



Ella B. Allen Elementary School

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

Maria (Sisi) Garcia, Principal

maria.garcia@cvesd.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

District Governing Board

Leslie Ray Bunker
Armando Farias
Laurie K. Humphrey
Eduardo Reyes, Ed.D.
Francisco Tamayo

District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human
Resources Services and Support**

Oscar Esquivel

**Assistant Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

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

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

The yearlong theme for 2017-2018 school year is "Allen Eagles, together we are strong." This theme connects with the district theme of "Enlightening the Human Spirit Through Relationships" focused on collaboration and building strong adult-student and peer relationships. All members of the Allen community will focus on strengths of students to promote growth and learning.

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

Ella B. Allen Elementary is a kindergarten through sixth grade elementary school in the Chula Vista Elementary School District and serves a diverse student population of 366 students. We have fifteen general education classrooms in kindergarten through sixth grade including a Resource Specialist and a Language, Speech, and Hearing program that supports 21 students with IEPs. Technology is vital to the academic success of our students. Each of the 15 classrooms has a variety of technology devices including Lenovo Thinkpads, Asus tablets, iPads, and MacBook Pro laptop for the teacher. Kindergarten, first and second grade classes have a combination of laptops and desktops for students to access. Additionally, Grades 3rd through 6th are integrating the 48 Asus tablets and 215 Lenovo ThinkPads daily in all curricular areas. Each classroom has a 65 inch screen TV that is connected to Apple TV, Screen Beam, and a document camera to project from the teacher's laptop. There are also projectors in the library and the auditorium for group events and meetings. There are 15 iPads and 30 iPad Mini's used by students in classrooms, Resource Specialist's, and Visual And Performing Arts classes. Students use these devices to work on the 21st century skills of collaboration, communication, creativity, and critical thinking skills to create multimedia/visual and performing arts projects or other projects related to the California Content Standards. The integration of technology in all academic areas is an expectation of every teacher and staff member. During the 2017-2018 school year, Visual and Performing Arts teachers will provide visual and performing arts instruction in a variety of disciplines including Visual Arts, Performing Arts, and Digital Arts. Despite the changes to the previous art program at Allen, every adult is committed to looking to the future to insure each child has access to visual and performing arts, technology, science, literacy, and math instruction integrated and connected with California Content Standards to promote a well balanced educational program.

Allen Elementary is known as the “Home of the Allen Eagles” and continues to promote and support excellence throughout the various disciplines of study as well as through its Social And Emotional Learning program known as Sanford Harmony. The school has an active School Climate Committee and focuses on promoting the social, emotional, and self-regulation skills of every student. Students recite the school goals of be kind, be respectful, be responsible, and be safe each morning following the Pledge of Allegiance to remind themselves of the importance of taking care of themselves and others. Additionally, teachers lead community circle meeting daily called "Meet Up" to discuss how students are working toward the goals of kindness, respect, responsibility, and safety. Teachers also intentionally pair students with a classroom peer to build and maintain relationships. The students will engage in an activity to build relationships during activities called "Buddy Up." Various activities and assemblies are scheduled throughout the year for students to develop character and make good choices to promote their learning.

There are two outdoor gardens at Allen School. During the modernization, the gardens were relocated to provide a space for a new building. This year, the seasonal vegetable garden and perennial garden continue to be a work in progress. A committee by students, parents, teachers, and community volunteers has been established and plans for a new garden are in the works. The perennial garden will be the first task as this is a campus center for thought and reflection. The Allen staff is in the process of developing science inquiry units of study centered around the seasonal vegetable garden and the perennial garden.

Allen School serves a diverse population of learners consisting of 23% English Language Learners, 6% students with disabilities, 61% Hispanic/Latino, 24% White, 15% dispersed among African American, Asian and Filipino and or two or more races. 34% of our students qualify for a free or reduced price lunch. The school qualifies for Title I funding as 40.5% of the student population are considered socioeconomically disadvantaged after the 2014-2015 school year.

Full-time Certificated Staff:

- * 15 general education teachers
- * 1 Resource Specialist
- * 1 District Resource Teacher
- * 1 Principal
- * 1 VAPA Resource Teacher

Part-time Classified Staff:

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

Part-time Certificated Staff:

- * 1 Language, Speech, and Hearing Specialist
- * 1 Psychologist
- * 1 Registered Nurse + additional daily nurse support
- * 1 VAPA Resource Teacher

School Characteristics

- * Rigorous, California Content Standards instructional programs in all grade levels
- * Formative and summative assessment data used to drive instruction
- * Self-contained classrooms
- * Response to Intervention Team of teachers and Special Education Staff (RTI) support for at-risk students based upon a Response to Intervention (RtI) approach
- * Weekly student recognition for positive behavior
- * Quarterly awards assemblies for academic achievement and citizenship
- * Quarterly recognition for perfect attendance
- * Parent Participation through School Site Council, Parent-Teacher Club, English Language Acquisition Committee, GATE Parent Committee, Parent Patrol
- * Extended Day sessions throughout the year
- * Onsite child care through YMCA and City of Chula Vista (DASH)

Full-time Classified Staff:

- * 1 Instructional Assistant
- * 1 Secretary
- * 1 Attendance Health Secretary
- * 1 Student Attendant
- * 2 Custodians
- * 3 Child Nutrition Services employees

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	41
Grade 1	65
Grade 2	55
Grade 3	50
Grade 4	62
Grade 5	61
Grade 6	59
Total Enrollment	393

