

Colonial Acres Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Colonial Acres Elementary School
Street	17115 Meekland Ave.
City, State, Zip	Hayward, CA 94541
Phone Number	(510) 317-4500
Principal	Kathy LaCome
E-mail Address	Klacome@slzusd.org
Web Site	https://col.slzusd.org
CDS Code	01-61309-6002521

District Contact Information	
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4600
Superintendent	Barbara DeBarger
E-mail Address	bdebarger@slzusd.org
Web Site	https://www.slzusd.org/

School Description and Mission Statement (School Year 2018-19)

Principal's Message

Colonial Acres School is part of the San Lorenzo Unified School District. It is situated within the unincorporated Hayward area. The community's socio-economic status may be described as lower middle class. Colonial Acres has an ethnically diverse population and a significant number of students designated as English Language Learners (ELL). At Colonial Acres, parents, staff, and students work as a community to enhance learning for all students. We feel strongly that schools can only be successful if they involve and are supported by the entire community.

Colonial Acres Elementary School Mission Statement:

We, at Colonial Acres will not rest until each student's academic needs are identified and addressed to achieve proficiency and beyond. We will accomplish this through consistent collaboration in a culture of trust and mutual accountability to empower a community of active learners.

District Mission Statement:

To ensure lifelong learning, San Lorenzo Unified School District, staff, families and community, will collaborate to advance authentic knowledge, skills and attributes that will ensure our students are creative and critical thinkers, ready to fully participate in our changing community and world.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	119
Grade 1	90
Grade 2	99
Grade 3	100
Grade 4	101
Grade 5	81
Total Enrollment	590

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.2
Asian	3.9
Filipino	2.4
Hispanic or Latino	79.0
Native Hawaiian or Pacific Islander	2.2
White	3.6
Socioeconomically Disadvantaged	83.6
English Learners	63.1
Students with Disabilities	4.7
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	36	34	29	485
Without Full Credential	1	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: November 2018

Schools in the San Lorenzo Unified School District (SLzUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the State seven-year curriculum adoption cycle. The SLzUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts Reading, Houghton Mifflin, 2003 Adopted in 2004 for 4th and 5th Reading, Fountas and Pinnell Classroom, 2018 Adopted in 2018 for TK - 3 Writing, Lucy Calkins Units of Study, 2013 Adopted in 2013	Yes	0%
Mathematics	Mathematic Scott Foresman enVision Math, 2009 Adopted in 2012	Yes	0%
Science	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
History-Social Science	History/Social Science for California, Scott Foresman, 2006 Adopted in 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Students are supervised by staff while on the playground during school-sponsored recesses or other assigned outdoor activities. One Campus Safety Assistant (CSA) greets the students and takes them to the playground before school where two teachers supervise students from 8:00 A.M. to 8:10 A.M. when they are picked up by their teachers. At the end of the school day students are walked to the front of the school where the principal, vice-principal, and/or CSA supervises the dismissal. A designated teacher supervises and supports students waiting for the school bus. Our school has guidelines for dealing with earthquakes, fires, and other emergency situations.

The facility is clean and well maintained. The school library, which is a newer building, and computer lab are used during school hours to their maximum capacity. Each classroom has an interactive television, an Elmo projector, and a laptop computer to support student learning and use of media.

Colonial Acres School always receives compliments on how well the school is maintained. All of the school’s toilets work at all times. School maintenance workers immediately address any issues. The school’s three custodians immediately take care of any emergency health and safety issues.

Colonial Acres Elementary School has been allocated 75 hours of custodial time per week and the services of a District maintenance crew to ensure that the school and grounds are clean and well maintained. The day custodian works from 6:45 A.M. until 2:45 P.M. The night custodian works from 2:15 P.M. until 9:45 P.M. Both cover school sponsored and community events when necessary, for additional pay.

The original building was completed in 1949 with additional wings built by 1960. Two portables were added in 1990. All portables are in fair to poor condition. Two had new floors installed in the summer of 2005. A five classroom wing with student restroom, staff restroom, and custodial closet was built and opened in August 2018, financed by a bond measure. All other classrooms are in good condition.

All rooms are wired for Internet and the entire facility has been made handicap accessible. There is a lift for the stage and designated restrooms are handicap accessible. We have one classroom converted to a library and another converted to a computer lab. There are at least 30 computers in the lab. Kinder - 2nd classrooms share a class set of Chromebook between paired classes and 3rd - 5th grade have 1:1 devices. We have extensive outdoor fields that are used by community groups, too. Our multipurpose room, limited to 250 people, is used for lunch, PE, assemblies, community groups, and PTA activities. We have 13,492 books in our library which means 23 books per student.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	16.0	20.0	35.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	14.0	14.0	26.0	27.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	284	98.95	19.72
Male	134	133	99.25	17.29
Female	153	151	98.69	21.85
Black or African American	22	22	100.00	9.09
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	27.27
Filipino	--	--	--	--
Hispanic or Latino	231	228	98.70	20.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	250	247	98.80	17.81
English Learners	210	208	99.05	19.71
Students with Disabilities	22	22	100.00	4.55
Students Receiving Migrant Education Services	31	31	100.00	16.13

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	287	100	13.94
Male	134	134	100	17.16
Female	153	153	100	11.11
Black or African American	22	22	100	4.55
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	36.36
Filipino	--	--	--	--
Hispanic or Latino	231	231	100	13.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	250	250	100	12
English Learners	210	210	100	13.81
Students with Disabilities	22	22	100	13.64
Students Receiving Migrant Education Services	31	31	100	12.9

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	12.5	12.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

The Colonial Acres staff believes that parent education and participation are crucial factors in the success of our students. Our goals for parents are to increase parent involvement in the education of children both at school and at home. In addition, our staff works with parents to broaden their understanding and knowledge of our educational goals and the new curriculum standards and instructional strategies employed.

