

# SARC 2016-17

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18

### Collegeville Elementary

Address: 6701 South Jack Tone Rd. Stockton, CA 95215-9556

Principal: Dawn Webster, Principal

Phone: (209) 941-2007

Email: [dwebster@sjcoe.net](mailto:dwebster@sjcoe.net)

Web Site:

CDS Code: 39685026041784



### Escalon Unified

Superintendent: Ron Costa

Phone: (209) 838-3591

Email: [rcosta@sjcoe.net](mailto:rcosta@sjcoe.net)

Web Site: [www.escalonusd.org](http://www.escalonusd.org)



## I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Escalon Unified  
 Phone Number: (209) 838-3591  
 Superintendent: Ron Costa  
 E-mail Address: [rcosta@sjcoe.net](mailto:rcosta@sjcoe.net)  
 Web Site: [www.escalonusd.org](http://www.escalonusd.org)

### School Contact Information Most Recent Year

School Name: Collegeville Elementary  
 Street: 6701 South Jack Tone Rd.  
 City, State, Zip: Stockton, CA 95215-9556  
 Phone Number: (209) 941-2007  
 Principal: Dawn Webster, Principal  
 E-mail Address: [dwebster@sjcoe.net](mailto:dwebster@sjcoe.net)  
 Web Site:  
 County-District-School  
 (CDS) Code: 39685026041784

### School Description and Mission Statement (School Year 2017-18)

Vision Statement: Our Vision is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.

Our Goal is for every student to have clear attainable pathways to career and/or college success.

In Support of our Vision, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families.

Core Values:

We value Equity

Every adult is responsible for every student's success

Every student has the opportunity to learn and successfully reach their goals

Every student will be engaged in the learning process

We value Excellence

We will recognize and celebrate excellence among students and staff members

We will have high expectations for ourselves and our students

Each student will have the opportunity to adapt and evolve into productive community members

We value Educational Effectiveness

Every classroom will have an engaging learning environment

Every learning environment will be safe

Every adult and student will model honesty, integrity, and respect

Collegeville Elementary School has a rich history that dates back to 1889. The school's name was derived from an actual college that occupied the land that Collegeville stands on today. In 1867 San Joaquin College, a three story building, was built on the site. The area around the college became known as Collegeville. On December 4, 1874 a fire destroyed San Joaquin College. The church that owned the land deeded half of its lot to the McKamy School District to build a new school. This new grammar school was built on the site of the former college. On April 3, 1889, the trustees of McKamy School District petitioned to change the name of the district to Collegeville School District. The petition was granted. The cornerstone of the new school was the partnership of home, school, and community to provide a first class education.

Today Collegeville School is home to 140 students. Thirty-one of these students are part of the Escalon Charter Academy. The Escalon Charter Academy allows for students within and outside of the Escalon Unified School District to attend Collegeville School. The school is staffed with 6 teachers, 1 supplemental teacher, 1 administrative assistant, 4 instructional assistants, 1 food service clerk, and a part-time Principal.

As a staff, we are committed to assisting all students and to meet the needs of all learners.

We will assist all students in meeting or exceeding grade level content and performance standards.

The following multiple measures will be used to assess student progress:

- CELDT test scores
- AimsWeb Reading Fluency assessment
- Treasures Benchmark Tests
- CAASPP Results
- STAR Assessments

We will implement and utilize research based instructional strategies to promote critical thinking skills and enhance instruction across the curriculum.

We will work toward success for all students by providing interventions for students who are not meeting grade level standards, and challenge students who are gifted and talented through:

- Small group instruction
- Working cooperatively with families
- Computer assisted instruction
- Paraprofessionals supporting students one on one and in small groups
- Differentiated instruction
- Tutoring

We will work together with students, parents, and community leaders to provide a safe, healthy and positive school environment by:

- Supporting student behaviors which promote a healthy life style
- Reward and motivate students

All students take a regular academic program of English/Language Arts, social studies, mathematics, science, and physical education that is aligned with the district approved content and performance standards for each grade. Fifth grade students also have the opportunity to participate in the school band program and to participate in a student leadership program which allows them to have leadership roles at school.

Four years ago the school started an After School Program (ASP). The ASP is staffed with an additional five employees. Currently, 100 students are enrolled in the ASP. Students receive homework support, small group reading instruction, physical education, enrichment activities, and healthy snacks as part of this program.

**Student Enrollment by Grade Level  
(School Year 2016-17)**

**Student Enrollment by Student Group (School Year 2016-17)**

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	26
Grade 1	15
Grade 2	14
Grade 3	18
Grade 4	20
Grade 5	16
Total Enrollment	109

Student Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.9%
Asian	8.3%
Filipino	1.8%
Hispanic or Latino	76.1%
Native Hawaiian/Pacific Islander	0%
White	11%
Two or More Races	0%
Socioeconomically Disadvantaged	87.2%
English Learners	56.9%
Students with Disabilities	10.1%
Foster Youth	0%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	7	7	8	141
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Excellent quality for this current adoption	2012 - Treasures, Macmillan/McGraw-Hill	0%
Mathematics	Excellent quality for this current adoption	2015 - Math Expressions, Houghton-Mifflin	0%
Science	Excellent quality for this recent adoption	2008-MacMillan/Mcgraw-Hill	0%
History-Social Science	Excellent quality for this recent adoption	2007- Scott Foresman	0%
Foreign Language	N/A	N/A	
Health	N/A	N/A	
Visual and Performing Arts	N/A	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	N/A	

### School Facility Conditions and Planned Improvements

Collegetown Elementary School is maintained in good condition by the site custodial staff. School classrooms, library, cafeteria, restrooms, and hallways are cleaned regularly. Students take responsibility to keep the campus clean of personal litter by utilizing garbage cans. The district maintenance staff respond on a timely basis to deal with special needs and repairs. The school library is the newest structure on the campus. This building also serves as our technology center. It is consistently clean with books properly shelved and displayed. All computers are in working order.

