



# Ella B. Allen Elementary School

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

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<https://allenelementary.org/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Chula Vista Elementary School District

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#### District Governing Board

Kate Bishop

Leslie Ray Bunker

Eduardo Reyes, Ed.D.

Francisco Tamayo

Lucy Ugarte

#### District Administration

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

Ella B. Allen Elementary School offers small school charm in the largest elementary school district in California! Nestled in the hillsides of beautiful Bonita, California, Ella B. Allen Elementary School serves students in grades kindergarten through sixth grade and is proud to be part of the Chula Vista Elementary School District.

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. The Instructional Leadership Team promotes professional learning for teachers to build a solid instructional foundation of powerful practices to support student learning. Through staff development and the professional learning cycle, teachers and staff collaborate to create positive outcomes for students. 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. In addition, Allen added its Core Values and Common Courtesies in 2020 to guide all interactions between all members of its students, staff, visitors, and families:

#### Allen School's Core Values:

- Caring Honesty Perseverance Respect Responsibility

#### Allen School's Common Courtesies:

- "Please." "Thank you." "Good morning" or "Good afternoon." "I apologize for..." "Excuse me."

These Core Values and Common Courtesies are emphasized each week through daily reminders from the Morning Messages and in-class activities as part of Social-Emotional Learning time.

**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 members of the Allen Elementary School community work collaboratively to provide a safe and nurturing learning environment for students. 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!" Allen Elementary's school community believes that 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 Greatness," which focuses on collaboration and maintaining relationships to promote student growth and learning. Indeed, "Each child is an individual of great worth" at Ella B. Allen Elementary School. Allen Eagles value kindness, respect, integrity, individuality, cooperation, creativity, responsibility, safety, focus, and diversity.

### **Character, Citizenship, and Social Emotional Learning (SEL)**

Ella B. Allen Elementary School students and staff continue to do deep, meaningful work in the area of social-emotional learning. All teachers use the Sanford Harmony Program daily to teach the CASEL (Collaborative for Academic and Social Emotional Learning) competencies of Self-Awareness, Social Awareness, Relationship Skills, Self-Management, Responsible Decision-Making in order to provide a warm and nurturing learning environment. Teachers have implemented at least 15 minutes of SEL, four days a week, but many teachers do more and integrate this learning with lessons in equity, justice, writing, Science, and Social Studies. We have established four fundamental school wide rules that we call the Allen Code of Conduct: Be Kind, Be Safe, Be Respectful and Be Responsible. Additionally, we have established the Core Values and Common Courtesies in 2020. These initiatives were based in stakeholder feedback, surveys, and the committee work of the Heart of Allen Social-Emotional Learning committee and PBIS/MTSS group.

Furthermore, Allen is excited to begin implementing a mindfulness program called "Inner Explorer" in February 2021. The Inner Explorer program is a series of daily 5-10 minute audio-guided mindfulness practices. The program focuses on key areas of development, bringing mindfulness to education and helping students prepare for learning. Daily practice teaches kids the practical techniques to appropriately handle difficult emotions such as stress, anxiety, anger and more. Inner Explorer offers programs for all age-groups (PreK-12) that help students with the following themes:

- Discovering Breathing and Relaxation Exercises
- Learning Awareness of Senses
- Using Thought and Emotional Regulation
- Developing Compassion and Connection
- Promoting Social Emotional Learning

The staff will use these two SEL programs (Sanford Harmony and Inner Explorer), as well as ongoing work around social justice, equity, and restorative practices to improve its ability to support students and families.

