



Ella B. Allen Elementary School

4300 Allen School Lane • Bonita, CA 91902-2309 • (619) 479-3662 • Grades K-6

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<http://schools.cvesd.org/schools/allen/Pages/home>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Chula Vista Elementary School District

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District Governing Board

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Francisco Escobedo, Ed.D.

Superintendent

Jeffrey Thiel, Ed.D.

Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel

Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Vision of Learning: The students of Allen Elementary School are citizens of an ever-changing global community. Allen students focus on academic, social, and emotional learning. They are innovative, kind, compassionate, creative, collaborative, and self-aware citizens of the 21st century.

Mission – All adults of the Allen Elementary School community work collaboratively to provide a safe and nurturing learning environment. The staff apply a deep understanding of the California Content Standards and provide rigorous and relevant learning experiences to engage and challenge all students. Additionally, the teaching staff integrate science, technology, math, and the arts across all content areas while providing the appropriate scaffolds and supports for every child to be a successful learner.

Allen School's motto is "Together, We Soar!" We believe the success of one Eagle is the success of all Eagles. Additionally, we know that it takes each member of the community working together to give students opportunities to reach their fullest potential. This motto connects with Chula Vista Elementary School District's theme of "Nurturing Relationships through Grit," which focuses on collaboration and maintaining relationships to promote student growth and learning.

Values – We value: kindness, respect, integrity, individuality, cooperation, creativity, responsibility, safety, focus, and diversity.

Ella B. Allen Elementary is a kindergarten through sixth grade elementary school in the Chula Vista Elementary School District and serves a diverse student population of 357 students. We have fifteen general education classrooms in kindergarten through sixth grade including a Resource Specialist and a Language, Speech, and Hearing program that supports 27 students with IEPs. Every adult is committed to making sure each child has access to rigorous and enriching California Content Standards-based literacy, math, science, and social studies instruction. Additionally, students engage in visual and performing arts, technology, and physical education.

Allen Elementary is known as the "Home of the Allen Eagles" and promotes and supports excellence in all areas of academic, social, and emotional learning. The adults at Allen School commit their time and effort to build a solid foundation for learning for Allen Students. For Academic learning, the Instructional Leadership Team promotes professional learning for teachers to build a solid instructional foundation of powerful practices to support student learning. For social and emotional learning, the school climate committee called the Heart of Allen focuses on building systems to support the social, emotional, behavioral, and self-regulation skills of every student.

Allen School serves a diverse population of learners: The following are key demographics:

37% Socioeconomically Disadvantaged
22% English Language Learners
7% students with disabilities
63% Hispanic/Latino,
22% White
3% African American,
3% Asian and Filipino
3% Two or more races

Full-time Certificated Staff:

- 15 general education teachers
- 1 Resource Specialist
- 1 District Resource Teacher shared with another school site
- 1 Principal
- 1 VAPA Resource Teacher

Part-time Certificated Staff:

- 1 Language, Speech, and Hearing Specialist
- 1 Psychologist
- 1 Registered Nurse
- 1 VAPA Resource Teacher

Full-time Classified Staff:

- 4 Instructional Assistants
- 1 Secretary
- 1 Attendance Health Secretary
- 2 Custodians
- 3 Child Nutrition Services employees

Part-time Classified Staff:

- 1 Technology Hardware Specialist
- 1 Instructional Assistant for English Learners
- 4 Noon Duty Supervisors
- 1 Library Technology Technician

School Characteristics/Activities

- Rigorous, California Content Standards instructional programs in all grade levels
- Formative and summative assessment data used to drive instruction
- Social Emotional Learning Program: Sanford Harmony
- Response to Intervention Team of teachers and Special Education Staff (RTI) support for at-risk students based upon a Response to Intervention (RtI) approach
- Weekly student recognition for positive behavior
- Quarterly awards assemblies for academic achievement and citizenship
- Quarterly recognition for perfect attendance
- Parent Participation through School Site Council, Parent-Teacher Club, English Learner Advisory Committee, GATE Parent Committee, Parent Patrol, District Advisory Committee and District English Language Advisory Committee
- Extended Day sessions in Fall
- Onsite child care through YMCA and City of Chula Vista (DASH) and Connecting Family Resource Center
- After School enrichment activities include: Robotics, CYT Performing Arts, Soccer Shots, Student Council, Safety Patrol
- Parent Teacher Club events: Talent show, Fall Harvest Ball, Winter Ball, Spring Carnival, Ultra Fit Fun Run
- School and District Speech Contest.
- Partnerships with SDSU School of Education, Bonita Vista High School Cross-Age Tutors, and YMCA

