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# Margaret Collins Elementary School
## School Accountability Report Card
## Reported Using Data from the 2014-15 School Year
### Published During 2015-16

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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 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, the county, and the state. 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.

## 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 94564-1300 |
| **Phone Number** | (510) 231-1446 |
| **Principal** | Denise Pinney |
| **E-mail Address** | dpinney@wccusd.net |
| **Web Site** | http://www.wccusd.net/site/Default.aspx?PageID=782 |
| **Grades Served** | K-6 |
| **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 2014-15)**

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 52 |
| Grade 1 | 46 |
| Grade 2 | 53 |
| Grade 3 | 66 |
| Grade 4 | 55 |
| Grade 5 | 55 |
| Grade 6 | 58 |
| Total Enrollment | 385 |

**Student Enrollment by Group (School Year 2014-15)**

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 23.4 |
| American Indian or Alaska Native | 0.3 |
| Asian | 13.2 |
| Filipino | 11.4 |
| Hispanic or Latino | 30.9 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 17.4 |
| Two or More Races | 2.9 |
| Socioeconomically Disadvantaged | 55.6 |
| English Learners | 24.7 |
| Students with Disabilities | 16.9 |

# 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 |
|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| **With Full Credential** | 17 | 19 | 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 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| **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 2014-15)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 100.0 | 0.0 |
| **All Schools in District** | 96.9 | 3.2 |
| **High-Poverty Schools in District** | 96.8 | 3.2 |
| **Low-Poverty Schools in District** | 97.1 | 2.9 |

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 2015-16)**

**Year and month in which data were collected:** August 2015

| 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% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **History-Social Science** | Elementary Social Science: Macmillan/McGraw Hill California Vistas | Yes | 0% |
| **Health** | iMatter - Growth and Human Development | 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 | Check the metal plate in front of the library entrance door. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | | X | | Drinking fountain not working-Room 16 Exterior doors hard to open and close.Toilet running in the boys side of restroom-Portable restroom |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | | X | | Repair floor tiles and the ramp-Portable 42,36, 39 |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Replace round bar at steps of play structure. Repair door stops by restroom-Exterior kitchen |

**Overall Facility Rating (Most Recent Year)**

| Year and month in which data were collected: July 2014 | | | | |
|---|---|---|---|---|
| **Overall Rating** | **Exemplary** | **Good** | **Fair** | **Poor** |
| | | | X | |

# B. Pupil Outcomes

## State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|---|---|---|---|
| | School | District | State |
| English Language Arts/Literacy | 38 | 32 | 44 |
| Mathematics | 29 | 22 | 33 |

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.