These goals are to continually enhance and provide ample opportunities to be participate in:

- Parent participation in school activities
- Parent understanding of the Common Core State Standards
- Parent volunteerism at the school
- Parent understanding of our Character Development program--Soul Shoppe
- Parent understanding of the various school programs (SEI and Bilingual)
- Parent participation in collaborative decision-making on school programs (SSC/ELAC)
- Parent understanding and involvement in their child's education
- Parent support and understanding of the purpose of the school Uniform Policy.

Other opportunities for parent participation include: The Migrant Education program, District Advisory Council (DAC), classroom volunteers, parent education and evening programs, and Title I Parent meetings.

For more information on how to become involved, contact Kathy LaCome, Principal, at (510) 317-4500.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.9	1.0	2.2	4.8	4.5	4.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Colonial Acres has a Comprehensive School Safety Plan, which is reviewed and revised annually. The names on the emergency flow chart change year to year to reflect the changes in staffing. The School Climate and Safety Committee meets monthly to monitor and enhance the school climate, safety drills, and procedures. Data is collected and reviewed from discipline, suspensions, and parent surveys. Our Safety Plan was developed with input from both parents and staff.

Each year, the Alameda County Sheriffs Department and the Colonial Acres SSC/ELAC review and approve an updated version of the plan. Periodically throughout the year, we reinforce with the staff, both in training and in written form, each of their responsibilities in the event of an emergency. All staff members have been provided a digital copy of the safety handbook that details their responsibilities as well as descriptions of each of these tasks. In the event of an emergency, all members have assigned responsibilities.

All visitors are required to sign in at the office and obtain a visitor badge, which they must wear while on campus. Each classroom has an outside telephone line with voicemail. Select staff and administrators use district wide walkie-talkies to communicate across campus and with other district sites in case of an emergency. Classified and/or certificated employees supervise the activities of the students before school, during recess, lunch, and at dismissal. Colonial Acres Elementary School continuously reviews the School Safety Plan and conducts monthly safety drills. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in August 2018.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	6			19	6			20	5	1	
1	22		5		22	2	2		21	2	2	
2	24	1	3		22	2	3		21	2	3	
3	27		4		25		4		25		4	
4	26		4		31		3		29		3	
5	27		4		29		4		24	1	3	

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.4	N/A
Social Worker	.2	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,836	\$456	6,380	\$85,628
District	N/A	N/A	\$8,535	\$82,317
Percent Difference: School Site and District	N/A	N/A	-28.9	3.9
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-11.0	7.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Part A)
- Title III (for Limited English Proficient students)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- New teacher induction
- Hourly Programs (extended day/year education)
- Community-Based English Tutoring (CBET)
- Special Education
- AB1113 School Safety and Violence Prevention
- National School Lunch Program
- Supplemental Educational Services (SE, Title I)
- Gifted and Talented Education
- ASES--After School program
- Parent Education-ESL classes, Loving Solution Classes, Latino Family Literacy classes.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,512
Mid-Range Teacher Salary	\$76,562	\$77,880
Highest Teacher Salary	\$103,173	\$96,387
Average Principal Salary (Elementary)	\$124,834	\$123,139
Average Principal Salary (Middle)	\$131,390	\$129,919
Average Principal Salary (High)	\$141,012	\$140,111
Superintendent Salary	\$290,238	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	7.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college courses, workshops offered at the District level, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers have opportunities to attend professional conferences supported by site or district funding. In addition, 100% of Colonial Acres' teachers participated in the Colonial Acres Inquiry Project (CAIP) with support from Mills Teacher Scholars (Mills College) and initial Writer's Workshop professional development. All K-3 teachers have participated in SEAL training--professional development around early academic literacy.

Since the integration of technology is important to student success, teachers also have access to technology integration workshops at the District's training center; these workshops are offered monthly and also during the summer. The District is offering Project Lean-In and Google Apps for Education professional development on how to integrate technology to support standards and learning as well as professional collaboration.

We have professional development during faculty meetings covering three topics:

- 1) School Climate/Culture (Soul Shoppe/Restorative Practices),
- 2) Inquiry work in Writer's Workshop
- 3) Balanced Literacy (Guided Reading & Differentiation)
- 4) English Language Development

The District also provides peer coaching and in-classroom support for teachers in order to provide other meaningful opportunities for staff development, especially in the area of ELD.

Professional Development for New Teachers:

Through participation in the Teacher Induction Program (TIP), the District secures support providers to work with our new teachers. Through TIP Induction Program, new teachers are afforded the opportunity to take university level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquiring their clear credential through the Commission on Teacher Credentialing. Professional development by Applied Learning Systems is available to new teachers and they can choose off site activities when focused on our student's needs.