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Millard McCollam Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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 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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Millard McCollam Elementary School
Street	3311 Lucian Avenue
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-8000
Principal	Pablo Fiene
E-mail Address	pablo.fiene@arusd.org
Web Site	www.arusd.org/Domain/813
CDS Code	43-69369-6046254

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

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

It is an honor to serve the McCollam School community. The Mccollam staff is committed to ensuring that all students receive an outstanding learning experience. McCollam Elementary School has an exceptional staff that provides quality instruction to each student. Our staff cares about students and their individual learning and social needs.

I am very proud of the students at McCollam and their academic accomplishments to date. Our staff will continue to inspire and guide our students to even greater academic success. We will ensure that best practices, strategies, and approaches are being used to bring about an optimal learning environment for every student. Throughout teamwork, and a dedication to continuous improvement, students at McCollam will find their experience to be rewarding, challenging and enjoyable.

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

Grade Level	Number of Students
Kindergarten	111
Grade 1	69
Grade 2	60
Grade 3	53
Grade 4	85
Grade 5	56
Total Enrollment	434

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	33.2
Filipino	6.2
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.9
White	6
Two or More Races	3.7
Socioeconomically Disadvantaged	62.4
English Learners	35.7
Students with Disabilities	12.2
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			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	20	21	21	490
Without Full Credential	0	0	0	45
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)

Year and month in which data were collected: January 2017

The following are the most recent adoptions for Alum Rock Union Elementary School District:
- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District makes every effort to ensure 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 Office of Public School Construction. The results of this survey are available at the school office and at the district office.

McCollam School was constructed in 1958. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead-containing building materials are found, they are removed according to Environmental Protection Agency (EPA) and State and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock Union Elementary School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained and that the school's buildings, grounds and play areas are safe for use.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Area: Girls restroom C-wing-Air ventilation is not working. Rm. Boys restroom C-wing-Air ventilation is not working.
Interior: Interior Surfaces	X			Area: Main Office-Carpet has huge stain by the nurse office, staff lounge, base board need to be replaced. Rm. D1-Small piece of trancision part is missing. carpet deteriorate to it use. Rm. D2-Small piece of trancision part is ripped out, Carpet deteriorate to it use. Rm.D5-Carpet has a long torn line, carpet need to be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Area: Electrical C-wing-Fire extinguisher need to be replaced.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017			
	Exemplary	Good	Fair	Poor
Overall Rating		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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	46	54	39	40	48	48
Mathematics (grades 3-8 and 11)	44	51	30	33	36	37

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	199	97.55	54.27
Male	118	116	98.31	49.14
Female	86	83	96.51	61.45
Black or African American	--	--	--	--
Asian	71	70	98.59	70
Filipino	11	10	90.91	70
Hispanic or Latino	111	108	97.3	43.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	146	96.69	51.37
English Learners	115	113	98.26	50.44
Students with Disabilities	36	36	100	19.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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 Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	202	99.02	51.49
Male	118	118	100	50
Female	86	84	97.67	53.57
Black or African American	--	--	--	--
Asian	71	71	100	67.61
Filipino	11	10	90.91	50
Hispanic or Latino	111	110	99.1	40
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	149	98.68	44.97
English Learners	115	114	99.13	44.74
Students with Disabilities	36	36	100	22.22
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	Percent 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)	81	60	47	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.8	1.8	

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

McCollam values and includes all stakeholders in all facets of the educational process. To encourage parent participation, McCollam maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the Principal's Newsletter. Because parent and community involvement is essential to student achievement, McCollam School provides a number of parent and community involvement opportunities.

McCollam School has an active and strong Parent Teacher Association (PTA). The PTA raises funds for field trips, picnic tables, benches and supplies. They purchase awards for the end of the year award assemblies. These assemblies recognize students who had perfect fourth quarter "Go for the Gold" Honor Roll Distinction, boy and girl of the year, best athlete, and presidential academic awards. Parents also participate on School Site Council and English Language Advisory Committee. Parents are welcomed and encouraged to volunteer in classrooms and in the library.

