

# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



### Millard McCollam Elementary

Address: 3311 Lucian Ave. San Jose, CA 95127-1544

Principal: Pablo Fiene, Principal

Phone: (408) 928-8000

Email: [pablo.fiene@arusd.org](mailto:pablo.fiene@arusd.org)

Web Site:

CDS Code: 43693696046254



### Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: [hilaria.bauer@arusd.org](mailto:hilaria.bauer@arusd.org)

Web Site: [www.arusd.org](http://www.arusd.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 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 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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: Alum Rock Union Elementary  
Phone Number: (408) 928-6800  
Superintendent: Hilaria Bauer  
E-mail Address: [hilaria.bauer@arUSD.org](mailto:hilaria.bauer@arUSD.org)  
Web Site: [www.arUSD.org](http://www.arUSD.org)

### School Contact Information Most Recent Year

School Name: Millard McCollam Elementary  
Street: 3311 Lucian Ave.  
City, State, Zip: San Jose, CA 95127-1544  
Phone Number: (408) 928-8000  
Principal: Pablo Fiene, Principal  
E-mail Address: [pablo.fiene@arUSD.org](mailto:pablo.fiene@arUSD.org)  
Web Site:  
County-District-School  
(CDS) Code: 43693696046254

## School Description and Mission Statement – Most Recent Year

It is an honor to serve the McCollam School community. I am committed to ensuring that McCollam staff members promote an outstanding learning experience for all students. 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. Through 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 2014-15)

Grade Level	Number of Students
Transitional Kindergarten	20
Kindergarten	69
Grade 1	52
Grade 2	68
Grade 3	56
Grade 4	84
Grade 5	89
Total Enrollment	438

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

Student Group	Percent of Total Enrollment
Black or African American	2.3%
American Indian or Alaska Native	0.5%
Asian	33.6%
Filipino	6.2%
Hispanic or Latino	50.2%
Native Hawaiian/Pacific Islander	1.4%
White	3.9%
Two or More Races	2.1%
Socioeconomically Disadvantaged	69.6%
English Learners	37.9%
Students with Disabilities	11.6%
Foster Youth	0.2%

## 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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	21	21	20	568
Without Full Credential	0	0	0	14
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
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.65%	4.35%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	0%	0%

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 – Most Recent Year

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 instructional 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 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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 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 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 2016

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 – Most Recent Year

Month and year in which data were collected: January 2016

	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], 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		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	51%	33%	44%
Mathematics (grades 3-8 and 11)	45%	23%	33%

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 Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)**  
**ELA - Grade 3**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	57	55	96.5%	38%	16%	29%	16%
Male	57	29	50.9%	48%	14%	31%	7%
Female	57	26	45.6%	27%	19%	27%	27%
Black or African American	57	2	3.5%	–	–	–	–
American Indian or Alaska Native							
Asian	57	15	26.3%	40%	13%	27%	20%
Filipino	57	3	5.3%	–	–	–	–
Hispanic or Latino	57	30	52.6%	40%	17%	37%	7%
Native Hawaiian or Pacific Islander	57	1	1.8%	–	–	–	–
White	57	2	3.5%	–	–	–	–
Two or More Races	57	2	3.5%	–	–	–	–
Socioeconomically Disadvantaged	57	40	70.2%	45%	20%	30%	5%
English Learners	57	30	52.6%	47%	13%	30%	10%
Students with Disabilities	57	8	14%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded



## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	83	82	98.8%	39%	23%	23%	15%
Male	83	45	54.2%	38%	31%	20%	11%
Female	83	37	44.6%	41%	14%	27%	19%
Black or African American	83	3	3.6%	—	—	—	—
American Indian or Alaska Native							
Asian	83	27	32.5%	19%	30%	26%	26%
Filipino	83	3	3.6%	—	—	—	—
Hispanic or Latino	83	45	54.2%	53%	24%	20%	2%
Native Hawaiian or Pacific Islander	83	1	1.2%	—	—	—	—
White	83	2	2.4%	—	—	—	—
Two or More Races	83	1	1.2%	—	—	—	—
Socioeconomically Disadvantaged	83	57	68.7%	46%	26%	19%	9%
English Learners	83	20	24.1%	70%	25%	5%	0%
Students with Disabilities	83	14	16.9%	64%	21%	0%	14%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	89	86	96.6%	17%	15%	37%	29%
Male	89	50	56.2%	20%	20%	40%	20%
Female	89	36	40.4%	14%	8%	33%	42%
Black or African American	89	2	2.2%	—	—	—	—
American Indian or Alaska Native							
Asian	89	29	32.6%	3%	14%	31%	52%
Filipino	89	7	7.9%	—	—	—	—
Hispanic or Latino	89	42	47.2%	29%	14%	36%	19%
Native Hawaiian or Pacific Islander	89	1	1.1%	—	—	—	—
White	89	5	5.6%	—	—	—	—
Two or More Races							
Socioeconomically Disadvantaged	89	68	76.4%	21%	16%	34%	28%
English Learners	89	13	14.6%	38%	38%	15%	8%
Students with Disabilities	89	15	16.9%	80%	13%	7%	0%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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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.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

## Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	57	57	100%	23%	30%	35%	12%
Male	57	30	52.6%	27%	30%	37%	7%
Female	57	27	47.4%	19%	30%	33%	19%
Black or African American	57	2	3.5%	–	–	–	–
American Indian or Alaska Native							
Asian	57	15	26.3%	7%	27%	47%	20%
Filipino	57	3	5.3%	–	–	–	–
Hispanic or Latino	57	31	54.4%	29%	32%	29%	10%
Native Hawaiian or Pacific Islander	57	1	1.8%	–	–	–	–
White	57	2	3.5%	–	–	–	–
Two or More Races	57	3	5.3%	–	–	–	–
Socioeconomically Disadvantaged	57	41	71.9%	27%	32%	37%	5%
English Learners	57	31	54.4%	23%	32%	39%	6%
Students with Disabilities	57	8	14%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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.

- \* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	83	83	100%	30%	31%	25%	13%
Male	83	46	55.4%	28%	35%	24%	13%
Female	83	37	44.6%	32%	27%	27%	14%
Black or African American	83	3	3.6%	—	—	—	—
American Indian or Alaska Native							
Asian	83	27	32.5%	7%	26%	44%	22%
Filipino	83	3	3.6%	—	—	—	—
Hispanic or Latino	83	46	55.4%	48%	37%	13%	2%
Native Hawaiian or Pacific Islander	83	1	1.2%	—	—	—	—
White	83	2	2.4%	—	—	—	—
Two or More Races	83	1	1.2%	—	—	—	—
Socioeconomically Disadvantaged	83	58	69.9%	34%	34%	22%	9%
English Learners	83	21	25.3%	43%	48%	10%	0%
Students with Disabilities	83	14	16.9%	50%	36%	0%	14%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	89	86	96.6%	23%	28%	19%	30%
Male	89	50	56.2%	26%	22%	24%	28%
Female	89	36	40.4%	19%	36%	11%	33%
Black or African American	89	2	2.2%	—	—	—	—
American Indian or Alaska Native							
Asian	89	29	32.6%	3%	21%	24%	52%
Filipino	89	7	7.9%	—	—	—	—
Hispanic or Latino	89	42	47.2%	38%	31%	17%	14%
Native Hawaiian or Pacific Islander	89	1	1.1%	—	—	—	—
White	89	5	5.6%	—	—	—	—
Two or More Races							
Socioeconomically Disadvantaged	89	68	76.4%	25%	29%	16%	29%
English Learners	89	13	14.6%	46%	31%	8%	15%
Students with Disabilities	89	15	16.9%	80%	13%	0%	7%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## 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)	71%	54%	81%	50%	52%	47%	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	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	—
All Students at the School	81%	White	—
Male	80%	Two or More Races	—
Female	82%	Socioeconomically Disadvantaged	79%
Black or African American	—	English Learners	—
American Indian or Alaska Native	—	Students with Disabilities	—
Asian	96%	Students Receiving Migrant Education Services	—
Filipino	—	Foster Youth	—
Hispanic or Latino	63%		

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.

## STATE PRIORITY: OTHER PUPIL OUTCOME

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

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

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

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	16.9%	23.6%	24.7%
7			
9			

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 - Most Recent Year

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 participation 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.39	0	0.22	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

## School Safety Plan – Most Recent Year

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 February 2015. 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 closedown 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 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.

### 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	N/A	Yes



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

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	38.1%

NOTE: Cells with NA values do not require data.

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

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	4	1		19	2	2		20	3	2	
1	19	3			20	3			20	1	1	
2	18	4			22		2		20	2	1	
3	16	5			21	1	3		21	1	2	
4	27		3		24	1	1	1	31		2	
5	26	1		2	25	1	3		22	2	3	
Other	7	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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non - teaching)	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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,161	\$2,312	\$6,849	\$74,748
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	5.92%	6.65%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	28.07%	2.40%

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

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

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 scoring below the 40th percentile

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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
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 - Most Recent Three Years

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

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
- Imagine It! Training and workshops
- Collaborative Data Analysis Student Learning

Staff development in math and science has included the following:

- CCSS Mathematics Training
- Go Math!
- Asilomar Math Conference

Staff development in leadership has included the following:

- Santa Clara County Office of Education Leadership Training
- Reading Professional Learning Communities at Work