### CAASPP Assessment Results - English Language Arts (ELA)
### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 60 | 57 | 95.0 | 32 | 32 | 16 | 21 |
| | 4 | 49 | 47 | 95.9 | 38 | 30 | 19 | 13 |
| | 5 | 52 | 49 | 94.2 | 31 | 18 | 43 | 8 |
| | 6 | 53 | 51 | 96.2 | 27 | 39 | 33 | 0 |
| Male | 3 | | 23 | 38.3 | 43 | 26 | 17 | 13 |
| | 4 | | 20 | 40.8 | 35 | 40 | 15 | 10 |
| | 5 | | 29 | 55.8 | 34 | 21 | 38 | 7 |
| | 6 | | 28 | 52.8 | 36 | 39 | 25 | 0 |
| Female | 3 | | 34 | 56.7 | 24 | 35 | 15 | 26 |
| | 4 | | 27 | 55.1 | 41 | 22 | 22 | 15 |
| | 5 | | 20 | 38.5 | 25 | 15 | 50 | 10 |
| | 6 | | 23 | 43.4 | 17 | 39 | 43 | 0 |
| Black or African American | 3 | | 14 | 23.3 | 50 | 21 | 21 | 7 |
| | 4 | | 13 | 26.5 | 46 | 38 | 15 | 0 |
| | 5 | | 14 | 26.9 | 29 | 21 | 50 | 0 |
| | 6 | | 10 | 18.9 | -- | -- | -- | -- |
| Asian | 3 | | 7 | 11.7 | -- | -- | -- | -- |
| | 4 | | 7 | 14.3 | -- | -- | -- | -- |
| | 5 | | 2 | 3.8 | -- | -- | -- | -- |
| | 6 | | 11 | 20.8 | 9 | 18 | 73 | 0 |
| Filipino | 3 | | 11 | 18.3 | 9 | 64 | 27 | 0 |
| | 4 | | 5 | 10.2 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
|---|---|---|---|---|---|---|---|---|
| | 5 | | 6 | 11.5 | -- | -- | -- | -- |
| | 6 | | 6 | 11.3 | -- | -- | -- | -- |
| **Hispanic or Latino** | 3 | | 17 | 28.3 | 29 | 24 | 12 | 35 |
| | 4 | | 8 | 16.3 | -- | -- | -- | -- |
| | 5 | | 17 | 32.7 | 53 | 18 | 29 | 0 |
| | 6 | | 16 | 30.2 | 19 | 63 | 19 | 0 |
| **Native Hawaiian or Pacific Islander** | 6 | | 1 | 1.9 | -- | -- | -- | -- |
| **White** | 3 | | 8 | 13.3 | -- | -- | -- | -- |
| | 4 | | 11 | 22.4 | 36 | 9 | 27 | 27 |
| | 5 | | 9 | 17.3 | -- | -- | -- | -- |
| | 6 | | 7 | 13.2 | -- | -- | -- | -- |
| **Two or More Races** | 4 | | 3 | 6.1 | -- | -- | -- | -- |
| | 5 | | 1 | 1.9 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 3 | | 31 | 51.7 | 32 | 32 | 19 | 16 |
| | 4 | | 30 | 61.2 | 40 | 30 | 17 | 13 |
| | 5 | | 30 | 57.7 | 33 | 17 | 47 | 3 |
| | 6 | | 20 | 37.7 | 30 | 50 | 20 | 0 |
| **English Learners** | 3 | | 17 | 28.3 | 35 | 47 | 6 | 12 |
| | 4 | | 13 | 26.5 | 46 | 38 | 15 | 0 |
| | 5 | | 10 | 19.2 | -- | -- | -- | -- |
| | 6 | | 4 | 7.5 | -- | -- | -- | -- |
| **Students with Disabilities** | 3 | | 6 | 10.0 | -- | -- | -- | -- |
| | 4 | | 5 | 10.2 | -- | -- | -- | -- |
| | 5 | | 10 | 19.2 | -- | -- | -- | -- |
| | 6 | | 4 | 7.5 | -- | -- | -- | -- |
| **Foster Youth** | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

