

Millard McCollam Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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
Email Address	pablo.fiene@arUSD.org
School Website	
County-District-School (CDS) Code	43-69369-6046254

2023-24 District Contact Information

District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arUSD.org
District Website	www.arUSD.org

2023-24 School Description and Mission Statement

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. Through teamwork, and a dedication to continuous improvement, students at McCollam will find their experience to be rewarding, challenging and enjoyable.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	59
Grade 2	66
Grade 3	79
Grade 4	70
Grade 5	71
Total Enrollment	411

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3%
Male	46.7%
American Indian or Alaska Native	0.7%
Asian	28.7%
Black or African American	1%
Filipino	10.2%
Hispanic or Latino	51.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.6%
White	4.4%
English Learners	27.7%
Foster Youth	0.2%
Homeless	0.2%
Migrant	0.2%
Socioeconomically Disadvantaged	47.2%
Students with Disabilities	16.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.70	93.97	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	1.94	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.70	7.26	12115.80	4.41
Unknown	1.00	4.13	31.80	6.46	18854.30	6.86
Total Teaching Positions	24.20	100.00	492.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	95.69	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.20	5.19	11953.10	4.28
Unknown	1.00	4.31	27.50	5.66	15831.90	5.67
Total Teaching Positions	23.20	100.00	487.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.10	0.00
Misassignments	0.30	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District: Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools, Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools, Foss Science 2019-Elementary/STEMscopes 2019-Middle Schools, Studies Weekly 2022- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill:Study Sync 2017- Middle School	Yes	0
Mathematics	Pearson: EnVision Math 2015 Elementary/ CPM 2015-Middle School	Yes	0
Science	Foss Science-Elementary/STEMscopes 2019-Middle School	Yes	0
History-Social Science	Studies Weekly 2022- Elementary /TCI Curriculum 2018-Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Closet K1 - ONE ceiling tile is broken Rm B9 - ceiling tile is missing Rm D5 - blinds missing Rm D4 - Need blinds above door Playground - first step is broken
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rm C3 - alot of books by the second door Rm C5 - need to take furniture out Closet ladies restroom - custodian needs to clean up
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rm K1 - faucet handle is missing K1 Restroom - both sink handles are broken Closet ladies restroom - faucet on the left is not working

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm K2 - Door doesn't open completel or closes correctly Rm D5 - door doesn't close properly

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	48	33	31	47	46
Mathematics (grades 3-8 and 11)	39	48	23	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	222	99.55	0.45	47.75
Female	110	110	100.00	0.00	55.45
Male	113	112	99.12	0.88	40.18
American Indian or Alaska Native	--	--	--	--	--
Asian	68	68	100.00	0.00	70.59
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	75.00
Hispanic or Latino	116	116	100.00	0.00	31.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	48	100.00	0.00	14.58
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	111	110	99.10	0.90	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	43	97.73	2.27	4.65

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	222	99.55	0.45	47.75
Female	110	110	100.00	0.00	50.00
Male	113	112	99.12	0.88	45.54
American Indian or Alaska Native	--	--	--	--	--
Asian	68	68	100.00	0.00	72.06
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	70.00
Hispanic or Latino	116	116	100.00	0.00	31.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	48	100.00	0.00	14.58
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	111	110	99.10	0.90	34.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	43	97.73	2.27	6.98

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.33	35.29	17.41	16.26	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	70	97.22	2.78	34.29
Female	39	38	97.44	2.56	34.21
Male	33	32	96.97	3.03	34.38
American Indian or Alaska Native	0	0	0	0	0
Asian	21	20	95.24	4.76	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	24.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	12	92.31	7.69	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	33	94.29	5.71	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	98.60%	98.60%	98.60%	98.60%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 and updates in Parent Square. 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 Organization (PTO). The PTO raises funds for identified school events, 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, excelled academically, 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	450	66	14.7
Female	245	237	29	12.2
Male	224	213	37	17.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	130	127	7	5.5
Black or African American	4	4	0	0.0
Filipino	43	43	1	2.3
Hispanic or Latino	246	231	52	22.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	21	20	3	15.0
White	20	20	2	10.0
English Learners	136	129	22	17.1
Foster Youth	1	1	0	0.0
Homeless	8	7	4	57.1
Socioeconomically Disadvantaged	236	227	52	22.9
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	83	80	22	27.5

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.60	0.43	0.02	2.44	2.82	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.43	0
Female	0	0
Male	0.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.81	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.74	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.2	0

2023-24 School Safety Plan

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 March 2022. The plan contains two school wide goals: The number of office referrals for student discipline will be reduced by 10%, and 100% of staff will be trained and follow correct procedures for emergencies such as fire drills, earthquake drills and Lockdown drills.

The Safety Plan and drill procedures are reviewed during the year with 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.

2023-24 School Safety Plan

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 Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	20	2	2	
2	24		3	
3	21	1	3	
4	29		3	
5	30		2	
Other	8	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	20	2	1	
2	24		3	
3	21	1	2	
4	26		2	
5	28		2	
Other	11	3	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	1	0
1	20	2	1	0
2	20	2	1	0
3	22	0	3	0
4	24	0	2	0
5	26	0	2	0
6	0	0	0	0
Other	12	4	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,926.83	\$10,954.95	\$6,971.88	\$105,072.50
District	N/A	N/A	\$7,216.32	\$94,380
Percent Difference - School Site and District	N/A	N/A	-3.4	10.7
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-8.7	15.9

Fiscal Year 2022-23 Types of Services Funded

McCollam Elementary School provides the following regular services and activities to enable under-performing students to meet standards:

Before/after-school intervention classes will be offered to at-risk students scoring below proficiency levels in reading language arts and mathematics.

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. Laptop computers are used by students as staff has increased proficiency in distance learning environment.

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

Supplemental materials for reading and math programs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,121	\$54,215
Mid-Range Teacher Salary	\$95,155	\$86,843
Highest Teacher Salary	\$114,262	\$111,440
Average Principal Salary (Elementary)	\$125,741	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$225,646	\$252,466
Percent of Budget for Teacher Salaries	32.82%	33.16%
Percent of Budget for Administrative Salaries	6.18%	5.15%

Professional Development

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
 Virtual Learning activities (including live instruction and use of learning apps).
 *MobyMax
 *Imagine Learning

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

CCSS Mathematics Training
 EnVision Training and workshops
 Collaborative Data Analysis Student Learning
 Virtual Learning - Learning activities (including live instruction and use of learning apps).

Staff development in the area of Positive Behavioral Interventions and Supports (PBIS) to promote a positive and safe school environment has included the following:

Development of school wide lessons to ensure procedures for the cafeteria, playground, classroom, hallways and restrooms are taught to all students
 Support staff in promoting a positive environment in their classrooms

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	4