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

35.9% Socioeconomically Disadvantaged

19.2% English Language Learners

7.5%. Students with Disabilities

0.6% Foster and Homeless Youth

62.1% Hispanic/Latino

20.6% White

2.5% African American

8.1% Filipino

3.2%. Asian

2.8% Two or more races

Full-time Certificated Staff:

\* 15 general education teachers

\* 1 Resource Specialist

\* 1 Principal

\* 1 VAPA Resource Teacher

Part-time Certificated Staff:

\* 1 Language, Speech, and Hearing Specialist

- \* 2 Psychologists

- \* 1 School Nurse

- \* 1 VAPA Resource Teacher

#### Full-time Classified Staff:

- \* 3 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

- \* 3 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 Programs: Sanford Harmony and Inner Explorer

- \* Response to Intervention Team of teachers and Special Education Staff (RTI) support for at-risk students based upon a Response to Intervention (RtI) approach

- \* Student recognition for positive behavior

- \* Quarterly awards assemblies for academic achievement and citizenship

- \* Quarterly recognition for excellent attendance

- \* Parent participation through Family First Fridays, School Site Council (SSC), Parent-Teacher Club (PTC), English Learner Advisory Committee (ELAC), Eagle Eyes Parent Volunteers (to help with safety), GATE Parent Committee, District Advisory Committee and District English Language Advisory Committee

- \* Distance Learning Support Program to support neediest students during the COVID-19 pandemic

- \* Onsite child care through YMCA and City of Chula Vista (DASH), LYFE, and Family Resource Centers

- \*After School enrichment activities include: Robotics, CYT Performing Arts, Soccer Shots, Student Council, Safety Patrol

- \*Parent Teacher Club events such as the Ultra Fit Fun Run and Talent Show

- \*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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 58                 |
| Grade 1          | 44                 |
| Grade 2          | 48                 |
| Grade 3          | 46                 |
| Grade 4          | 62                 |
| Grade 5          | 52                 |
| Grade 6          | 49                 |
| Total Enrollment | 359                |

### 2019-20 Student Enrollment by Group

| Group                           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American       | 2.5                         |
| Asian                           | 3.3                         |
| Filipino                        | 8.1                         |
| Hispanic or Latino              | 62.1                        |
| White                           | 20.6                        |
| Two or More Races               | 2.8                         |
| Socioeconomically Disadvantaged | 35.9                        |
| English Learners                | 19.2                        |
| Students with Disabilities      | 7.8                         |
| Foster Youth                    | 0.3                         |
| Homeless                        | 0.3                         |

## 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

| Teacher Credentials for Ella B. Allen       | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        |       | 19    | 16    |
| Without Full Credential                     |       | 1     | 1     |
| Teaching Outside Subject Area of Competence |       | 0     | 0     |

| Teacher Credentials for Chula Vista Elementary | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential                           | ♦     | ♦     | 1230  |
| Without Full Credential                        | ♦     | ♦     | 4     |
| Teaching Outside Subject Area of Competence    | ♦     | ♦     | 0     |

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

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  |       | 0     | 0     |
| Total Teacher Misassignments* |       | 0     | 0     |
| Vacant Teacher Positions      |       | 0     | 0     |

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The Chula Vista Elementary School District follows the state of California's curriculum cycle to adopt updated high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on the recommendations of committees comprised of district staff and community members. The CVESD Board of Education approves materials based on these recommendations.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. All reading/language arts and mathematics curricula are aligned with the California Core State Standards (CCSS). All 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 school.

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. In 2020, the school and district invested heavily to ensure access for students via student laptops and wifi hot spot devices. It also expanded online learning opportunities via applications such as the Microsoft Office 360 Suite (including Microsoft Word, Excel, Powerpoint, and Teams), Nearpod, Flipgrid, Smarty Ants, Achieve 3000, and I-Ready. During Distance Learning, the school and district both reached out to families to ensure access to learning opportunities via technology and provided paper/pencil learning materials as well to families.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 2020

