Ella B. Allen Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Ella B. Allen Elementary School
Street	4300 Allen School Lane
City, State, Zip	Bonita, CA 91902
Phone Number	(619) 479-3662
Principal	John Greenwell, M.S.Ed.
Email Address	john.greenwell@cvesd.org
School Website	https://allen.cvesd.org/ and https://allenelementary.org/
County-District-School (CDS) Code	37-68023-6037832

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Eduardo Reyes, Ed.D.
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

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 preschool 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.

2023-24 School Description and Mission Statement

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 "Reimagining Relationships through Unity and Grace," 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.

The staff will uses two SEL programs (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. In the 2022-2023 school year, the school implemented its Peace Patrol program to help support students solve minor conflicts and disagreements and SWIS to track student behavior referrals. Students also have access to grade-level appropriate Second Step curriculum through the ASPIRE program and the school's counselor. Allen School serves a diverse population of learners.

Full-time Certificated Staff:
- 17 general education teachers in grades TK-6
- 3 SDC teachers
- 1 Resource Specialist
- 1 Principal
- 1 VAPA Resource Teacher (Art)
- 1 Impact/Intervention Teacher
- 1 School Psychologist
- 1 ERMHS Therapist for ASPIRE

Part-time Certificated Staff:
- 1 part-time Language, Speech, and Hearing Specialist (SLP)
- 1 part-time School Counselor
- 1 part-time School Nurse
- 1 part-time VAPA Resource Teacher (Music)
- 1 part-time ERMHS Therapist for ASPIRE

Full-time Classified Staff:
- 15 Instructional Assistants
- 1 School Secretary
- 1 Attendance Health Secretary
- 2 Custodians

Part-time Classified Staff:
- 3 Child Nutrition Services employees
- 2 Technology Hardware Specialist
- 1 Instructional Assistant for English Learners
- 4 Noon Duty Supervisors
- 1 Library Technology Technician

2023-24 School Description and Mission Statement

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: Second Step, Harmony, and Inner Explorer
- Student recognition for positive behavior
- On campus student leadership opportunities: Class Buddies, Student Council, Allen Beautification Committee (ABC), Safety Patrol, and Peace Patrol
- Quarterly awards assemblies for academic achievement and citizenship; 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
- Onsite child care through YMCA (DASH/Junior Academy)
- Access to the Chula Vista Family Resource Centers and SBCS
- LEAD Program after school clubs and activities
- *After School enrichment activities through the LEAD Program include: Robotics, Kickball Club, Mariachi Club, and more!
- *Parent Teacher Club events such as the Ultra 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	35
Grade 2	63
Grade 3	58
Grade 4	48
Grade 5	50
Grade 6	53
Total Enrollment	361

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
Asian	1.7%
Black or African American	1.9%
Filipino	6.1%
Hispanic or Latino	68.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	5%
White	16.9%
English Learners	15.5%
Foster Youth	0.3%
Homeless	2.8%
Socioeconomically Disadvantaged	44.3%
Students with Disabilities	10.8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	100.00	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	0.00	0.00	106.00	7.66	18854.30	6.86
Total Teaching Positions	15.00	100.00	1383.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	93.94	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	6.06	33.90	2.36	11953.10	4.28
Unknown	0.00	0.00	109.80	7.63	15831.90	5.67
Total Teaching Positions	16.50	100.00	1440.10	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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

Class Assignments

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

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

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

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

The 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. The school and district invested heavily to ensure access for students via student laptops. It also expanded online learning opportunities via applications such as the Microsoft Office 360 Suite (including Microsoft Word, Excel, Powerpoint, and Teams), Flipgrid, Smarty Ants, Achieve 3000, and I-Ready. Once students returned to campus for the 2021-2022, the school and district maintained access to both online learning tools, as well as traditional paper/pencil learning materials. Students also have access to Renaissance Learning materials, Eureka Math materials, and Brain Pop to supplement and augment the school's curriculum.

Year and month in which the data were collected	July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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 800 building, which houses the ASPIRE program, was minimally modernized in 2015 and there are plans to augment those facilities.

The school plant includes five main wings, an auditorium/MPR (600 building), as well as a visual and performing arts room and a school library (700 building). It also has a building for the district's Social Emotional Behavioral Support program, known as ASPIRE at Allen Elementary (800 building). A security system monitors the entire school campus after school hours and on the weekends. Local law enforcement, including CVPD, San Diego County Sheriff's Department, and a local volunteer safety patrol monitor the campus on evenings, weekends, and breaks. There are security cameras on campus as well, also monitored by district staff and CVPD. In the 2022-2023 school year, the district invested in a security audit by the Sobel Group and is in the process of implementing recommendations from that audit. Improvements include AEGIX and WeTip 2.0 to increase monitoring of the campus.

