

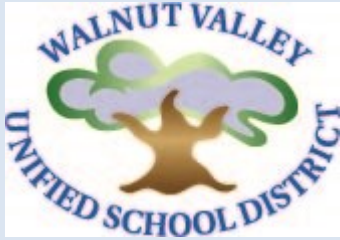


# Collegewood Elementary School

20725 Collegewood Dr. • Walnut CA, 91789 • (909) 598-5308 • Grades K-5

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www.collegewood.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Walnut Valley Unified School District

880 S. Lemon Ave  
Walnut, CA 91789  
(909) 595-1261  
www.wvusd.k12.ca.us

#### District Governing Board

Helen M. Hall - President  
Larry L. Redinger - Vice President  
Layla Abou-Taleb - Clerk  
Y. Tony Torng, Ph.D. - Member  
Cynthia M. Ruiz - Member

#### District Administration

Dr. Robert P. Taylor  
**Superintendent**  
Dr. Mathew L. Witmer  
**Deputy Superintendent, Human  
Resources**  
Dr. Mathew Torres  
**Assistant Superintendent, Business  
Services**  
Dr. Jeff Jordan  
**Assistant Superintendent,  
Educational Services**

### Principal's Message

Collegewood Elementary School's staff is dedicated to the delivery of high-quality instruction as evidenced by student performance on district and state assessments. This annual report card to the community provides a snapshot of the rich teaching and learning environment that ensures the success of all students. Collegewood's commitment to empowering students with an education that prepares them to serve their communities and compete in a global economy is stronger than ever. Teachers are developing high-level thinking skills in activities like hands-on science, robotics, and writing, supported with evidence and rich experiences that make learning relevant.

Collegewood's journey to provide engaging, rigorous, learning opportunities ensures our students are prepared for college and career in an ever-changing world. All grade levels provide students with learning opportunities that foster skills in communication, collaboration, critical thinking, and creativity. These skills are interwoven into the new state standards-based lessons to engage students and enhance learning. Collegewood offers ongoing development in visual and performance arts, including drama for all second grade students, dance for all third grade students, choir for fifth grade students and band for fourth and fifth grade students.

Collegewood teachers purposely incorporate the use of technology skills to make learning relevant and build an in-depth understanding of concepts taught in the classroom. The Collegewood school community is focused on the development of an effective technology plan that prepares our student for the new assessments and enhances instruction. With students, parents, and teachers collaborating and working towards shared goals, we ensure that students make significant progress each year and are prepared to succeed as global citizens to build a strong future for themselves, our communities, and the country.

### Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by providing quality programs that include Academics, Arts, Athletics, and Activities.

### School Profile

Collegewood Elementary School is located in the northern region of Walnut and serves students in transitional kindergarten through grade five following a traditional calendar. At the beginning of the 2018-2019 school year, 581 students were enrolled, including 7.2% in special education, 19.6% qualifying for English Language Learner support, and 26% qualifying for free or reduced-price lunch. Collegewood was awarded the Gold Recognition for implementing School-Wide Positive Behavior Intervention Support with fidelity for three consecutive years from 2016-2018. In addition to stellar academic experiences and positive behavior support, Collegewood works hand in hand with all stakeholders to cultivate a rich learning community. Collegewood hosts several family events throughout the school year to support academic and social-emotional development of each student in addition to movie nights, carnivals, family gatherings, and community events such as Parent Symposium and Arts for All which highlights the numerous visual and performing arts programs we offer to our students. The success of Collegewood can be attributed to the strong, positive partnership between all stakeholders as we work in the best interest of the children entrusted into our care.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	109
Grade 1	92
Grade 2	88
Grade 3	79
Grade 4	92
Grade 5	96
<b>Total Enrollment</b>	<b>556</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.0
Asian	46.0
Filipino	7.7
Hispanic or Latino	31.3
Native Hawaiian or Pacific Islander	0.7
White	7.7
Socioeconomically Disadvantaged	24.5
English Learners	17.6
Students with Disabilities	6.8
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			
Collegewood Elementary School	16-17	17-18	18-19
With Full Credential	25	22	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Walnut Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	482
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Collegewood Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>1</b>

\* 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)

All textbooks used in the core curriculum at Collegewood Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 19, 2018, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #16-03 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 Benchmark Education Company The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Math Expressions 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman, Scott Foresman California Science - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace, Social Science - 2007 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)

The district's maintenance department inspects Collegewood Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Collegewood Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, July 13, 2018. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2017-18, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 13, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 13, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	67.0	68.0	75.0	76.0	48.0	50.0
Math	65.0	65.0	73.0	74.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.6	17.2	48.4

