

Margaret Collins Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Margaret Collins Elementary School
Street	1224 Pinole Valley Road
City, State, Zip	Pinole, CA 94564-1300
Phone Number	(510) 231-1446
Principal	Denita Robbins
Email Address	denita.robbins@wccusd.net
School Website	https://collins.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004659

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 School Description and Mission Statement

Margaret Collins Elementary School is a small neighborhood school with a diverse population of approximately 300 students. We house transitional kindergarten (TK) through sixth-grade students and special education classes for preschool, TK/K and first through sixth-grade students. Those programs include Resources and Extensive Services Needs, Occupational Therapy, and Speech and Language Services. Our staff is fully credentialed, and we pride ourselves on community connection, parent involvement and enrichment activities. We work hard on all subject areas, language arts, math, science, and history; but we also make learning engaging by providing art, gardening, performing arts (dance, music and theater), digital citizenship, and other hands-on applications. We are focusing our energy and efforts on math, using technology, and science by partnering with Community Resources for Science. We have a strong PTA and a great partnership with the community, businesses, Pinole

2025-26 School Description and Mission Statement

City Council, and the Pinole Police Department. We are broadening our enrichment activities to include online learning and social-emotional learning, and our mission is to educate the whole child.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	41
Grade 2	42
Grade 3	45
Grade 4	37
Grade 5	36
Grade 6	35
Total Enrollment	311

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
Asian	12.5
Black or African American	14.5
Filipino	9
Hispanic or Latino	45.3
Two or More Races	9
White	9.6
English Learners	17
Homeless	0.3
Socioeconomically Disadvantaged	53.4
Students with Disabilities	18

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.

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)	12.6	62.06	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.2	30.51	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	1.5	7.38	91.2	5.99	15831.9	5.67
Total Teaching Positions	20.3	100	1522.8	100	279044.8	100

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.

2022-23 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)	15.3	79.31	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	15.52	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	1	5.17	94.3	6.58	14303.8	5.15
Total Teaching Positions	19.3	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	14.2	87.71	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	2	12.29	67.7	4.84	13705.8	4.91
Total Teaching Positions	16.2	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	3.00	1	0
Misassignments	3.20	2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.20	3	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.7	11.1	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.5	0	5.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	0%
Mathematics	Great Minds, Eureka Math Squared, grades TK-6, c2025 - adopted 2025 Amplify, Desmos Math, grade 6, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used

School Facility Conditions and Planned Improvements

to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

8/13/2025

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	1: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 10: 4. PLASTER IS CHIPPING ON INTERIOR WALL (HALLWAY). CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL AND DOORFRAME (HALLWAY). 103: 4. HOLE IN WALL. CEILING TILE IS LOOSE.(HALLWAY) 12: 4. HOLE IN WALL.(HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SECTION OF CONDUIT IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOOR FRAME. 127: 4. INTERIOR WALL IS DAMAGED. 14: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15: 4. CEILING TILES ARE LOOSE (HALLWAY). FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS BROKEN (HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVER IS MISSING. 18: 4.CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 2: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME AND BASEBOARDS. 22: 4. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SKIRTING. 24: 4. CEILING TILES HAVE WATER STAINS. CEILING TRIM IS LOOSE. 25: 4. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EAVES (REAR SIDE OF BUILDING). 15. DOOR IS GOUGING RAMP. 3: 4. CEILING TILES HAVE WATER STAINS.(ALSO IN HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) 4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6: 4. DRAWER IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. CEILING TILES TILES ARE

School Facility Conditions and Planned Improvements

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Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	1: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 10: 4. PLASTER IS CHIPPING ON INTERIOR WALL (HALLWAY). CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL AND DOORFRAME (HALLWAY). 11: 4. PLASTER IS CHIPPING ON INTERIOR WALL (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12: 4. HOLE IN WALL.(HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SECTION OF CONDUIT IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOOR FRAME. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). PAINT IS PEELING ON DOOR FRAME. 139: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

