55.0%	27.0%	40.0%	2.0%	5.0%	0.0%	0.0%
Students with Disabilities	*	*	7	7	9.9%	9.9%	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	*	*	--	--	--	--	--	--	--	--	--	--	--	--

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**IV. PUPIL OUTCOMES**

*Disaggregated CAASPP Results— English Language Arts and Mathematics (School Year 2014-2015)*

Grade 5														
Student Groups	Total Enrollment		Number Tested		Percent Tested		Percent Achievement Level 1		Percent Achievement Level 2		Percent Achievement Level 3		Percent Achievement Level 4	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	60	60	58	60	96.7%	100.0%	34.0%	60.0%	36.0%	32.0%	29.0%	5.0%	0.0%	3.0%
Male	*	*	25	26	41.7%	43.3%	32.0%	58.0%	32.0%	31.0%	36.0%	8.0%	0.0%	4.0%
Female	*	*	33	34	55.0%	56.7%	36.0%	62.0%	39.0%	32.0%	24.0%	3.0%	0.0%	3.0%
Black or African American	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	*	*	0	1	0.0%	1.7%	--	--	--	--	--	--	--	--
Hispanic or Latino	*	*	58	59	96.7%	98.3%	34.0%	59.0%	36.0%	32.0%	29.0%	5.0%	0.0%	3.0%
Native Hawaiian or Pacific Islander	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	*	*	56	58	93.3%	96.7%	32.0%	59.0%	38.0%	33.0%	30.0%	5.0%	0.0%	3.0%
English Learners	*	*	43	43	71.7%	71.7%	47.0%	72.0%	40.0%	28.0%	14.0%	0.0%	0.0%	0.0%
Students with Disabilities	*	*	8	8	13.3%	13.3%	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	*	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	*	*	--	--	--	--	--	--	--	--	--	--	--	--

*California Standards Tests Results for All Students in Science- Three-Year Comparison*

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the CST in science for the last three-year period.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Science	46%	45%	45%	62%	65%	59%	59%	60%	56%

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## IV. PUPIL OUTCOMES

### California Standards Tests Results by Student Group in Science (School Year 2014-2015)

This table displays the percent of students, by group, scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the CST in science for the 2014-2015 school year.

Student Group	Percentage of Students Scoring at Proficient or Advanced
	Science
All Students in the District	59%
All Students in the School	45%
Male	52%
Female	41%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	46%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	35%
Students with Disabilities	46%
Students Receiving Migrant Education Services	--
Foster Youth	--

### 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 areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2014-2015)

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/tq/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	28.3%	15%	6.7%

# San Pedro Elementary School 2014-2015 School Accountability Report Card

## 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:** Hilda Lopez

**To Reach Contact Person:** 415-485-2450

Parent involvement is a vital component of the educational programs at San Pedro Elementary School. San Pedro relies on and greatly appreciates the countless parents and guardians who contribute their time and expertise as leaders and volunteers and who share their financial resources to support the goals and aspirations of our school.

Parents have the opportunity to play a fundamental role in their child's school experience through a number of activities, including monthly School Site Council and Parent Teacher Association leadership meetings, PTA International Café general meetings (four meetings last year), site and district English Language Acquisition Committees, Back-to-School Nights, parent conferences, Pre-K through fifth-grade Parent Education events, garden workdays, parent volunteering opportunities in classrooms and school wide, and parent-led fundraising events.

San Pedro School also works closely with families to provide many educational opportunities for full involvement in the educational process through a wealth of services, including: Latino Family Literacy Project, family advocacy for Pre-K through fifth-grade families, counseling, legal and social services, weekly parent transportation shuttles, Head Start / San Pedro State Preschool, collaborative parent education series, After-School Education and Safety Program (ASES), community liaison services, and other on-site parent education offerings.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

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 for the most recent three-year period.

Rate	School			District			State		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Suspensions	4.7%	1.9%	0%	3.7%	2.7%	2.1%	5.1%	4.4%	3.8%
Expulsions	0%	0%	0%	0.1%	0%	0%	0.1%	0.1%	0.1%

# San Pedro Elementary School 2014-2015 School Accountability Report Card

## V. ENGAGEMENT

### School Safety Plan (Most Recent Year)

**Date Reviewed and Updated:** February 11, 2014

**Date Discussed with School Faculty:** August 19, 2014

San Pedro Elementary School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a month throughout the year. The school also participates in a countywide disaster preparedness drill annually.

Key elements included in the school safety plan include:

- Updated staff and community phone contacts
- Staff emergency role assignments and responsibilities
- On-site emergency procedures
- Bus driver emergency protocols
- Updated emergency supplies and equipment

## 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.

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics (due to a one-year waiver, this will not be reported for 2015)
- Attendance rates as an additional indicator (for elementary and middle grades only)
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-2015)

This table displays an indication of whether the school, district, and state made AYP overall and whether the school, district, and state met each of the AYP criteria.