| Student Group | Grade | Number of Students | | Percent of Students | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
|---|---|---|---|---|---|---|---|---|
| **All Students** | 3 | 60 | 58 | 96.7 | 33 | 16 | 38 | 14 |
| | 4 | 49 | 47 | 95.9 | 32 | 45 | 19 | 2 |
| | 5 | 52 | 50 | 96.2 | 40 | 38 | 16 | 6 |
| | 6 | 53 | 52 | 98.1 | 40 | 42 | 15 | 2 |
| **Male** | 3 | | 24 | 40.0 | 42 | 8 | 38 | 13 |
| | 4 | | 20 | 40.8 | 40 | 35 | 25 | 0 |
| | 5 | | 29 | 55.8 | 38 | 38 | 14 | 10 |
| | 6 | | 29 | 54.7 | 38 | 48 | 10 | 3 |
| **Female** | 3 | | 34 | 56.7 | 26 | 21 | 38 | 15 |
| | 4 | | 27 | 55.1 | 26 | 52 | 15 | 4 |
| | 5 | | 21 | 40.4 | 43 | 38 | 19 | 0 |
| | 6 | | 23 | 43.4 | 43 | 35 | 22 | 0 |
| **Black or African American** | 3 | | 14 | 23.3 | 57 | 14 | 7 | 21 |
| | 4 | | 13 | 26.5 | 62 | 38 | 0 | 0 |
| | 5 | | 14 | 26.9 | 36 | 50 | 14 | 0 |
| | 6 | | 11 | 20.8 | 73 | 27 | 0 | 0 |
| **Asian** | 3 | | 7 | 11.7 | -- | -- | -- | -- |
| | 4 | | 7 | 14.3 | -- | -- | -- | -- |
| | 5 | | 2 | 3.8 | -- | -- | -- | -- |
| | 6 | | 11 | 20.8 | 18 | 36 | 36 | 9 |
| **Filipino** | 3 | | 11 | 18.3 | 18 | 27 | 45 | 9 |
| | 4 | | 5 | 10.2 | -- | -- | -- | -- |
| | 5 | | 6 | 11.5 | -- | -- | -- | -- |
| | 6 | | 6 | 11.3 | -- | -- | -- | -- |
| **Hispanic or Latino** | 3 | | 18 | 30.0 | 28 | 17 | 39 | 17 |
| | 4 | | 8 | 16.3 | -- | -- | -- | -- |
| | 5 | | 18 | 34.6 | 72 | 28 | 0 | 0 |
| | 6 | | 16 | 30.2 | 44 | 50 | 6 | 0 |
| **Native Hawaiian or Pacific Islander** | 6 | | 1 | 1.9 | -- | -- | -- | -- |
| **White** | 3 | | 8 | 13.3 | -- | -- | -- | -- |
| | 4 | | 11 | 22.4 | 18 | 36 | 27 | 9 |
| | 5 | | 9 | 17.3 | -- | -- | -- | -- |
| | 6 | | 7 | 13.2 | -- | -- | -- | -- |
| **Two or More Races** | 4 | | 3 | 6.1 | -- | -- | -- | -- |
| | 5 | | 1 | 1.9 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
|---|---|---|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 3 | | 31 | 51.7 | 32 | 23 | 32 | 13 |
| | 4 | | 30 | 61.2 | 37 | 40 | 20 | 3 |
| | 5 | | 30 | 57.7 | 43 | 37 | 17 | 3 |
| | 6 | | 20 | 37.7 | 55 | 35 | 5 | 5 |
| **English Learners** | 3 | | 17 | 28.3 | 47 | 24 | 18 | 12 |
| | 4 | | 13 | 26.5 | 31 | 54 | 15 | 0 |
| | 5 | | 10 | 19.2 | -- | -- | -- | -- |
| | 6 | | 4 | 7.5 | -- | -- | -- | -- |
| **Students with Disabilities** | 3 | | 6 | 10.0 | -- | -- | -- | -- |
| | 4 | | 5 | 10.2 | -- | -- | -- | -- |
| | 5 | | 10 | 19.2 | -- | -- | -- | -- |
| | 6 | | 4 | 7.5 | -- | -- | -- | -- |
| **Foster Youth** | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

**California Standards Tests 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 | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|---|
| **Science (grades 5, 8, and 10)** | 46 | 55 | 44 | 46 | 48 | 46 | 59 | 60 | 56 |

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.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 46 |
| All Students at the School | 44 |
| Male | 51 |
| Female | 35 |
| Black or African American | 35 |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 23 |
| White | -- |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | 40 |
| Foster Youth | -- |

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.

**California Physical Fitness Test Results (School Year 2014-15)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 36.70 | 18.40 | 8.20 |

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
• Monthly Newsletter with events and information relating to school, student attendance, health and wellness, calendar, etc.
• Parent Teacher Association: Interested parents can participate in family fun nights, fund-raising and school improvement. Increased Volunteerism and opportunities for parents to participate in classroom activities such as Library, Computer Lab, small group instruction, as well as study trips and evening activities.
• Back to School Night: Parents and students meet with teachers to learn grade level and teacher expectations (in fall).
• Open House: Parents can visit their students' current classrooms and other grade levels (in spring).
• Science Night and Fair
• Family literacy and math nights
• Monthly morning parent/principal gatherings, third Thursday of the month - Community Outreach Continental Breakfast
• Art show
• Writing Fair
• English Learners Advisory Council and School Site 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).