School Facility Conditions and Planned Improvements

				16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) 18: 4.CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 25: 4. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EAVES (REAR SIDE OF BUILDING). 15. DOOR IS GOUGING RAMP. 4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVERS ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 6: 4. DRAWER IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. CEILING TILES TILES ARE LOOSE.(HALLWAY) 5. UNSECURED ITEMS ARE STORED TOO HIGH. UTILITY 141: 5. ROOM IS VERY CLUTTERED. 11. PAINT IS CHIPPING ON CEILING.
Electrical			X	101D: 7. ELECTRICAL COVER IS MISSING (HALLWAY). 12: 4. HOLE IN WALL.(HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SECTION OF CONDUIT IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOOR FRAME. 125: 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL/DOOR. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVERS ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). ADMINISTRATION: 4. FLOOR TILES ARE WORN. FORMICA IS CHIPPING ON WORK STATION. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL/DOOR FRAME. (MENSTRUAL NOTICE NOT POSTED) LIBRARY 128: 4. FLOOR TILES ARE BROKEN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. INGRESS/EGRESS IS BLOCKED. PSYCH: 4. FLOOR TILE IS BROKEN. 7. LIGHT DIFFUSER IS MISSING. ETHERNET COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	ADMINISTRATION: 4. FLOOR TILES ARE WORN. FORMICA IS CHIPPING ON WORK STATION. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

School Facility Conditions and Planned Improvements

			ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL/DOOR FRAME. (MENSTRUAL NOTICE NOT POSTED) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE NOT POSTED) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE NOT POSTED) 9. FAUCET LEAKS AT HANDLE. ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE NOT POSTED) TOILET IS LOOSE AT BASE. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE NOT ADEQUATE) MENS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY). 15. DOOR CLOSER COVER IS MISSING (HALLWAY). WMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE NOT ADEQUATE) WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE).
Safety: Fire Safety, Hazardous Materials		X	1: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 10: 4. PLASTER IS CHIPPING ON INTERIOR WALL (HALLWAY). CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL AND DOORFRAME (HALLWAY). 106: 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) 12: 4. HOLE IN WALL.(HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SECTION OF CONDUIT IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOOR FRAME. 121: 11. PAINT IS CHIPPING ON EXTERIOR WALL/DOOR FRAME. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). PAINT IS PEELING ON DOOR FRAME. 14: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) 17: 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).

School Facility Conditions and Planned Improvements

			18: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 2: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME AND BASEBOARDS. 25: 4. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EAVES (REAR SIDE OF BUILDING). 15. DOOR IS GOUGING RAMP. 3: 4. CEILING TILES HAVE WATER STAINS.(ALSO IN HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVERS ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 7: 4. FLOOR TILES ARE BROKEN. HOLE IN INTERIOR WALL (BEHIND HVAC UNIT). 11. PAINT IS PEELING ON INTERIOR WALL. 8: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOOR FRAME. 9: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE MISSING. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY) ADMINISTRATION: 4. FLOOR TILES ARE WORN. FORMICA IS CHIPPING ON WORK STATION. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. KITCHEN: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON DOOR. LIBRARY 128: 4. FLOOR TILES ARE BROKEN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. INGRESS/EGRESS IS BLOCKED. MENS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL.(HALLWAY). 15. DOOR CLOSER COVER IS MISSING (HALLWAY). SPEECH: 4. SECTION OF RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. STAFF ROOM 111: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON DOORFRAME. STORAGE 109: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON INTERIOR WALL AND CEILING. UTILITY 141: 5. ROOM IS VERY CLUTTERED. 11. PAINT IS CHIPPING ON CEILING.
Structural: Structural Damage, Roofs	X		22: 4. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SKIRTING.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		15: 4. CEILING TILES ARE LOOSE (HALLWAY). FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS BROKEN (HALLWAY). 10. FIRE

School Facility Conditions and Planned Improvements

				EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVER IS MISSING. 25: 4. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EAVES (REAR SIDE OF BUILDING). 15. DOOR IS GOUGING RAMP. PLAYCOURTS: 14. TRIP HAZARDS THROUGHOUT. WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE).
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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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	32	31	33	34	47	48
Mathematics (grades 3-8 and 11)	29	30	23	26	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	157	151	96.18	3.82	31.13
Female	83	78	93.98	6.02	32.05
Male	74	73	98.65	1.35	30.14
American Indian or Alaska Native	0	0	0	0	0
Asian	24	23	95.83	4.17	30.43
Black or African American	21	20	95.24	4.76	10.00
Filipino	13	12	92.31	7.69	41.67
Hispanic or Latino	67	65	97.01	2.99	29.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	40.00

White	16	16	100.00	0.00	50.00
English Learners	33	30	90.91	9.09	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	93	95.88	4.12	25.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	29	87.88	12.12	10.34

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	156	150	96.15	3.85	30.00
Female	82	78	95.12	4.88	24.36
Male	74	72	97.30	2.70	36.11
American Indian or Alaska Native	0	0	0	0	0
Asian	24	23	95.83	4.17	47.83
Black or African American	20	19	95.00	5.00	10.53
Filipino	13	12	92.31	7.69	16.67
Hispanic or Latino	67	65	97.01	2.99	27.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	40.00
White	16	16	100.00	0.00	37.50
English Learners	33	30	90.91	9.09	3.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	97	94	96.91	3.09	19.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	29	87.88	12.12	3.45

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.9	14.71	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	34	97.14	2.86	14.71
Female	18	17	94.44	5.56	11.76
Male	17	17	100.00	0.00	17.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	9.09
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	27.8	27.8	27.8	27.8	27.8

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.

