



# Laurel Dell Elementary School

225 Woodland Avenue • San Rafael, CA 94901 • 415-485-2317 • Grades  
Pepe Gonzalez, Principal

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### **San Rafael City Schools**

310 Nova Albion Way  
San Rafael, CA 94903  
415-492-3200  
<http://www.srcs.org>

### **District Governing Board**

Greg Knell, President  
Maika Llorens Gulati, Vice President  
Linda Jackson, Board Member  
Rachel Kertz, Board Member  
Natu Tuatagaloa, Board Member

### **District Administration**

Dr. Michael R. Watenpaugh  
**Superintendent**  
Dr. Mayra Perez  
**Deputy Superintendent**

### **School Description**

Laurel Dell Elementary School is a small, multi-cultural school located in central San Rafael. It draws its attendance from the Bret Harte, Picnic Hill, and East Gerstle Park neighborhoods, and is considered a school of request by families throughout San Rafael. Laurel Dell prides itself on the power of its community and a true sense of family among the students, families and staff.

Laurel Dell is committed to teaching basic learning skills, offering enrichment programs in Art, Music, P.E., Garden, and Dance. The school community is dedicated to providing equal access to educational opportunities for all students, and challenging students at their educational level. Involving families and providing educational and support opportunities is an important part of this work. Laurel Dell's Vision Statement:

- Students will develop a deep understanding of essential knowledge, benchmark state standards, and life skills.
- Students will develop the capacity to apply their learning, to produce quality work, to reason and solve problems, preparing them for the challenges of the future.
- Students will be enriched by recognizing the contributions of many cultures, values, and ideas.
- Each student's unique physical, social, emotional, and intellectual contributions are valued, ensuing a safe and supportive learning environment.
- Effective collaboration and communication between school staff, district staff, families, and community members will facilitate the shared responsibility of advancing the school's mission and goals.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	24
Grade 2	25
Grade 3	39
Grade 4	23
Grade 5	26
<b>Total Enrollment</b>	<b>205</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	2.4
Filipino	0
Hispanic or Latino	83.4
Native Hawaiian or Pacific Islander	0
White	12.7
Two or More Races	0.5
Socioeconomically Disadvantaged	87.8
English Learners	61.5
Students with Disabilities	3.4
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Laurel Dell Elementary School	15-16	16-17	17-18
With Full Credential	10	11	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	194
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Laurel Dell Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The Elementary School District Curriculum Advisory Council, composed of administrators, teachers, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program. The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

This table shows some of the textbooks used with grade K-5 students. A comprehensive list of all textbooks is available at the district office.

Textbooks and Instructional Materials Year and month in which data were collected: 2017, August	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt– California Journeys Hampton Brow- Into English Pearson- Language Central  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Wright Group/McGraw Hill- Everyday Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt School Publishers–California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman- History-Social Science Program for California The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

At Laurel Dell 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. Beginning at 8:30 a.m., there is supervision for those students who have arrived on campus before the 8:45 a.m. start time. After school, many of the students participate in the LEAP intervention program for grades 1-5.

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 security personnel and 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. 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.

Laurel Dell Elementary was opened at its current location in 1961. The school has a total of nine classrooms (five permanent and four portable), a multipurpose facility, a library and technology center, community meeting room, covered eating area, and a student services (administration) building. Portable classrooms were added in 2003, 2004, 2005 and 2007. The school underwent modernization in recent years with the use of voter-approved school bond funds. Improvements included modernization of the technology center and library, community meeting room, installation of a new covered eating area, new roof, repair and replacement of gutters and downspouts, new heating and air ventilation system, electrical distribution upgrades, and new external lighting. In addition, the parking lot and fencing were reconfigured to expand the play area.

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.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update the district's elementary and middle school facilities.

