



# Collett Elementary School

10850 Collett Ave., Riverside CA • Riverside, CA 92505-2926 • (951) 358-1605 • Grades P-5

Ann Vandercook, Principal

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



### **Alvord Unified School District**

9 KPC Parkway

Corona, CA 92879

(951) 509-5070

[www.alvordschools.org](http://www.alvordschools.org)

### **District Governing Board**

Carolyn M. Wilson, President

Lizeth Vega, Vice President

Joanna Dorado, Ed.D., Clerk

Julie A. Moreno, Member

Robert Schwandt, Member

### **District Administration**

Allan J. Mucerino, Ed.D.

**Superintendent**

Dr. Robert E. Presby

**Assistant Superintendent, Human  
Resources**

Fernando Cubias

**Interim CBO, Business Services**

Dr. Sherri Kemp

**Executive Director, Educational  
Services**

Kevin Ememaker

**Executive Director, Administrative  
Services**

### **School Description**

Collett Elementary School is located in the southwestern region of Riverside and serves students in grades transitional kindergarten through five following a traditional calendar.

At Collett Elementary we are focused on doing whatever it takes to ensure the academic success of all students in a safe and nurturing environment. We focus on both academic and character development. Students receive rigorous and engaging instruction based on Common Cores State Standards by a highly professional and dedicated staff. We analyze student progress to refine the instructional program on a continual basis.

We are committed to provide first best instruction to all students and to intervene on behalf of students to ensure that all students' attain a level of proficiency in Reading Language Arts and Mathematics to prepare them to be college and career ready. As we work together, we emphasize the values of courage, inclusiveness, innovation and integrity and all students will be challenged to realize their unlimited potential.

### **Mission Statement**

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

## 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     | 114                |
| Grade 1          | 92                 |
| Grade 2          | 85                 |
| Grade 3          | 110                |
| Grade 4          | 88                 |
| Grade 5          | 89                 |
| Total Enrollment | 578                |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 7.1                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 2.8                         |
| Filipino                            | 1.9                         |
| Hispanic or Latino                  | 79.9                        |
| Native Hawaiian or Pacific Islander | 1                           |
| White                               | 6.4                         |
| Two or More Races                   | 0.7                         |
| Socioeconomically Disadvantaged     | 86.2                        |
| English Learners                    | 36.9                        |
| Students with Disabilities          | 9.5                         |
| Foster Youth                        | 0.3                         |
| Homeless                            | 1.6                         |

## 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 Collett Elementary  | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 27    | 27    | 28    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for Alvord Unified School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                          | ♦     | ♦     | 838   |
| Without Full Credential                       | ♦     | ♦     | 0     |
| Teaching Outside Subject Area of Competence   | ♦     | ♦     | 18    |

### Teacher Misassignments and Vacant Teacher Positions at Collett 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)**

On September 19, 2019, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

Collett Elementary School uses the governing board adopted textbooks and instructional materials as detailed in the table:

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 19, 2019**

| Core Curriculum Area          | Textbooks and Instructional Materials/Year of Adoption  |
|-------------------------------|---|
| <b>Reading/Language Arts</b>  | English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018<br>McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%      |
| <b>Mathematics</b>            | McGraw Hill, World of Wonders, TK / Adopted in 2018<br>Houghton Mifflin, CA Math Expressions Common Core, K-2 / Adopted in 2014<br>Harcourt, HSP Math, 3-5 / Adopted in 2008<br><br><b>The textbooks listed are from most recent adoption:</b> No<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| <b>Science</b>                | McGraw Hill, World of Wonders, TK / Adopted in 2018<br>Scott Foresman, California Science, K-5 / Adopted in 2007<br><br><b>The textbooks listed are from most recent adoption:</b> No<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| <b>History-Social Science</b> | McGraw Hill, World of Wonders, TK / Adopted in 2018<br>Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007<br><br><b>The textbooks listed are from most recent adoption:</b> No<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| <b>Health</b>                 | Harcourt, Harcourt Health / Adopted in 2015<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |

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

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

Collett Elementary School, built in 1960, is located on 10.4 acreage and its square footage totals 61,962. The school has 33 permanent classrooms, 11 portable classrooms, three sets of restrooms, one computer lab, one staff lounge, three playgrounds, one library and one multipurpose room. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day. Deferred Maintenance projects planned for this school year include to repair roofs.

\* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: October 2, 2019**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                      | Fair          | Area 18 ceiling tile has a water stain and paint peeling on gutter. Room 203 carpet is torn at seam, rubber molding loose at seam. Area 12 ceiling tile has a water stain, cords creating trip hazards. Area 11 carpet is lifting, dry rot on eaves. Area 15 ceiling tiles have water stains, ceiling tiles have holes, ceiling tile broken. Area 20 ceiling tiles have water stains. MPR electrical cover is missing exposing wires in storage, trip hazards near asphalt. ole in wall, paint is peeling on ceiling. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          | Unsecured items stored too high (107)   |
| <b>Electrical:</b><br>Electrical   | Good          | Cords creating trip hazards (2,11,12); Extension cord being permanently used (1); Extension cord & surge protector daisy chained (21); Ballast is out (104); Electrical appliances in close proximity to water source (6); Hand dryer has no power (Boys RR); Missing light (Library)   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | Drinking fountain has high flow (Rm 107). Girls Restroom floor tiles are missing. Boys restroom floor tiles are missing at entry. Girls Restroom one light panel out 11, and paint peeling on ceiling.  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          | Kitchen paint is peeling on ceiling   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | 18 A dry rot on siding.   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | Trip hazard on walkway (15A). Vegetation growing in impact at attenuation surfacing.  |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

## 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     | 30           | 40           | 40             | 42             | 50          | 50          |
| Math    | 27           | 28           | 27             | 28             | 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           | 19.3   | 18.2   | 3.4    |

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                        | 269              | 266           | 98.88          | 40.23                   |
| Male                                | 126              | 124           | 98.41          | 36.29                   |
| Female                              | 143              | 142           | 99.30          | 43.66                   |
| Black or African American           | 18               | 18            | 100.00         | 16.67                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 213              | 210           | 98.59          | 39.52                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 17               | 17            | 100.00         | 41.18                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 236              | 234           | 99.15          | 37.61                   |
| English Learners                    | 121              | 118           | 97.52          | 36.44                   |
| Students with Disabilities          | 26               | 26            | 100.00         | 7.69                    |
| Foster Youth                        | --               | --            | --             | --                      |
| Homeless                            | --               | --            | --             | --                      |

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                        | 269              | 268           | 99.63          | 27.99                   |
| Male                                | 126              | 126           | 100.00         | 30.16                   |
| Female                              | 143              | 142           | 99.30          | 26.06                   |
| Black or African American           | 18               | 18            | 100.00         | 11.11                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 213              | 212           | 99.53          | 29.25                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 17               | 17            | 100.00         | 29.41                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 236              | 235           | 99.58          | 28.51                   |
| English Learners                    | 121              | 120           | 99.17          | 27.50                   |
| Students with Disabilities          | 26               | 26            | 100.00         | 7.69                    |
| Foster Youth                        | --               | --            | --             | --                      |
| Homeless                            | --               | --            | --             | --                      |

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 welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming school events through email, letters, monthly calendars, parent conferences, progress reports, the school marquee, the school website, and weekly phone and text messages. We have the ATP (Action Teams for Partnerships). This team consists of parents, teachers, the counselor, and the principal. The goal of the team is to develop a clear mission and plan for family and community engagement. Contact a teacher or a PTA member at (951) 358-1605 for more information on how to become involved in your child's learning environment and the many activities throughout the year.