2025-26 Opportunities for Parental Involvement

We have a powerful partnership with our parents and have the support of an active PTA. Some of the Parent Activities include, but are not limited to:

- Monthly Newsletter with events and information relating to school, student attendance, health and wellness, calendar, etc.
- Monthly Awards Assemblies with parent invitation for those students who are receiving awards, and during those mornings, we have a parent/principal gathering with conversations.
- All parents can participate in family fun nights, fundraising, and school improvement events. There are many voluntary opportunities for parents to participate in classroom activities, such as the Library, small group instruction, as well as study trips and evening activities. Parents help with gardening, painting, art projects, etc. Parent volunteers are fully vetted through the application process.
- Monthly Family Fun Nights include an Early back event before school starts, a welcome back Hispanic Heritage event, Halloween haunted hallway, United Nations night, Dr. Seuss Birthday party, Black History event, fundraisers, science fair, raffle and silent auction, and art show.
- Early Back Round Up offers parents an opportunity to come to the school in early August to meet teachers, get wish lists, and meet other families. Back to School Night: Parents and students meet with teachers to learn grade-level and teacher expectations (in fall).
- Open House: Parents can visit their students' current classrooms and other grade levels (in spring). In addition to visiting classrooms, incoming kindergarten parents are invited to visit and meet the parents, visit our art show, and meet the Collins Community.
- Science Night and Fair in collaboration with Pinole Valley High School Science Club
- Family literacy and math nights
- English Learners Advisory Council, AASAT, and School Site Council

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	343	335	100	29.9
Female	167	165	49	29.7
Male	176	170	51	30.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	39	7	17.9
Black or African American	52	52	17	32.7
Filipino	30	30	7	23.3
Hispanic or Latino	156	150	56	37.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	31	7	22.6
White	33	33	6	18.2
English Learners	67	63	17	27.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	207	202	69	34.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	68	27	39.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.87	0	0	4.81	4.82	4.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2025. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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.

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	21	4	2	0
1	19	4	0	0
2	17	4	0	0
3	18	4	0	0
4	22	0	2	0
5	26	0	2	0
6	19	4	0	0
Other	14	8	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	0	0
1	21	1	1	0
2	21	1	1	0
3	18	2	0	0
4	27	0	1	0
5	0	0	0	0
6	25	0	1	0
Other	16	3	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	1	2	
1	20	2		
2	21	1	1	
3	20	1	1	
4	23		1	
5	25		1	
6	29		1	
Other	13	3		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	10337.71	4470.93	5866.78	83641.17
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	17.4	-0.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-59.0	-12.3

Fiscal Year 2024-25 Types of Services Funded

The following are programs/services available at the school that support and assist students:

CHACON ARCHITECTURE, INC
 AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 BALL CHAIN MFG CO, INC.
 BLICK ART MATERIALS LLC
 FOLLETT CONTENT SOLUTIONS LLC
 JANUS CORPORATION
 LUCKY
 MICHAELS TRANSPORTATION
 NV CONSTRUCTION LLC

Fiscal Year 2024-25 Types of Services Funded

SOCIAL AND ENVIRONMENTAL ENTREPRENEUR
VARITRONICS, LLC
VISTA ENVIRONMENTAL INC

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

Ongoing collaboration allows grade-level teams to address issues of instruction and achievement. The principal provides collaboration, centered on data-driven instruction. Each trimester, teacher teams, the principal, and resource specialists meet to discuss data and target students for specific learning outcomes and support. The district provided training around STEAM subjects. Collins teachers participate in Community Resources in Science trainings. Teachers are developing best practices in the TC Writing Program, developing district-adopted curriculum, and will work with each other to collaborate on shared ideas. Collins has purchased Accelerated Reader to engage students in wide reading at their instructional level; students receive awards after reaching goals in those levels. Collins is in its sixth year of implementing the PBIS (Positive Behavior Intervention Supports) framework. Teachers are participating in building strong, explicit expectations for student behaviors and positive rewards and praise for meeting those expectations. We have also implemented Sanford Harmony and Second Step, as social-emotional programs that help students express needs, communicate with peers and adults, and feel empowered and heard.

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

Professional Development

distance learning accessible, engaging and enlightening.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	10