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

Each Kindergarten through 2nd Grade classroom is equipped with a minimum of 6 desktop computers and/or iPads. Additionally, there are one-to-one devices purchased by Local Control and Accountability Plan (LCAP) funds in 2rd grade through 6th grade classrooms. Every teacher has an assigned laptop and there are wireless access points located throughout the campus. 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) and Junior Academy: a free two-hour after school program conducted by the YMCA that provides structured activities for TK through 6th grade children.
- LEAD Program activities and clubs: a free, after school program conducted by CVESD that provides structured enrichment for TK through 6th grade children.

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

Year and month of the most recent FIT report	8/22/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: Workroom: *Rust beginning to show on vent // * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliace All Fridges need to be plug directly to a wall outlet not a power strip.
Interior: Interior Surfaces		X		100 Storage Room: Ceramic Clay Oven stored // Stained ceiling tiles 700A Office: Storage above cabinets and File cabinets - Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1

School Facility Conditions and Planned Improvements

CR 101 Kinder: *Storage above cabinets and File cabinets - Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1

CR 201: Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1

CR 204: tackboard Excesive amount of pin holes by light switch

CR 401: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // *Storage above cabinets and File cabinets - Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1

CR 403: Storage above cabinets * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) //* Hanging cable/string/wire/yarn across windows (6-12 inches away from blind slats are needed)

Health Office: *Storage above cabinets and File cabinets - Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1

Multipurpose: Several cracked VCT Tiles near the doors (evaluate if replacement is required - General Maintenance (on going issue) // Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		300 Electrical Room: Miscelaneous Storage // * Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3 CR 401: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor.

School Facility Conditions and Planned Improvements

				Remove obstructions from the front and around the panel. // *Storage above cabinets and File cabinets - Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 CR 402: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CR 503: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CR 504: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CR 701: Light sensor timer is to short, turns light off // Stained ceiling tile // Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			100 Storage Room: Ceramic Clay Oven stored // Stained ceiling tiles 100 Utility Room: SDGE main panel into campus - some custodial equipment stored inside A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove all equipment CFC Section 604.3 500A Office: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 500B Office: * Coffee maker, Tea Pots, Refrigerator, Toaster,

				microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliace 600 Custodian Room: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliace CR 203: Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 CR 302: * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) // Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 CR 303: * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) // Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 CR 404: Storage above cabinets * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) //* Hanging cable/string/wire/yarn across windows (6-12 inches away from blind slats are needed) Multipurpose: Several cracked VCT Tiles near the doors (evaluate if replacement is required - General Maintenance (on going issue) // Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 Principal Office: Fridge - * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliace Staff Workroom Lounge: Storage above cabinets * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // IT cabinet is open // Paint can on counter // electrical issue of power overload / microwav e and coffee maker tripping breaker - same situation old outlet with no power Workroom: *Rust beginning to show on vent // * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Device refer to CFC 604.1.1 and UL Compliace All Fridges need to be plug directly to a wall outlet not a power strip.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	58	54	53	47	46
Mathematics (grades 3-8 and 11)	56	57	41	43	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	221	99.10	0.90	57.92
Female	98	96	97.96	2.04	64.58
Male	125	125	100.00	0.00	52.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	86.67
Hispanic or Latino	146	146	100.00	0.00	54.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	60.98
English Learners	30	30	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	101	100.00	0.00	47.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	16.67

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	220	98.65	1.35	56.82
Female	98	96	97.96	2.04	54.17
Male	125	124	99.20	0.80	58.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	80.00
Hispanic or Latino	146	145	99.32	0.68	51.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	68.29
English Learners	30	30	100.00	0.00	23.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	100	99.01	0.99	44.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	20.69

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	42.59	39.22	36.97	34.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	52	96.30	3.70	40.38
Female	26	25	96.15	3.85	40.00
Male	28	27	96.43	3.57	40.74
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	28	96.55	3.45	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	23	95.83	4.17	13.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.57%	92.45%	92.45%	92.45%	92.45%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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.

Allen has maintained 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. All PTC, ELAC, and SSC meetings, are available to the general public. In an effort to increase accessibility, these meetings are held via online meeting links posted on the school blog and in-person in the school's MPR.

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. Parent input is welcomed and encouraged on school goals for its SPSA and school safety plan. The school also sends out online surveys to better understand the needs of families, such as the annual Hanover Survey. In addition, parents and family members of students may also serve on the district's parent committees, such as DAC, DELAC, B-LAC (Black Learners Advisory Council), and the Budget Advisory Committee. Allen parents also attend district trainings and meetings, such as the district's Town Hall meetings and its Family Focus Series meetings.