#### Volunteer Opportunities:

Chaperone Field Trips  
Classroom Helper  
Fundraising Activities  
PTA events

#### School Advisory Groups & Committees:

English Learner Advisory Council  
Parent Teacher Association  
School Site Council

**School Events:**

Back to School Night  
 Family Nights  
 Movie Night  
 Open House  
 PTA Sponsored Events  
 Student Performances  
 Student Recognition Assemblies  
 Parent Conferences  
 Perfect Attendance Incentive Quarterly  
 Parent Workshops  
 Book Club  
 100 Mile Club  
 Coffee with the Principal  
 Parent Involvement Week

**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 Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in February, 2019. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 0.1     | 1.0     | 1.6     |
| Expulsions Rate                           | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 2.4     | 2.8     | 2.6     |
| Expulsions Rate                             | 0.3     | 0.3     | 0.5     |

| 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* | 578.0 |

\* 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) | 1.0                                  |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  | .5                                   |
| Other   | 2.0                                  |

\* 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.

**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                         | 1                               | 4                                |                                | 19                         | 2                               | 4                                |                                | 19                         | 1                               | 5                                |                                |
| 1           | 27                         |                                 | 4                                |                                | 22                         |                                 | 4                                |                                | 22                         | 1                               | 3                                |                                |
| 2           | 21                         | 2                               | 2                                |                                | 25                         |                                 | 4                                |                                | 25                         |                                 | 3                                |                                |
| 3           | 21                         |                                 | 4                                |                                | 21                         | 2                               | 3                                |                                | 24                         | 1                               | 4                                |                                |
| 4           | 30                         |                                 | 3                                |                                | 30                         |                                 | 2                                |                                | 28                         |                                 | 3                                |                                |
| 5           | 26                         | 1                               | 4                                |                                | 27                         | 1                               | 3                                | 1                              | 29                         |                                 | 3                                |                                |
| Other**     | 6                          | 2                               |                                  |                                |                            |                                 |                                  |                                | 8                          | 2                               |                                  |                                |

\*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 | 30      | 27      | 30      |

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2016-17, Collett Elementary School's professional development focused on best instructional strategies and formative assessments, creating lessons and interventions aligned with district units of study, leadership team release days, and EL release days.

During 2017-18, Collett Elementary School's professional development focused on implementing AVID Elementary strategies across all grade levels. We also focused on the implementation of foundational skills and interventions to differentiate instruction, using Dibels data. In addition, teachers participated in release days for Step-Up to Writing and math workshops. TK teachers participated in GLAD strategies development.

Alvord Unified School District provided professional development for teachers and support staff in 2017-18 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

For this year, 2018-2019 our professional development focuses on math, allowing teachers to participate in Factwise trainings, math release days for planning, ELD and ELA release days for Wonders curriculum and ELD compliance through Language Stations.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2017-18: 30

2018-19: 27

2019-2020 : 30

#### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$51,579        | \$51,374                                     |
| Mid-Range Teacher Salary      | \$83,720        | \$80,151                                     |
| Highest Teacher Salary        | \$112,291       | \$100,143                                    |
| Average Principal Salary (ES) | \$129,356       | \$126,896                                    |
| Average Principal Salary (MS) | \$134,810       | \$133,668                                    |
| Average Principal Salary (HS) | \$146,265       | \$143,746                                    |
| Superintendent Salary         | \$281,011       | \$245,810                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 38%             | 35%  |
| Administrative Salaries    | 5%              | 5%   |

\* 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/).

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total    | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$ 9,526 | \$ 2,255   | \$ 7,271     | \$ 96,583              |
| District    | N/A      | N/A        | \$ 7,069     | \$92,673.00            |
| State       | N/A      | N/A        | \$7,506.64   | \$82,031.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -200.0       | -200.0                 |
| School Site/ State   | -200.0       | -200.0                 |

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

In addition to local, state, and federal funds for special education and the base educational program, Collett Elementary School received the following supplemental state and federal funds in 2018-19:

State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster youth.

Federal Title I funds to provide school-wide supplemental services to support students identified as not meeting the rigorous state academic standards. Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

#### 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.