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 47 |
| Grade 1 | 43 |
| Grade 2 | 46 |
| Grade 3 | 63 |
| Grade 4 | 50 |
| Grade 5 | 47 |
| Grade 6 | 58 |
| Total Enrollment | 354 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 2 |
| Asian | 2.5 |
| Filipino | 7.3 |
| Hispanic or Latino | 62.7 |
| White | 22 |
| Two or More Races | 2.8 |
| Socioeconomically Disadvantaged | 39.5 |
| English Learners | 24.3 |
| Students with Disabilities | 8.2 |

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 for Ella B. Allen | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 19 | | 19 |
| Without Full Credential | 0 | | 1 |
| Teaching Outside Subject Area of Competence | | | |

| Teacher Credentials for Chula Vista Elementary | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 1261 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

Teacher Misassignments and Vacant Teacher Positions at Ella B. Allen Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | | | |
| Total Teacher Misassignments* | | | |
| Vacant Teacher Positions | | | |

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: July 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | Benchmark Advance, English and Spanish. Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Go Math Mathematics K-6, English and Spanish. Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Allen Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Allen custodial staff performs basic cleaning operations daily. A modernization of the facility occurred during the summer of 2015. This modernization included upgrades to electrical, plumbing, HVAC, and wireless broadband connectivity. Additionally, each of the classrooms was modernized with new carpet, bulletin boards, furniture, TVs, LED lighting, and energy efficient windows. The modernization is funded by the school bond Proposition E.

The school plant includes four main wings, an auditorium building, a visual and performing arts room, a school library, and a separate building housing five additional classrooms. A security system monitors the school after school hours and on the weekends.

Each classroom on the Allen Elementary School campus is equipped with a telephone allowing intercommunication between administrators, the school office, and other teachers. Each wing of the school has one walkie-talkie available for communication should telephones become non-operational.

Each Kindergarten through 2nd Grade classroom is equipped with a minimum of 6 desktop computers and 4 iPad Minis. Additionally, there are one-to-one devices purchased by Local Control and Accountability Plan (LCAP) funds in 3rd grade and 4th grade and 50 laptops for student use in the 5th, and 6th grade classrooms. Every teacher has an assigned laptop and there are wireless access points located throughout the campus. Learning is enhanced in the 5th and 6th grades through the use of 2 interactive Smart Boards. A variety of student activities and services are available on the school campus outside of the school day. These include

- DASH (Dynamic After School Hours): a free two-hour after school program conducted by the City of Chula Vista Library and Recreation Department that provides structured activities for 1st through 6th grade children.
- Extended Day Learning offers additional academic support for students in grades K through 6.

None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c) (1) exist at our school.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/13/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | 102 Kinder: Tile in door way cracked east door 201 CR: 1 broken ceiling tile 301 CR: laminate peeling off - sharp edges also on sink doors 302 CR: Piece of formica missing from door sink 405 CR: Sink doors need adjustment; small hole in ceiling tile 501 CR: Sink knob is loose; small hole in ceiling; 1 stained tile 502 CR: 1 broken - 2 stained ceiling tiles 503 CR: Wall on right hand side of entrance is ripped, broken ceiling tile 701 Creativity Lab: 2 stained ceiling tiles 801: pesticide and cleaning bottles under sink; sink low water pressure; plastic cover for water faucet needs a screw; tile border broke in RR 804: missing blank plate; ceramic tiles broken in bathrooms 805: ceramic tiles broken (bathrooms), diffuser Building 100 Work Room: Damaged ceiling tile, fascia damaged north wall Kitchen: fascia and rafter damaged; west doorway tile cracked. |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| | | Media 700: 1 stained tile; light inside doorway can not be turned off MP: all door way tile is cracking Storage 500A: Ceiling tiles removed; room can not be entered due to clutter Storage 500B: Ceiling tiles removed Storage: stained ceiling tile Student Store: holes in wall, loose phone outlet |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Mens Restroom: Ceiling access panel ajar |
| Electrical: Electrical | Fair | 404 CR: Loose outlet by phone line 800C: walls damaged, missing cove base; electrical box needs a cover 804: missing blank plate; ceramic tiles broken in bathrooms M.P.: loose outlet by fountain on left wall Media 700: 1 stained tile; light inside doorway can not be turned off Principal Office: Exposed wires behind the tv need to be covered Student Store: holes in wall, loose phone outlet Utility: s.d.g. ; light out |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | 204 CR: facia damaged northside breezeway; Drinking fountain missing a piece of formica 303 CR: Piece of formica broken on sink; Panels loose above sliding doors 405 CR: Sink doors need adjustment; small hole in ceiling tile 801: pesticide and cleaning bottles under sink; sink low water pressure; plastic cover for water faucet needs a screw; tile border broke in RR 803: holes in wall next to sink , vent dirty, R/R holes in walls, toilet seat stained 804: missing blank plate; ceramic tiles broken in bathrooms M.P.: loose outlet by fountain on left wall |
| Safety: Fire Safety, Hazardous Materials | Good | 801: pesticide and cleaning bottles under sink; sink low water pressure; plastic cover for water faucet needs a screw; tile border broke in RR 805: ceramic tiles broken (bathrooms), diffuser Electrical 600: Bookcases and boxes blocking electrical boxes |
| Structural: Structural Damage, Roofs | Good | 800B: Holes in wall Kitchen: facia and rafter damaged; west doorway tile cracked. |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---------------|---|
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | 303 CR: Piece of formica broken on sink; Panels loose above sliding doors 402 CR: broken door sweep 501 CR: Sink knob is loose; small hole in ceiling; 1 stained tile Play Toy outside 400 Bldg.: cobwebs N side has mold, center landing protective coating is missing, N sidewalk drops off Playground: 2 holes on blacktop; North side of slide tower has moss |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 62 | 70 | 65 | 64 | 50 | 50 |
| Math | 52 | 63 | 51 | 51 | 38 | 39 |