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| **Suspensions** | 5.85 | 3.41 | 4.67 | 10.15 | 6.59 | 6.16 | 5.07 | 4.36 | 3.80 |
| **Expulsions** | 0.00 | 0.00 | 0.00 | 0.04 | 0.03 | 0.02 | 0.13 | 0.10 | 0.09 |

**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. Each teacher has emergency contact information handy in case of evacuation. An earthquake/disaster simulation is held each year. Drills include monthly fire drills and semi-annual shelter-in-place drills. The Shelter in Place 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. District is supporting the increase of security by ordering a Knox Box with keys for the Fire Department. Additionally, district is investigating an outside sound system that will support students and staff in the case of an emergency.

# 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 2014-15)**

| AYP Criteria | School | District | State |
|---|---|---|---|
| **Made AYP Overall** | Yes | Yes | Yes |
| **Met Participation Rate: English-Language Arts** | Yes | Yes | Yes |
| **Met Participation Rate: Mathematics** | Yes | Yes | Yes |
| **Met Percent Proficient: English-Language Arts** | N/A | N/A | N/A |
| **Met Percent Proficient: Mathematics** | N/A | N/A | N/A |
| **Met Attendance Rate** | Yes | Yes | Yes |
| **Met Graduation Rate** | N/A | Yes | Yes |

**Federal Intervention Program (School Year 2015-16)**

| 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** | N/A | 21 |
| **Percent of Schools Currently in Program Improvement** | N/A | 72.4 |

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

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2012-13 Avg. Class Size | 2012-13 1-20 | 2012-13 21-32 | 2012-13 33+ | 2013-14 Avg. Class Size | 2013-14 1-20 | 2013-14 21-32 | 2013-14 33+ | 2014-15 Avg. Class Size | 2014-15 1-20 | 2014-15 21-32 | 2014-15 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 24 | | 2 | | 21 | | 2 | | 20 | 1 | 2 | |
| 1 | 27 | | 2 | | 26 | | 2 | | 22 | | 1 | |
| 2 | 30 | | 1 | | 27 | | 2 | | 25 | | 2 | |
| 3 | 30 | | 2 | | 22 | 1 | 1 | | 21 | 1 | 2 | |
| 4 | 26 | | 2 | | 24 | | 2 | | 25 | | 2 | |
| 5 | 28 | | 2 | | 26 | | 2 | | 27 | | 2 | |
| 6 | 20 | 1 | 2 | | 22 | 1 | 2 | | 21 | 1 | 2 | |
| Other | 11 | 1 | | | 9 | 1 | | | 23 | | 1 | |

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 2014-15)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | .20 | N/A |
| Psychologist | .20 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | 1.40 | N/A |
| Resource Specialist | 1.00 | 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 2013-14)**

| Level | Expenditures Per Pupil — Total | Expenditures Per Pupil — Supplemental/ Restricted | Expenditures Per Pupil — Basic/ Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $7,819.57 | $5,555.50 | $2,264.07 | $59,606.19 |
| District | N/A | N/A | $9,628.10 | $56,383.71 |
| Percent Difference: School Site and District | N/A | N/A | -76.5 | 5.7 |
| State | N/A | N/A | $5,348 | $72,971 |
| Percent Difference: School Site and State | N/A | N/A | -57.7 | -18.3 |

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

**Types of Services Funded (Fiscal Year 2014-15)**

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 2013-14)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $37,572 | $43,165 |
| **Mid-Range Teacher Salary** | $57,903 | $68,574 |
| **Highest Teacher Salary** | $77,623 | $89,146 |
| **Average Principal Salary (Elementary)** | $88,724 | $111,129 |
| **Average Principal Salary (Middle)** | $94,047 | $116,569 |
| **Average Principal Salary (High)** | $105,032 | $127,448 |
| **Superintendent Salary** | $227,250 | $234,382 |
| **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 (Most Recent Three Years)**

On-going collaboration allows grade-level teams to address issues of instruction and achievement. The principal provides collaboration, mostly centered on data-driven instruction. Each trimester, teacher teams, principal and resource specialists meet to discuss data and target students for specific learning outcomes and support. District provided training around STEM subjects. Collins teachers participate in Community Educational Resources training in Science.

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.