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

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

### 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/5/2020**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | Good          | Lounge: A/C vents in lounge above copier has a hole in ceiling needs caulking<br>Principal Office: A/C vent re-mount and caulk (2)  |
| <b>Interior:</b><br>Interior Surfaces                                | Fair          | 100 Office: covebase on inside of door has a gap of 2- 3 inches away from wall, stained ceiling tile<br>403<br>CR: carpets dirty<br>501<br>CR: ceiling tile stained<br>800A: stained carpet/walls<br>800C: holes in walls, missing covebase<br>802: tac panel by door peeling apart, RR drain shower came loose big hole in floor, low water pressure<br>Health Office: covebase near rear door falling off<br>Kitchen Storage: cracked floor tiles<br>Womens Restroom: floor stained /dirty, paint peeling |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          | Kinder Play Toy: spiderwebs and spiders, web ladder has cranks and metal showing, blue tower big slide cracking and has a hole in the top of it<br>Mens Restroom: floor stained /dirty<br>Stage: spiderwebs on railing, ramp stage door doesn't latch on swing<br>Storage 500A: spiders and webs, broken ceiling tile   |
| <b>Electrical:</b><br>Electrical                                     | Good          | Building 100 Work Room: smoke alarm seperated from ceiling gap/hole in ceiling, 1 light out<br>Office: hanging light sensor above receptionist  |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | 303<br>CR: sink countertop chipped/peeling, sink cabinet doors broken<br>802: tac panel by door peeling apart, RR drain shower came loose big hole in floor, low water pressure<br>803: low water pressure  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | 100 Office: covebase on inside of door has a gap of 2- 3 inches away from wall, stained ceiling tile<br>101<br>Kinder: stained ceiling tile<br>Lounge: stained ceiling tile<br>Utility: stained ceiling tile  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | 201<br>CR: door doesn't latch<br>202<br>CR: ptoblem with door sweep<br>303<br>CR: sink countertop chipped/peeling, sink cabinet doors broken<br>405 CR: door doesn't latch completely<br>Kinder Play Toy: spiderwebs and spiders, web ladder has cranks and metal showing, blue tower big slide cracking and has a hole in the top of it<br>Kitchen: water heater vent loose from ceiling, cracks in ceiling, outside door doesn't latch on swing<br>Play Toy outside 400 Bldg.: spiders and webs, top tower big slide warped<br>Play toy: yellow circle ladder cracked an spinning, spiders an webs, slide cocered in dirt/bird poop, concrete between basketball and playtoy lifting about 1/2"<br>Stage: spiderwebs on railing, ramp stage door doesn't latch on swing |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

## 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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 70           | N/A          | 64             | N/A            | 50          | N/A         |
| Math    | 63           | N/A          | 51             | N/A            | 39          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 43           | N/A          | 37             | N/A            | 30          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.



**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Contact Person: Principal John E. Greenwell, M.S.Ed.

Contact Person Phone Number: 619.479.3662

Contact Person E-Mail: john.greenwell@cvesd.org

Research shows there is a high correlation between parent involvement and the best schools. Ella B. Allen Elementary School, the greatest school on Earth, encourages parents to become actively involved in the school and greater community. The principal sends Sunday School Messenger phone, email, and text messages to all parents/guardians to keep the community informed of what is happening at the school and in the community. In addition, the school maintains its official district website and a school blog that serves as a weekly newsletter for parents and guardians.

In spite of the school closures caused by the COVID-19 pandemic, Allen still maintains a vibrant school community for real two-way communication between the school and families. Most staff members use ClassDojo and district email to communicate with families. The school holds monthly parent Information coffee chats called Family First Fridays to keep parents informed about assessment, curriculum, and instruction. These meetings, like all PTC, ELAC, and SSC meetings, are available to the public via online meeting links.

Parent Leadership opportunities are widely available in committees such as Allen's School Site Council, ELAC, the Eagle Eye volunteers, the Heart of Allen Committee (MTSS and SEL committee), and the PTC. The school actively seeks out input and suggestions from parents through its parent organizations and committees. It also sends out online surveys to better understand the needs of families. In addition, parents and family members of students may also serve on the district's parent committees, such as DAC, DELAC, and the Budget Advisory Committee. Allen parents also attend district trainings and meetings, such as the district's Virtual Town Halls. Parent representatives in each of these committees actively engage other parents to further increase communication and participation. The school strives to listen to families to support the needs of the community. The school also links families to other community resources, such as the Chula Vista Community Collaborative's Family Resource Centers, 211sandiego.org, San Ysidro Health Centers, Family Health Centers of San Diego, Jewish Family Services, and other community partners.