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.

Note: 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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 17.3 | 42.3 | 26.9 |

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 219 | 217 | 99.09 | 70.05 |
| Male | 106 | 105 | 99.06 | 70.48 |
| Female | 113 | 112 | 99.12 | 69.64 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 16 | 16 | 100.00 | 81.25 |
| Hispanic or Latino | 137 | 135 | 98.54 | 61.48 |
| White | 48 | 48 | 100.00 | 87.50 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 105 | 104 | 99.05 | 57.69 |
| English Learners | 67 | 65 | 97.01 | 47.69 |
| Students with Disabilities | 21 | 21 | 100.00 | 23.81 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 219 | 219 | 100.00 | 63.01 |
| Male | 106 | 106 | 100.00 | 65.09 |
| Female | 113 | 113 | 100.00 | 61.06 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 16 | 16 | 100.00 | 81.25 |
| Hispanic or Latino | 137 | 137 | 100.00 | 54.01 |
| White | 48 | 48 | 100.00 | 77.08 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 105 | 105 | 100.00 | 47.62 |
| English Learners | 67 | 67 | 100.00 | 38.81 |
| Students with Disabilities | 21 | 21 | 100.00 | 14.29 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2019-20)

Contact person: Principal Maria E. Garcia

Contact Person Phone Number: 619-479-3662

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. The principal sends a Sunday Night "All Call" phone and text messages to all parents to keep parents informed of what is happening at Allen School. We have Parent Information and Coffee Chats called Family First Fridays to keep parents informed about assessment, curriculum and instruction. During these meetings, we provide parents with ways in which they can become partners with us in the education of their children. In the past, Allen School has collaborated with two other elementary schools in the Bonita area to provide parent trainings on English Language Development, Social/Emotional Learning, and Literacy.

Parent Leadership opportunities are widely available in committees such as DAC/DELAC, School Site Council, a developing ELAC, the Heart of Allen Committee (PBIS committee), and PTC. We have parent representatives in each of these committees who actively engage other parents to understand and participate in our school wide programs and activities.

Allen Elementary has a very active Parent-Teacher Club (PTC) that sponsors and coordinates many activities such as Educational Assemblies, Book Fairs, Red Ribbon Week, Harvest Ball, Variety Show, Silent Auction, Yearbook, Parent Patrol, and Fundraisers.

The PTC also provides funding for teacher mini-grants, computers/technology, disaster preparedness, study trips, technology and other projects for the benefit and welfare of Allen children and the community. The PTC works collaboratively with the SSC to support enrichment activity funding for students.

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.