2023-24 Opportunities for Parental Involvement

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, SBCS, 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, Fall Festival, Winter Family Art Night, Family Dance, Allen Music Festival, Variety/Talent Show, Silent Auctions, Yearbook, and various fundraisers. The PTC holds both in-person and virtual fundraising efforts that provide materials for students. The PTC also provides funding for teacher mini-grants, computers/technology, disaster preparedness, study field trips, technology, playground improvement, 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 optional volunteer days so that families may give back to the communities of Chula Vista and Bonita! These include an optional Dr. Martin Luther King Jr. Day of Service and the Rise Against Hunger event in partnership with the local rotary groups.

Parent volunteers are welcomed at Allen, but parents must meet the district guidelines for volunteers and have completed one of the quarterly Parent Volunteer Orientation nights with the principal. More information is available in the current version of the Allen Family Handbook.

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!

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	421	414	81	19.6
Female	205	202	37	18.3
Male	216	212	44	20.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	12	10	2	20.0
Black or African American	11	11	2	18.2
Filipino	25	25	5	20.0
Hispanic or Latino	276	273	64	23.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	25	24	3	12.5
White	71	70	5	7.1
English Learners	67	66	15	22.7
Foster Youth	2	2	1	50.0
Homeless	16	14	6	42.9
Socioeconomically Disadvantaged	191	189	54	28.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	60	20	33.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.27	1.43	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.43	0
Female	0	0
Male	2.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	1.45	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.41	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.62	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.56	0

2023-24 School Safety Plan

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 quarter one in August and September of 2023. These meetings included such groups as the Family First Friday on August 4, 2023, SSC and PTC meetings on August 7, 2023, safety committee meetings in August and September 2023, and the ELAC meeting on September 11, 2023, the School Site Council meeting on September 11, 2023, and the PTC meeting on September 11, 2023. These meetings were advertised the entire months of August and September 2023 via our school blog at www.allenelementary.org and the school's front electronic marquee. Additionally, school messenger reminders (via text, voice call, and email) went out on each weekend in August and September 2023. 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. Allen's School Site Council unanimously approved the plan by unanimous vote on September 11, 2023 and it was forwarded to the Chula Vista Elementary School District's Board of Education for approval in January of 2024.

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 Harmony and Inner Explorer. Every classroom has at least 15 minutes, four days a week of social-emotional learning and mindfulness. 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 and Peace Patrol. The school and district continue to improve safety on campus by installing surveillance cameras at ingress/egress points, working with the Sobel Group on a safety audit, and bringing the AEGIX and WeTip 2.0 program to district schools.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	18	3		
2	15	2	1	
3	22		2	
4	23	1	1	
5	21	1	2	
6	24		2	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1	1	
1	18	2	1	
2	18	1	2	
3	22	1	1	
4	24		2	
5	25		2	
6	31		2	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	0
1	18	1	1	0
2	16	3	1	0
3	19	1	2	0
4	23	1	1	0
5	24	1	1	0
6	25	0	2	0
Other	5	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,026.54	5,176.12	9,850.42	86,396
District	N/A	N/A	8,864.49	$87,887
Percent Difference - School Site and District	N/A	N/A	10.5	1.0
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	39.6	-1.0

Fiscal Year 2022-23 Types of Services Funded

State and federal 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 state and federal 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 2022-2023, this included access to programs such as Renaissance Learning resources (Accelerated Reader and STAR tests) and 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 district's work on equity, including books for professional learning, and other academic accelerators for students. The school continues to fund supplemental services with LCAP and Title I funds to better support target group instruction.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,003	$54,215
Mid-Range Teacher Salary	$81,474	$86,843
Highest Teacher Salary	$108,524	$111,440
Average Principal Salary (Elementary)	$147,193	$140,851
Average Principal Salary (Middle)	$0	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$270,400	$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

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. 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.

In the 2021-2022 school year, the school prioritized teacher collaboration and equity through the use of the text, Culturally Responsive Teaching and the Brain, by Zaretta Hammond. The school emphasized small group instruction, including revisiting the essential components of daily designated and integrated ELD and high impact language development strategies.

In the 2022-2023 school year, the school 's academic area of focus was on Writing Across Content. Teachers worked to conduct Looking at Student Work Protocols, grade level calibration and scoring on-demand writing pieces, and collective teacher efficacy. The school reviewed key components of effective small group instruction, including revisiting the essential components of daily designated and integrated ELD and high impact language development strategies. Staff conducted peer observations each quarter. In addition, the staff invested in expanding its MTSS efforts with the addition of the Peace Patrol program.

In the 2023-2024 school year, the school continued to focus on specialized instruction for students with disabilities and students designated as Multilingual English Learners. It is focused on short, constructed responses for its writing focus across content. It continues to develop strong lessons to support designated target groups. Additionally, teacher clarity in instruction, specifically communicating a clear learning target with success criteria was a practice teachers learned about through professional learning cycle.

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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20