Ella B. Allen Elementary School has a very active Parent-Teacher Club (PTC) that sponsors and coordinates many activities. In the past, they led such endeavors as Educational Assemblies, Book Fairs, Red Ribbon Week, Harvest Ball, Variety Show, Silent Auction, Yearbook, Parent Patrol, and Fundraisers. During the COVID-19 pandemic, the PTC was able to hold virtual fundraising efforts that provided materials for students. 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. Parents show their pride in being Eagles and don Eagle Spirit Gear around the neighborhood! The school has had several virtual, optional volunteer days so that families may give back to the communities of Chula Vista and Bonita!

The school continues to build partnerships with the Bonita Optimists Club, the South Bay YMCA, Bonita Vista Middle and High Schools, and more in order to better meet the needs of Allen students and families.

Parents and community members that seek to become involved should contact the school office!

#### 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 (School Year 2020-2021)

Ella B. Allen Elementary School updates its Comprehensive School Safety Plan (or CSSP) every year beginning in the summer with restocking emergency supplies and conducting a thorough hazards assessment. The School Safety Committee meets several times throughout the year to update and implement different aspects of the CSSP. The community was invited to participate in the Comprehensive School Safety Plan process through informational meetings held in January 2021. These meetings included such groups as the Virtual Family First Friday on January 8, 2021, the ELAC meeting on January 11, 2021, the School Site Council meeting on January 11, 2021, and the PTC meeting on January 11, 2021. These meetings were advertised the entire month of December 2020 via our school blog at [www.allenelementary.org](http://www.allenelementary.org). Additionally, school messenger reminders (via text, voice call, and email) went out on Friday, Jan. 8, 2021 and Sunday, Jan. 10, 2021. These meetings were also advertised on the school marquee from December 1, 2020 to January 11, 2021. Additionally, hard public copies of the plan were made available in the school office and electronic public copies were available via email at the request of community members. The Safety Committee did a final review of the draft of the plan on Friday, January 22, 2021, which included Officer David Naranjo of the Chula Vista Police Department before submitting the plan to the SSC. Allen's School Site Council unanimously approved the plan by e-vote on January 25, 2021. A second meeting to review the approved plan with community members occurred on February 8, 2021 to further communicate the findings of the Safety Committee with the public attending the SSC meeting.

One of the key components of the Comprehensive School Safety Plan is the thorough analysis of the relevant data (such as community crime statistics, parent survey data, suspension/expulsion data, attendance data, and hazard assessment data). The school also creates at least two goals each year to monitor and implement in the name of advancing and improving student safety. The school is proud of its Social Emotional Learning programs, such as Sanford Harmony and Inner Explorer. Every classroom has at least 15 minutes, four days a week of social-emotional learning and mindfulness. This may occur through 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 regularly scheduled emergency drills (such as fire, earthquake, secure campus, and bus evacuation drills), playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, anti-bullying program, Eagle Eye volunteers (a parent volunteer and safety committee), consultation and collaboration with a district social worker, and the school's Safety Patrol.

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate        | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.5               | 0.0               | 0.7                 | 0.8                 | 3.5              | 3.5              |
| Expulsions  | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.1              | 0.1              |

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School<br>2019-20 | District<br>2019-20 | State<br>2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 0.0               | 0.6                 | 2.5              |
| Expulsions  | 0.0               | 0.0                 | 0.1              |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## 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 Pupils to Academic Counselor (School Year 2019-2020)

| 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 2019-2020)

| 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   | 0.3                                  |
| Speech/Language/Hearing Specialist                  | 1                                    |
| Resource Specialist (non-teaching)                  |                                      |
| Other   | 3                                    |

\*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 | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K           | 21                         | 1                               | 1                                |                                | 24                         |                                 | 2                                |                                | 19                         | 1                               | 2                                |                                |
| 1           | 21                         |                                 | 2                                |                                | 22                         |                                 | 2                                |                                | 15                         | 3                               |                                  |                                |
| 2           | 24                         |                                 | 2                                |                                | 21                         | 1                               | 1                                |                                | 24                         |                                 | 2                                |                                |
| 3           | 23                         |                                 | 3                                |                                | 23                         | 1                               | 2                                |                                | 23                         |                                 | 2                                |                                |
| 4           | 24                         |                                 | 2                                |                                | 25                         |                                 | 2                                |                                | 31                         |                                 | 2                                |                                |
| 5           | 31                         |                                 | 2                                |                                | 24                         |                                 | 2                                |                                | 26                         |                                 | 2                                |                                |
| 6           | 21                         | 1                               | 2                                |                                | 29                         |                                 | 2                                |                                | 25                         |                                 | 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 (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 22      | 21      | 22      |