School Safety Plan

One of the key components of Allen School is the Social Emotional Learning Program called Sanford Harmony. Every classroom has community circle meetings called "Meet Up" where teachers facilitate conversations with students to support self-regulation skills, empathy, skills, and to strengthen peer and adult relationships. Additionally, student safety and well-being is promoted by activities including bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, an anti-bullying program, Parent Patrol Program, consultation and collaboration with a district social worker, and School Safety Patrol. Established procedures are in place at Allen Elementary School to handle disasters such as fire, earthquakes, bomb threats and/or dangerous intruders. Disaster preparedness drills are conducted on a routine basis and we are continuing to improve upon our strategies to handle such emergencies. Students are not allowed to leave the school building and the grounds with anyone other than their parent or guardian, or a designated adult who is listed on the student's emergency card. Students must be signed out in the office by the parent or guardian prior to leaving the school grounds. Unfamiliar individuals will be required to show a picture identification to office personnel before the child can be released. Parents and guardians will be asked to wait in the office while school personnel call the child to the office. In an effort to promote the greatest safety possible, Allen Elementary is a closed campus. The Safety Plan was approved by School Site Council on October 23, 2019.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.2 | 0.5 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.6 | 0.7 | 0.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .0 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.4 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 3.5 |

* 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | | | 2017-18 | | | 2018-19 | | | |
|-------------|--------------------|-------------------------|--------------------------|--------------------|-------------------------|--------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 21 | 1 | 1 | 21 | 1 | 1 | 24 | | 2 | |
| 1 | 25 | | 2 | 21 | | 2 | 22 | | 2 | |
| 2 | 23 | | 3 | 24 | | 2 | 21 | 1 | 1 | |
| 3 | 25 | | 2 | 23 | | 3 | 23 | 1 | 2 | |
| 4 | 31 | | 2 | 24 | | 2 | 25 | | 2 | |
| 5 | 20 | 1 | 2 | 31 | | 2 | 24 | | 2 | |
| 6 | 30 | | 2 | 21 | 1 | 2 | 29 | | 2 | |
| Other** | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Staff development topics for the next three academic year school years are aligned with District Multiple Measures, CAASPP assessment data, and ELPAC data. This information, in conjunction with the California State Standards, establishes a need for professional development plan for the next three years in Designated English Language Development specifically using the GLAD strategies of the observation charts, Cognitive Content Dictionary, and pictorial input charts. Additionally, teacher clarity in instruction, specifically communicating a clear learning target with success criteria is a practice teachers have been learning through professional development. Staff continues to receive training to enhance reading instruction, students' critical thinking skills, and conceptual development of mathematics. Students' speaking and listening skills are developed through designated English Language Development and planned collaborative conversations. Content mastery is determined through performance-based assessments and tasks for students, and targeted guided visits to calibrate powerful instructional practices. Professional development is conducted in a variety of ways, for example, after school workshops, grade level collaboration, vertical cross-grade level collaboration, individual mentoring of teachers, a professional learning cycle, support from the District Resource Teacher, and an observation-feedback cycle from the principal.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$50,150 | \$45,741 |
| Mid-Range Teacher Salary | \$75,662 | \$81,840 |
| Highest Teacher Salary | \$100,783 | \$102,065 |
| Average Principal Salary (ES) | \$134,097 | \$129,221 |
| Average Principal Salary (MS) | \$0 | \$132,874 |
| Average Principal Salary (HS) | \$0 | \$128,660 |
| Superintendent Salary | \$299,627 | \$224,581 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37% | 36% |
| Administrative Salaries | 5% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------------|------------|--------------|------------------------|
| School Site | \$13,867.73 | \$5,206.85 | \$8,660.88 | \$75,208.00 |
| District | N/A | N/A | \$166,094,33 | \$78,751.00 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -200.0 | -2.9 |
| School Site/ State | -28.6 | -7.3 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Categorical funds are utilized to finance a part time VAPA program support teacher to support our VAPA program and to release teachers for teacher collaboration. Title 1 funds are utilized to support professional development and the release of teachers to engage in Instructional Leadership planning meetings and guided visits to collect quantitative and qualitative data on powerful instructional practices during professional learning cycles. Site Control and Categorical funds finance auxiliary staff such as additional student supervision, additional library hours, and an instructional assistant for English Learners. Site Control and Categorical funds are also used to purchase Illuminate and other formative assessments used by all Allen teachers to examine student progress and guide instruction. Additionally, Categorical funds of LCAP and Title 1 are utilized to purchase Accelerated Reader to assist staff to promote opportunities for authentic reading experiences for children. Site Control and Categorical funds are used for Waterford Learning, a computerized early literacy, math and science program for K-1 grade students and 2nd and 3rd grade students who may need additional support in foundational skills. Supplemental funds have financed Systematic ELD Instruction for teachers along with corresponding manuals to raise the level of rigor and create consistency during English Language Development instructional time. Finally, standards-based supplemental instructional language arts materials and mathematics manipulatives are purchased by each grade level to strengthen students' reading comprehension and writing skills.

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).

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.