Over the next several years, SRCS' bond program will provide much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment will reduce overcrowding in our schools and will meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes. Site Design Teams and architects, led by the District's Capital Facilities Team, are making significant progress on the plans for these improvements, and work is taking shape throughout the district.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Room 10 M/P Bldg: need new cabinet door handles Room 4: Cabinet door reattached W.O#9809
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Room 1: plug cover cracked W.O#9808
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	30	21	45	43	48	48
Math	32	29	40	39	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	14	26	59	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.2	26.9	23.1

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	89	95.7	21.35
Male	51	49	96.08	20.41
Female	42	40	95.24	22.5
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	73	72	98.63	15.28
White	13	12	92.31	58.33
Socioeconomically Disadvantaged	81	78	96.3	16.67
English Learners	68	68	100	14.71
Students with Disabilities	13	12	92.31	0

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	93	92	98.92	29.35
<b>Male</b>	51	50	98.04	32
<b>Female</b>	42	42	100	26.19
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Hispanic or Latino</b>	73	73	100	23.29
<b>White</b>	13	12	92.31	58.33
<b>Socioeconomically Disadvantaged</b>	81	81	100	25.93
<b>English Learners</b>	68	68	100	23.53
<b>Students with Disabilities</b>	13	12	92.31	0

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

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

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

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### **Opportunities for Parental Involvement (School Year 2017-18)**

Contact Person Name: Stephanie Lopez To Reach Contact Person: stephaniealopez26@gmail.com

Parent involvement is a vital component of the educational program at Laurel Dell Elementary School. 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 financial 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 Laurel Dell School, specific opportunities for parent participation include the Site Leadership Team, Parent Teacher Association, and School English Language Advisory Council.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, parent conferences, parent education nights, PTA meetings, parent coffees/Charla Cafes, and student performances.

#### **State Priority: School Climate**

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

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

#### **School Safety Plan**

Date Reviewed and Updated: August 22, 2017 Date Discussed with School Faculty: August 22, 2017

Laurel Dell 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 in the school safety plan include: disaster procedures, abuse reporting procedures, suspension/expulsion policies, sexual harassment policies, school dress code, and school discipline policies.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.4	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.1	0.8	0.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		85.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.2
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.2
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist	0.6
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K			24						2			
1			24						1			
2			23						2			
3			25						1			
4			26						1			
5			28						2			

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

#### Professional Development provided for Teachers

Elementary School District number of dedicated negotiated staff development days:

2015-2016 – 3

2016-2017 – 3

2017-2018 – 3

District professional development during the 2017-2018 school year will focus on using assessments to inform differentiated reading instruction through small groups and conferencing, building on the previous years' professional learning. Teachers are also able to choose from a wide range of differentiated professional development opportunities such as "Math Talks" and "Next Generation Science Standards: Key Instructional Shifts," among others. These topics were chosen based on teacher surveys, student learning data and district foci. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate. District wide, we are also in our fourth year of professional development for all PK-3 teachers in SEAL to support our English Learners. Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate.

Since the 2010 academic school year, Laurel Dell Elementary has had every teacher trained in the project GLAD (Guided Language Acquisition by Design) program model to create Common Core 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 & Supports). Common language is created among all students in dealing with conflict resolution.

The SEAL model (Sobrato Early Academic Language) model is being implemented for grade transitional kinder through third grade. This model is district adopted and being implemented at most of the elementary sites in San Rafael.

The focus of our professional development was to develop Common Core aligned thematic units. These thematic units are designed by our staff to include: an essential question, aligned language arts and social studies themes, and various media that provide 21st Century learning. In addition, a full day was devoted to balanced literacy, F & P reading assessments, STEM (Science, Technology, Engineering and Math) education and UCBHSS (University of California, Berkeley History and Social Studies).

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (ES)		\$116,119
Average Principal Salary (MS)		\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary		\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Laurel Dell 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:

- Supplementary educational programs
- Before and after school intervention
- Translation services for conferences, meetings and trainings
- Materials and supplies
- Professional development for staff and parents

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7496	1757	5739	84902
District	♦	♦	6147	
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-6.6	
Percent Difference: School Site/ State			-12.7	14.4

\* Cells with ♦ do not require data.