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 the School Plan for Student Achievement (SPSA). Staff development topics for the next three academic year school years are aligned with the district's and school's instructional goals and rooted in student evidence, such as CAASPP assessment data, ELPAC data, local measures data, and academic achievement accelerator data (such as Smarty Ants, I-Ready, and Achieve 3000). This information, in conjunction with the California Core State Standards (CCSS), establishes a need for the school's professional development plan for the next three years.

In 2018-2019, the school emphasized professional learning 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 was a practice teachers learned about through professional learning cycle. Staff continued to receive training to enhance reading instruction, students' critical thinking skills, and conceptual development of mathematics. Students' speaking and listening skills were

developed through designated English Language Development and planned collaborative conversations. Content mastery was determined through performance-based assessments and tasks for students, and targeted guided visits to calibrate powerful instructional practices.

In 2019-2020, the school focused on collaborative conversations and providing specific, targeted feedback to support student learning outcomes. This was connected to the previous year's work in designated ELD, setting learning targets, and creating performance-based tasks. The school's ILT and district resource teacher provided many opportunities to bring back powerful instructional practices from district trainings. The school also conducted professional learning cycles that focused on small group instruction, RTI, and reading/writing instruction rooted in the research of Fountas and Pinnell, as well as Lucy Calkins. Teachers also participated in a "Looking At Student Work" (or LASW) protocol in its PLCs.

In the 2020-2021 academic year, the school individualized its professional learning by providing tailored learning opportunities via the district's Teacher Portal. Topics included social-emotional learning, trauma-informed instruction, distance learning online, and more. Certificated staff participated in several "unconference" professional learning sessions to review topics from the school's past such as the use of running records to guide reading instruction, writing online, and integrating collaborative conversations into mathematics. The school also supported the PTC's efforts to distribute materials related to hands-on learning activities in STEAM (Science, Technology, Engineering, Arts, and Mathematics) areas.

Professional development at Ella B. Allen Elementary School occurs in a variety of ways, such as grade level collaboration time, vertical cross-grade level collaboration times, individual mentoring of teachers, professional learning cycles, certificated staff meetings, classified staff meetings, all employee staff meetings, the observation-feedback cycle from the principal, and digital trainings via the online Teacher Portal.

#### FY 2018-19 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$51,655        | \$51,004                                     |
| Mid-Range Teacher Salary      | \$77,932        | \$82,919                                     |
| Highest Teacher Salary        | \$103,806       | \$104,604                                    |
| Average Principal Salary (ES) | \$137,324       | \$131,277                                    |
| Average Principal Salary (MS) |                 | \$136,163                                    |
| Average Principal Salary (HS) |                 | \$128,660                                    |
| Superintendent Salary         | \$308,616       | \$230,860                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 35.0            | 35.0   |
| Administrative Salaries    | 5.0             | 5.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### 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 Team planning meetings and guided visits to collect both 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 technology support, additional library hours, and an instructional assistant for English Learners. Site Control and categorical funds are also used to purchase other necessary learning materials. In 2019-2020, this included access to programs such as Accelerated Reader, Waterford, additional instructional materials for students in primary grades. Supplemental funds have financed daily designated and integrated ELD instruction along with corresponding materials 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. Funds were also used to pay for the Illuminate data management system, the school's GATE program, and other academic accelerators.

#### 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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total     | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-----------|------------|--------------|------------------------|
| School Site | 12,884.70 | 3,591.94   | 9,292.76     | 85,389                 |
| District    | N/A       | N/A        | 190,145,679  | \$81,733               |
| State       | N/A       | N/A        | \$7,750      | \$84,183               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -200.0       | 4.4                    |
| School Site/ State   | 18.1         | 1.4                    |

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