



Collegewood Elementary School

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

Dr. Mary Wendland, Principal

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www.collegewood.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Walnut Valley Unified School District

880 S. Lemon Ave

Walnut, CA 91789

(909) 595-1261

www.wvusd.k12.ca.us

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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 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 commitment to providing 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 state standards-based lessons to engage students and enhance learning. Collegewood offers ongoing development in visual and performing arts, including folk-dancing for all first-grade students, 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 students for 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 2019-2020 school year, 586 students were enrolled, including 7.1% in special education, 16.8% qualifying for English Language Learner support, and 26% qualifying for free or reduced-price lunch. Collegewood was awarded the Platinum Recognition for implementing School-Wide Positive Behavior Intervention Support with fidelity after receiving Gold Recognition for three consecutive years from 2016-2018. Collegewood Elementary is also the proud recipient of the California Golden Bell Award with highlighted practices in the areas of academic and behavioral intervention. 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 the academic and social and 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	92
Grade 2	90
Grade 3	90
Grade 4	84
Grade 5	104
Total Enrollment	578

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
Asian	49.5
Filipino	7.4
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	0.5
White	6.2
Two or More Races	5.7
Socioeconomically Disadvantaged	26.5
English Learners	19.2
Students with Disabilities	7.3
Foster Youth	0.2
Homeless	0.2

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 for Collegewood	17-18	18-19	19-20
With Full Credential	22	26	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Walnut Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	504
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Collegewood Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 18, 2019 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 #20-01 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.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

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

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, June 28, 2019. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2018-19, 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 28, 2019

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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	70	76	77	50	50
Math	65	71	74	75	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.5	19.4	35.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	284	279	98.24	69.53
Male	156	152	97.44	67.11
Female	128	127	99.22	72.44
Black or African American	--	--	--	--
Asian	142	141	99.30	77.30
Filipino	12	12	100.00	83.33
Hispanic or Latino	81	81	100.00	55.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	19	90.48	63.16
Two or More Races	18	18	100.00	77.78
Socioeconomically Disadvantaged	75	73	97.33	54.79
English Learners	72	71	98.61	61.97
Students with Disabilities	28	25	89.29	16.00

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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	279	98.59	71.33
Male	156	152	97.44	72.37
Female	127	127	100.00	70.08
Black or African American	--	--	--	--
Asian	141	141	100.00	86.52
Filipino	12	12	100.00	91.67
Hispanic or Latino	81	81	100.00	49.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	19	90.48	52.63
Two or More Races	18	18	100.00	66.67
Socioeconomically Disadvantaged	74	72	97.30	54.17
English Learners	71	71	100.00	74.65
Students with Disabilities	28	25	89.29	16.00

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 2019-20)

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, ELAC, 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 2019. 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 a protocol for monitoring students and signing them out in the event of a disaster.

The entire school body participates in monthly drills to include: Fire Drills, Earthquake Drills, Lockdown Drills, Active threat Drills, and Evacuation practice. At the conclusion of each drill, the staff participates in surveys to identify practices that need refinement, supply needs, and general feedback on the process. Specialists who come to campus throughout the week receive a copy of the safety plan and support staff, including playground supervisors, are trained in procedure and response. All parent volunteers receive training prior to coming on to campus so that they recognize all of the signals to alert adults on the campus of potential emergencies.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	1.2	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.2	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	3.5

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		5		22		5		22	1	4	
1	23	1	3		23		4		23		4	
2	26		3		22		4		23		4	
3	26		3		26		3		26		3	
4	27	1	1	2	30		3		32		1	2
5	34			4	25	1	3		34		1	2
Other**									12	1		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	48	111	85

All training and curriculum development activities at Collegewood Elementary School revolve around the California State Content Standards and Frameworks. During the 2019-2020 school year, the Collegewood Elementary School staff development focus is:

* Data analysis

- Data Days
- CAASPP workshops
- Grade Level Articulation

*English and Language Arts and Math

- Benchmark Advance
- Lucy Calkins Units of Study
- Writing and the CCSS
- Daily Five
- Reading CAFE
- Math Curriculum Training- Shannon Kiebler
- Thinking Maps

*Social and Emotional Development

- PBIS and beyond

* Technology

- Google Classroom
- Google Suite
- Cisco
- Illuminate and building assessments
- Technology Training through professional conferences including CUE and Tech Coach workshops

*Science and Social Studies

- NGSS (Next Generation Science Standards)
- GLAD strategies
- Project Lead The Way

*English Language Development

- Imagine Learning for EL student support
- Strategies to support EL students

*Leadership

- District Leadership Group

*Special Education

- Differentiation for Special Needs Students
- CPI (Crisis Prevention Intervention)
- Dyslexia Identification

*Visual and Performing Arts

- TEAL

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,680	\$51,374
Mid-Range Teacher Salary	\$75,410	\$80,151
Highest Teacher Salary	\$105,160	\$100,143
Average Principal Salary (ES)	\$121,431	\$126,896
Average Principal Salary (MS)	\$133,448	\$133,668
Average Principal Salary (HS)	\$143,102	\$143,746
Superintendent Salary	\$276,250	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
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 <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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,179	\$476	\$4,703	\$77,683
District	N/A	N/A	\$7,500	\$81,644.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-37.3	0.7
School Site/ State	-15.1	12.8

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.