### School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

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

Month and year in which data were collected: January 2018

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	-	✓	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

### Overall Facility Rate

Month and year in which data were collected: January 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	20%	26%	38%	41%	48%	48%
Mathematics (grades 3-8 and 11)	22%	28%	30%	31%	36%	37%

NOTE: 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.



**CAASPP Test Results in ELA by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	54	100.00%	25.93%
Male	27	27	100.00%	22.22%
Female	27	27	100.00%	29.63%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	40	40	100.00%	22.50%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	42	42	100.00%	19.05%
English Learners	38	38	100.00%	15.79%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	54	100.00%	27.78%
Male	27	27	100.00%	25.93%
Female	27	27	100.00%	29.63%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	40	40	100.00%	25.00%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	42	42	100.00%	23.81%
English Learners	38	38	100.00%	23.68%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	8%	37%	50%	54%	56%	54%

**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.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.70%	6.70%	13.30%

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

**C. ENGAGEMENT**

**STATE PRIORITY: PARENTAL INVOLVEMENT**

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

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

### Opportunities for Parental Involvement - (School Year 2017-18)

The Collegetown Staff recognizes that parent involvement is an essential part of a successful school and encourages it in a variety of ways. Our staff invites all parents to volunteer in the classroom on a regular basis. The school hosts a variety of parent events throughout the year to unify the partnership between home and school. These events include but are not limited to Family Science Night, Back to School, College and Career Day, International Day, and Open House. Spanish translation and childcare is provided for all of our events in order to encourage parent attendance.

Parents at Collegetown School take enormous pride in their school. Volunteers participate in the school program by working in classrooms, organizing special events and participating in the highly supportive and active Parent Teacher Club. The Parent Teacher Club makes it possible for the students at Collegetown to participate in a variety of extra-curricular activities, including field trips, throughout the year. All fundraiser proceeds go directly to the students of the school.

The Collegetown Community has always valued education, community, family, and most importantly its students. Every Friday morning, at the start of the school day, all students, staff, and many parents gather around the flagpole. The Pledge of Allegiance is recited, many honors and announcement are made, and the final activity is the singing of the Collegetown Elementary School Song accompanied by Mr. Silver on guitar. Our school is truly fortunate to have that slice of school paradise each week. The conclusion of the Collegetown song states..."We are Collegetown an impressive country school!"

#### STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate*	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.69	5.17	4.07	4.34	5.24	5.62	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.23	0.13	0.20	0.09	0.09	0.09

### School Safety Plan – Most Recent Year

The Collegetown Elementary School School Safety Plan is updated on an annual basis. The key component of this plan is the safety and welfare of all children and staff. The plan covers the following: chain of command in an emergency, evacuation and lockdown procedures, assessment of school crime, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies, dangerous pupils, sexual harassment policy, procedures for safe ingress and egress, a safe and orderly environment, school discipline and a school-wide dress code. The district parent/student manual also provides information to parents on school safety and expected student behavior.

## 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12	1			19	1			26		1	
1	17	1			14	1			15	1		
2	16	1			17	1			14	1		
3	18	1			15	1			18	1		
4	20	1			20	1			20	1		
5	22		1		20	1			16	1		
Other												

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non - teaching)	.5	N/A
Other	0	N/A

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

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (UnRestricted )</b>	<b>Average Teacher Salary</b>
School Site	\$9334.70	\$1785.00	\$7549.70	\$72617.00
District	N/A	N/A	\$7549.70	\$69833
Percent Difference – School Site and District	N/A	N/A	0.00%	3.99%
State	N/A	N/A	\$6574	\$69649
Percent Difference – School Site and State	N/A	N/A	14.84%	4.26%

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

### Types of Services Funded (Fiscal Year 2016-17)

Collegetown Elementary School provides the following services with categorical funds:

- Title I Compensatory Education
- Title II Teacher/Principal Training
- Title III Language Instruction
- Lottery and Supplemental Funds
- ASES Afterschool Grant

Interventions for students include the following:

SRA Reading, ST Math, Read Naturally, English language development, computer assisted intervention and learning, after school tutoring interventions, Instructional support personnel, Counseling services.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42207	\$44144
Mid-Range Teacher Salary	\$64822	\$69119
Highest Teacher Salary	\$87814	\$86005
Average Principal Salary (Elementary)	\$96574	\$106785
Average Principal Salary (Middle)	\$120836	\$111569
Average Principal Salary (High)	\$123116	\$121395
Superintendent Salary	\$166702	\$178104
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers take part in Professional Development Days and collaboration minimum day professional development activities with district staff. These meetings are with grade level peers from other sites, administrators, the district coach and other experts. During these meetings, teachers examine practices, receive professional development, examine student work and assessment data from curriculum assessments, and plan collaborative projects to enhance their instructional practices. Updated training in GLAD strategies is also a major emphasis for all teachers.

Teachers have the opportunity through Professional Learning Community activities to collaborate with peers.

Teachers receive regular weekly feedback from the principal on their use of instructional objectives, checks for understanding, and higher order questioning strategies, areas that teachers have received professional development in to improve their use of research-based practices. Teachers are also expected to use sentence frames to encourage students to respond in complete sentences is also an emphasis. Staff meeting time is continually allocated for sharing of strategies and resources to increase the effectiveness of teaching strategies. Currently our staff has been working together to develop questions and tasks for the different Depth of Knowledge levels. Instructional Rounds are done three times a year where a team gathers data for my teachers on Depth of Knowledge and Precision Partnering.