Margaret Collins Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Margaret Collins Elementary School
Street	1224 Pinole Valley Road
City, State, Zip	Pinole, CA 94564
Phone Number	510) 724-3086
Principal	Tracie Manipis
E-mail Address	tmanipis@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=782
CDS Code	07-61796-6004659

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Collins Elementary is a place where every child is given equitable opportunities to learn and succeed. Our vision is to ensure that all students achieve at their highest potential by upholding standards of excellence in all areas of curriculum and instruction as well as behavior expectations.
Our mission is student learning. Our vision is to provide a safe and caring environment that facilitates a rigorous, college and career bound standard of learning for all of our students. We are a professional learning community that believes all stakeholders are responsible for student achievement. It is our collaborative efforts that will prepare our students to lead and succeed in the 21st century!

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	43
Grade 1	54
Grade 2	56
Grade 3	46
Grade 4	49
Grade 5	56
Grade 6	60
Total Enrollment	364

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	26.6
American Indian or Alaska Native	0.0
Asian	11.8
Filipino	11.8
Hispanic or Latino	25.5
Native Hawaiian orPacific Islander	1.4
White	20.6
Two or More Races	2.2
Socioeconomically Disadvantaged	53.8
English Learners	21.7
Students with Disabilities	13.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	17	17	19	19
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	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Pearson Science K-5 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is located in a primarily middle-income residential area of Pinole. An agreement between West Contra Costa Unified School District and the City of Pinole provides for maintenance of the playing field and the front of the school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected:** July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	Floor tiles need replaced in several classrooms (work order submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Drinking fountains not working well (work order submitted)
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	Gates to secure campus (work order submitted), working intercom/communication system (work order submitted)
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	Wood on ramps needs to be repaired. (Work order submitted)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Exterior doors hard to open (complete), repair play structure (work order submitted)

Overall Facility Rating (Most Recent Year)

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[ ]	[ ]	[X]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	42	46	54	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	54
Male	61
Female	44
Black or African American	19
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	50
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	51	60	57	41	43	42	54	56	55
Mathematics	57	56	56	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	5
Similar Schools	6	4	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	17	9	0
Black or African American	0	-14	8
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	29	18	-34
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	23	6	-5
English Learners	9	34	-6
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	20.8	26.4

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

Parent Activities

- Newsletter with ideas for parents to help students
- Parent Workshops
- Parent Teacher Association: Interested parents can participate in fund-raising and school improvement. .
- Back to School Night: Parents and students meet with teachers to learn grade level and teacher expectations.
- Open House: Parents can visit their students' current classrooms and other grade levels.
- Science Night and Fair
- Family literacy and math nights
- Monthly morning parent/principal gatherings
- Art show
- Writing Fair
- English Learners Advisory Council

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852) .

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	5.2	5.9	3.4	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Collins has a safety team. Safety supplies are stored in the front of the multi-purpose room. Our school safety plan is revised yearly. A list of duties is given to all team members, and is also kept in each classroom's earthquake/disaster packet. An earthquake/disaster simulation is held each year. Drills include monthly fire drills and semi-annual shelter-in-place drills. A system is in place to handle intruders or dangerous situations. We are growing our relationship with the Pinole Police Department to have officers familiar with the campus and having positive interactions with students.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	0	2	0	17	1	2		14	1	2	
1	20.5	2	0	0	19	1	2		18	1	2	
2	21.5	2	0	0	16	2	1		19	1	2	
3	25.5	0	2	0	15	2	1		15	2	1	
4	30	0	2	0	18	1	2		16	1	2	
5	25	0	2	0	19	1	2		19	1	2	
6	28.5	0	2	0	18	1	2		20	1	2	
Other												

Note: 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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.20	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.00	---
Resource Specialist	1.00	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,248.08	$2,473.91	$4,774.17	$60,850.34
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	-13.9	10.4
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	-13.8	-12.7

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Collins School include:

- English Language Acquisition Program – Teacher Training
- Special Education
- Economic Impact Aid
- Gifted & Talented Education

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

Professional Development

On-going collaboration allows grade-level teams to address issues of instruction and achievement. The principal provides collaboration, mostly centered on data-driven instruction.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, teachers, administrators and other personnel engage in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.