For more information, please contact the school Principal, Pablo Fiene, at 408-928-8000.

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	0.2	0.0	0.2	3.2	3.1	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

McCollam Elementary School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the McCollam Safety Committee before it is presented annually to the Alum Rock Union Elementary School District Board of Trustees for approval. The revised plan was approved in December 2017. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. The McCollam School Safety Plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non- discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and an intervention policy.

All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides extra yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they are well supervised by staff before, during, and after school.

Students and staff have established procedures in case of emergencies (e.g. earthquakes, bomb threats, etc.). In the event of an emergency such as earthquakes, fire, etc., the principal will ring the alarm. This means that everyone on site will be prepared to duck and cover and/or evacuate the building. Staff and students will not return to their classes until the all-clear bell has been given by the administrator and/or designee.

Code Red or Tiger Time will be declared when a lock-down of the school needs to go into effect due to an extreme emergency taking place on campus. All students and teachers will lock themselves in their classrooms and barricade the door until an administrator or designee signals the all-clear sign. Teachers are also aware of certain private signals they can use to declare a need for help or to indicate that they are all safe.

All staff has read the safety rules for the Alum Rock Union Elementary School District and have signed that they have read and understood the rules. The minutes from the monthly safety meetings for managers are posted in the staff room. The principal routinely notifies the staff of any safety issues or concerns.

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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	30.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	20	3	2		21	2	2		19	3	3	
1	20	1	1		21	1	2		23		3	
2	20	2	1		23		2		24		2	
3	21	1	2		21	1	3		22	1	2	
4	31		2		34			1	24	1	2	
5	22	2	3		26	1	1	2	23	1	2	
Other					9	1						

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)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist	1	N/A
Other		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)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,003	$2,472	$6,531	74,748
District	N/A	N/A	6,466	$80,761
Percent Difference: School Site and District	N/A	N/A	1.0	-7.4
State	N/A	N/A	$6,574	$78,363
Percent Difference: School Site and State	N/A	N/A	-0.7	-4.6

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

Types of Services Funded (Fiscal Year 2016-17)

McCollam Elementary School provides the following regular services and activities to enable under-performing students to meet standards:
Saturday school and before/after-school intervention classes will be offered to at-risk students scoring below proficiency levels in reading language arts
Training for teachers in differentiated instructional practices in the areas of reading and math

Classroom teachers continually provide best practices and teaching strategies that best meet the needs of students currently not mastering grade level standards.
Teachers have implemented Writing strategies which support the Common Core State Standards. Accelerated Reader is implemented in grades 1- 5.
Laptop computers are used by all grade levels.

Classroom Teachers meet to analyze and assess student data to determine if English learners are meeting their annual yearly goals (based on length of time in the district's language program).

McCollam Elementary School provides the following categorical funded services and activities to ensure under-performing students meet standards:

Professional development training for teachers, which focuses on supporting low-achieving students by improving program implementation and improving teaching
Family involvement activities
Accelerated Reader
Supplemental materials for reading and math programs

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,010	$48,678
Mid-Range Teacher Salary	$82,527	$78,254
Highest Teacher Salary	$96,202	$96,372
Average Principal Salary (Elementary)	$121,232	$122,364
Average Principal Salary (Middle)	$131,159	$125,958
Average Principal Salary (High)		$126,758
Superintendent Salary	$205,528	$212,818
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	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)

The administrative and teaching staff is committed to a high level of professional growth. Teachers have attended training to develop their knowledge of pedagogy instructional strategies, standards, assessment, and writing.

Staff development in literacy has included the following:

CCSS Language Arts Training
Benchmark Advanced Training and workshops
Collaborative Data Analysis Student Learning

Staff development in math and NGSS science has included the following:

CCSS Mathematics Training
EnVision Training and workshops
Collaborative Data Analysis Student Learning