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate – English-Language Arts	Yes	Yes	Yes
Met Participation Rate – Mathematics	Yes	Yes	Yes
Met Percent Proficient – English-Language Arts	n/a	n/a	n/a
Met Percent Proficient – Mathematics	n/a	n/a	n/a
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	n/a	n/a	Yes

# San Pedro Elementary School 2014-2015 School Accountability Report Card

## VI. OTHER SARC INFORMATION

### Federal Intervention Program (School Year 2015-2016)

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	2009-2010	2009-2010
Year in Program Improvement	Year 4	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

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	2012-2013				2013-2014				2014-2015			
	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	20.0	3	0	0	19.0	6	0	0	20.0	18	0	0
1	18.0	4	0	0	20.0	3	0	0	20.0	12	0	0
2	15.0	5	0	0	18.0	4	0	0	20.0	12	0	0
3	16.0	4	0	0	18.0	4	0	0	18.0	12	0	0
4	16.0	5	0	0	15.0	4	0	0	19.0	9	0	0
5	17.0	4	0	0	19.0	4	0	0	19.0	12	0	0

## San Pedro Elementary School 2014-2015 School Accountability Report Card

### VI. OTHER SARC INFORMATION

#### Academic Counselors and Other Support Staff (School Year 2014-2015)

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)	0.2	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	1.0	n/a
Psychologist	0.4	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

#### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-2014)

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	\$7,650	\$3,041	\$4,609	\$61,335
District	n/a	n/a	\$4,325	\$64,493
Percent Difference - School and District	n/a	n/a	6%	-5%
State	n/a	n/a	\$5,348	\$69,086
Percent Difference - School and State	n/a	n/a	-16%	-12.6%

# San Pedro Elementary School 2014-2015 School Accountability Report Card

## VI. OTHER SARC INFORMATION

### Types of Services Funded (Fiscal Year 2014-2015)

San Pedro Elementary School offers programs and supplemental services that are available at the school site and funded through categorical funds or other sources. For the 2014-2015 school year, these programs and services included the following:

- Class size reduction for all grade levels, Kindergarten through grade five
- Supplementary educational programs and materials for intervention during the school day and in the after-school program
- Ongoing staff development with Universal Access and intervention through the Instructional Leadership Team (ILT), Partnerships for Learning (PFL), and Professional Learning Communities (PLC) teams
- Site Instructional Support and Intervention Coordinator position
- Site Technology and Common Core Specialist
- Instructional Assistant positions
- Community Liaison position and services

### Teacher and Administrative Salaries (Fiscal Year 2013-2014)

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	—	\$42,723
Mid-Range Teacher Salary	—	\$65,936
Highest Teacher Salary	—	\$84,545
Average Principal Salary (Elementary)	—	\$106,864
Superintendent Salary	*	\$159,133
Percent of Budget for Teacher Salaries	39%	40%
Percent of Budget for Administrative Salaries	6%	6%

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

**VI. OTHER SARC INFORMATION**

*Professional Development*

All San Rafael Elementary District teachers participated in three professional development days. In addition, San Pedro staff participated in:

- Principal, Instructional Support and Intervention Coordinator, Common Core and Technology Specialist, Instructional Leadership Team (ILT), Family Services team, and K-5 Professional Learning Communities (PLCs) – ongoing work with “National Equity Project” Coaches to expand the school-wide fluency goal, to develop robust oral language practices, and to support school-wide equity focus.
- Principal, Coaches, and ILT – developed and implemented K-5 PLC blocks during the instructional day to discuss student progress, assessment, data, and best practices.
- Principal, Instructional Support, and Intervention Coordinator, Pre-K—3 teachers, and counselors – “Promoting Early School Success for All” fall and spring institutes focusing on early childhood education and best practices.
- Principal, several staff, teachers, and school counselors – “Positive Behavioral Intervention and Supports Team” (PBIS) training to support school-wide implementation.
- San Pedro teachers, Instructional Support and Intervention Coordinator, and Common Core and Technology Specialist – One week of “UC Berkeley HSS Project Writing” workshops.
- Pre-K and TK teachers – two full days, on-site professional development with Bremerton’s Linda Sullivan and Donna Earns: “Brain Development” and implementation of “Math Toolkits”.
- Pre-K, TK, and K-5 teachers –three full days, on-site professional development: “Development of Data Analysis Questions for English Language Arts and Math Assessment Loop” with Consultant Kelli Leavell.
- Ongoing Early Childhood professional development also provided by and through: “Marin Community Foundation”.

<b>Annual Number of School Days Dedicated to Staff Development</b>		
<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
2	4	3