\* 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 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
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>	271	269	99.26	68.03
<b>Male</b>	147	145	98.64	69.66
<b>Female</b>	124	124	100.00	66.13
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	127	127	100.00	74.80
<b>Filipino</b>	11	11	100.00	90.91
<b>Hispanic or Latino</b>	89	89	100.00	57.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	22	20	90.91	55.00
<b>Two or More Races</b>	14	14	100.00	92.86
<b>Socioeconomically Disadvantaged</b>	59	58	98.31	44.83
<b>English Learners</b>	69	69	100.00	59.42
<b>Students with Disabilities</b>	23	21	91.30	14.29

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 2017-18 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>	271	269	99.26	64.68
<b>Male</b>	147	145	98.64	65.52
<b>Female</b>	124	124	100	63.71
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	127	127	100	80.31
<b>Filipino</b>	11	11	100	72.73
<b>Hispanic or Latino</b>	89	89	100	43.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	22	20	90.91	55
<b>Two or More Races</b>	14	14	100	78.57
<b>Socioeconomically Disadvantaged</b>	59	58	98.31	48.28
<b>English Learners</b>	69	69	100	63.77
<b>Students with Disabilities</b>	23	21	91.3	9.52

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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

Parents are encouraged to be involved in their child's learning in multiple ways. Parents are invited to volunteer in the classroom and field trips, participate in our Community Club and School Site Council, or attend school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), flyers, the school marquee, school newsletters, text messages, and the school website. Contact the Collegewood Community Club at (909) 598-5308 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer include:

- Chaperone Field Trips
- Fundraising Activities
- Library Assistant
- Parent Workshops
- Community Events
- Meet the Masters
- Genius Hour
- Reader's Workshop

Committees

- English Learner Advisory Council
- School Site Council
- Community Club
- Traffic Committee

School Activities  
 Back to School Night  
 Carnival  
 Variety Show  
 Family Math Nights  
 Family Literacy Night  
 Parent Technology Night  
 Parent Behavioral Support Night  
 Coffee with the Principal  
 Multicultural Days  
 Walk-A-Thon  
 Book Fairs  
 Family Entertainment Nights (Movies, laser tag, dances etc..)

**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**

The Comprehensive School Site Safety Plan was developed for Collegewood Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August, 2018.

Detailed maps and a trained search and rescue team comprised of certificated and classified staff meet monthly to monitor and make needed changes to the safety plan. All staff members have a copy of the safety plan and substitute teachers are provided the plan in a substitute teacher folder when they arrive on campus. The improved safety plan currently in place allows for all students to evacuate to one side of campus with protocol for monitoring students and signing them out in the event of a disaster.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	1.0	1.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.2	1.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	1.0
Other	1.7
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	22	22				5	5	5			
1	26	23	23		1		3	3	4			
2	28	26	22				3	3	4			
3	24	26	26	1			3	3	3			
4	28	27	30		1		4	1	3		2	
5	31	34	25			1	4		3		4	

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

### Professional Development provided for Teachers

All training and curriculum development activities at Collegewood Elementary School revolve around the California State Content Standards and Frameworks. During the 2017-2018 school year, the Collegewood Elementary School staff development focus is:

- Data analysis
- Benchmark Advance
- Social-Emotional Development
- Writing and the CCSS
- Technology- Google Classroom
- Illuminate and building assessments
- NGSS (Next Generation Science Standards)
- GLAD strategies
- Imagine Learning for EL student support
- Strategies to support EL students
- Data Days
- District Leadership Group
- CAASPP workshops
- Daily Five
- Reading CAFE
- Differentiation for Special Needs Students
- Math Curriculum Training- Shannon Kiebler
- Technology Training through professional conferences including CUE and Tech Coach workshops
- Grade Level Articulation
- CPI (Crisis Prevention Intervention)
- Lucy Calkins Units of Study
- TEAL
- Thinking Maps
- PBIS and beyond
- Project Lead The Way



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,760	\$49,512
Mid-Range Teacher Salary	\$73,930	\$77,880
Highest Teacher Salary	\$103,090	\$96,387
Average Principal Salary (ES)	\$121,431	\$123,139
Average Principal Salary (MS)	\$133,448	\$129,919
Average Principal Salary (HS)	\$143,102	\$140,111
Superintendent Salary	\$276,250	\$238,324
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	4.0	5.0

\* 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

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title I
- Title II
- Title III
- State Lottery

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,179	\$476	\$4,703	\$77,683
District	◆	◆	\$7,500	\$81,955
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-37.3	0.7
Percent Difference: School Site/ State			-15.1	12.8

\* Cells with ◆ 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.