

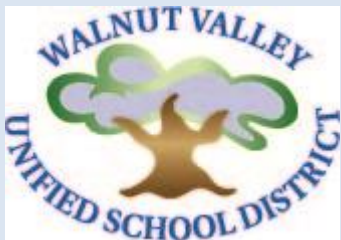


Collegewood Elementary School

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

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www.collegewood.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Walnut Valley Unified School District

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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 empower 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 21st-century teaching and learning ensures our students are prepared for college and career in an ever-changing world. All grade levels strive to provide students the 21st-century skills of: Communication, Collaboration, Critical thinking and Creativity. These skills are interwoven into the new standards-based lessons to engage students and enhance learning.

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 21st-century 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 teaching them 21st Century skills through 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 2016-2017 school year, 600 students were enrolled, including 5% in special education, 25% qualifying for English Language Learner support, and 16% qualifying for free or reduced-price lunch. Previously, Collegewood Elementary School achieved a 2012 Academic Performance Index (API) score of 920. In 2016, Collegewood was awarded the Gold Recognition for implementing School Wide Positive behavior Intervention Support with fidelity. 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 Relay for Life. 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 <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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	107
Grade 1	79
Grade 2	89
Grade 3	89
Grade 4	113
Grade 5	125
Total Enrollment	602

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0
Asian	44.4
Filipino	6.5
Hispanic or Latino	33.4
Native Hawaiian or Pacific Islander	1
White	8.1
Two or More Races	4.8
Socioeconomically Disadvantaged	17.4
English Learners	15.8
Students with Disabilities	6.8
Foster Youth	0

A. 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			
Collegewood Elementary School	14-15	15-16	16-17
With Full Credential	29	28	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Walnut Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	592
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Collegewood Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 21, 2016, 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. During the 2014-15 school year, Walnut Valley Unified School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton Brown, ESL Library - Super Classroom Sets - 2002 Houghton Mifflin, Reading California - 2003 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

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, June 03, 2016. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2016-17, 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: June 03, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 03, 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	Exemplary	Good	Fair	Poor	
		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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	82	75	79	86	84	84	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.5	21.9	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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	62	70	72	74	44	48
Math	59	63	68	72	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	130	129	99.2	79.1
Male	63	62	98.4	82.3
Female	67	67	100.0	76.1
Asian	52	51	98.1	86.3
Filipino	11	11	100.0	90.9
Hispanic or Latino	44	44	100.0	70.5
Socioeconomically Disadvantaged	23	23	100.0	60.9
English Learners	12	11	91.7	45.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	88	85	96.6	71.8
	4	118	116	98.3	68.1
	5	130	127	97.7	70.9
Male	3	45	43	95.6	60.5
	4	62	61	98.4	57.4
	5	63	61	96.8	62.3
Female	3	43	42	97.7	83.3
	4	56	55	98.2	80.0
	5	67	66	98.5	78.8
Asian	3	41	38	92.7	73.7
	4	58	56	96.5	80.4
	5	52	50	96.2	86.0
Filipino	5	11	10	90.9	100.0
Hispanic or Latino	3	31	31	100.0	64.5
	4	44	44	100.0	47.7
	5	44	44	100.0	56.8
Socioeconomically Disadvantaged	3	12	12	100.0	41.7
	4	25	25	100.0	44.0
	5	23	23	100.0	30.4
English Learners	3	14	11	78.6	36.4
	4	18	16	88.9	31.3
	5	12	10	83.3	20.0
Students with Disabilities	3	11	10	90.9	20.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	88	87	98.9	67.8
	4	119	119	100.0	63.9
	5	130	128	98.5	60.2
Male	3	45	44	97.8	59.1
	4	62	62	100.0	64.5
	5	63	62	98.4	61.3
Female	3	43	43	100.0	76.7
	4	57	57	100.0	63.2
	5	67	66	98.5	59.1
Asian	3	41	40	97.6	72.5
	4	59	59	100.0	81.4
	5	52	51	98.1	80.4
Filipino	5	11	10	90.9	80.0
Hispanic or Latino	3	31	31	100.0	61.3
	4	44	44	100.0	40.9
	5	44	44	100.0	34.1
Socioeconomically Disadvantaged	3	12	12	100.0	58.3
	4	26	26	100.0	50.0
	5	23	23	100.0	21.7
English Learners	3	14	13	92.9	23.1
	4	18	18	100.0	50.0
	5	12	11	91.7	27.3
Students with Disabilities	3	11	10	90.9	20.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), flyers, the school marquee, school newsletters, 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 in classrooms

Chaperone Field Trips
Fundraising Activities
Library Assistant
Parent Workshops
Community Events

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

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.

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 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.6	0.5	0.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.8	1.4	1.3
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0

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	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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	21	24	2	1		2	3	5			
1	28	28	26				3	3	4			
2	25	28	26				4	3	3			
3	26	27	26				5	4	3			
4	34	32	35					3		3	1	3
5	34	32	35					3		4	1	4
Other		9			1							

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 2016-2017 school year, the Collegewood Elementary School staff development focus is:

- Data analysis and setting SMART goals
- Writing and the CCSS
- Technology- Google Classroom
- Illuminate and building assessments
- Project Lead the Way/NGSS
- GLAD strategies
- Imagine Learning for EL student support
- ELL 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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,120	\$44,958
Mid-Range Teacher Salary	\$71,280	\$70,581
Highest Teacher Salary	\$99,390	\$91,469
Average Principal Salary (ES)	\$108,259	\$113,994
Average Principal Salary (MS)	\$116,368	\$120,075
Average Principal Salary (HS)	\$128,652	\$130,249
Superintendent Salary	\$244,140	\$218,315
Percent of District Budget		
Teacher Salaries	41%	38%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 <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 2014-15 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	\$79,035
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-37.3	0.7
Percent Difference: School Site/ State			-15.1	12.8

* Cells with ♦ do not require data.