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0
Asian	2
Filipino	6.6
Hispanic or Latino	61.3
Native Hawaiian or Pacific Islander	0
White	24.9
Two or More Races	2.5
Socioeconomically Disadvantaged	35.4
English Learners	23.2
Students with Disabilities	7.9
Foster Youth	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			
Ella B. Allen Elementary School	15-16	16-17	17-18
With Full Credential	20	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ella B. Allen Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	1		

* "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 2017-18)

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

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

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

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

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 LCAP funds in 3rd grade and 4th grade and 50 laptops for student use in the 5th, and 6th grade classrooms. Every teacher has an assigned laptop and there are wireless access points located throughout the campus. Learning is enhanced in the 5th and 6th grades through the use of 2 interactive Smart Boards. A variety of student activities and services are available on the school campus outside of the school day. These include

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

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			301 CR: laminate peeling off - sharp edges Building 100 Work Room: Damaged ceiling tile , facia damaged north wall M.P.: Holes in wall , drinking fountain low pressure Storage: stained ceiling tile Student Store: holes in wall , loose phone outlet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Play Toy outside 400 Bldg.: cobwebs
Electrical: Electrical	X			802: walls damaged , loose IT box , holes on walls both restrooms 804: drinking fountain low pressure , pencil sharpener loose , missing blank plate , R/R holes in wall Lounge: phone outlet loose , missing cover plate Student Store: holes in wall , loose phone outlet
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			102 Kinder: fountain low ,faucet leaks 303 CR: drinking fountain low 501 CR: sink drains slowly , door does not close properly 803: holes in wall next to sink , vent dirty ,R/R holes in walls , toilet seat stained 804: drinking fountain low pressure , pencil sharpener loose , missing blank plate , R/R holes in wall M.P.: Holes in wall , drinking fountain low pressure

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/15/2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X			101 Kinder: work room - electrical panel blocked 302 CR: electrical panel blocked 405 CR: 801: holes on wall in office , pesticide and cleaning bottles under sink	
Structural: Structural Damage, Roofs	X			Kitchen: fascia and rafter damaged Play toy: Rail missing top caps , broken bolts	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			402 CR: outside - large crevice 501 CR: sink drains slowly , door does not close properly Lounge: door does not close properly Play toy: Rail missing top caps , broken bolts	
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	71	61	62	62	48	48
Math	57	53	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	63	38	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.3	33.9	35.6

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	154	153	99.4	37.9
Male	80	79	98.8	32.9
Female	74	74	100.0	43.2
Hispanic or Latino	123	122	99.2	32.8
White	18	18	100.0	61.1
Socioeconomically Disadvantaged	111	111	100.0	27.9
English Learners	61	61	100.0	6.6
Students with Disabilities	24	23	95.8	30.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	230	229	99.57	61.14
Male	112	112	100	53.57
Female	118	117	99.15	68.38
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	66.67
Hispanic or Latino	138	138	100	54.35
White	64	64	100	73.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	86	98.85	43.02
English Learners	59	58	98.31	41.38
Students with Disabilities	22	22	100	9.09

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	230	230	100	53.04
Male	112	112	100	50.89
Female	118	118	100	55.08
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	80
Hispanic or Latino	138	138	100	44.93
White	64	64	100	62.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	87	100	36.78
English Learners	59	59	100	37.29
Students with Disabilities	22	22	100	18.18

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal Maria E. Garcia

Contact Person Phone Number: 619-479-3662

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. The principal sends a Sunday Night All Call phone call to all parents each Sunday night to keep parents informed of what is happening at Allen School. We have Parent Information Nights and Coffee Chats to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children. Additionally, Allen School collaborates with two other elementary schools in the Bonita area to provide parent trainings on English Language Development, Social/Emotional Learning, and Literacy.

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

The PTC also provides funding for teacher mini-grants, computers/technology, disaster preparedness, study trips, technology and other projects for the benefit and welfare of Allen children and the community.

The school has several active committees that oversee the various programs of the school which include School Site Council, Technology, and English Language Acquisition Committee (also known as the Bonita Valley Culture and Climate Committee).

State Priority: School Climate

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

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

School Safety Plan

One of the key components of Allen School is the Social Emotional Learning Program called Sanford Harmony. Every classroom has community circle meetings called "Meet Up" where teachers facilitate conversations with students to support self-regulation skills, empathy, skills, and to strengthen peer and adult relationships. Additionally, student safety and well-being is promoted by activities including bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, an anti-bullying program, Parent Patrol Program, consultation and collaboration with a district social worker, and School Safety Patrol. Established procedures are in place at Allen Elementary School to handle disasters such as fire, earthquakes, bomb threats and/or dangerous intruders. Disaster preparedness drills are conducted on a routine basis and we are continuing to improve upon our strategies to handle such emergencies. Students are not allowed to leave the school building and the grounds with anyone other than their parent or guardian, or a designated adult who is listed on the student's emergency card. Students must be signed out in the office by the parent or guardian prior to leaving the school grounds. Unfamiliar individuals will be required to show a picture identification to office personnel before the child can be released. Parents and guardians will be asked to wait in the office while school personnel call the child to the office. In an effort to promote the greatest safety possible, Allen Elementary is a closed campus. The Safety Plan was approved by School Site Council on October 31, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.3
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	22	21	3	1	1		2	1			
1	20	21	25	2	1			1	2			
2	25	23	23				2	2	3			
3	24	23	25				3	3	2			
4	27	20	31		1		2	2	2			
5	30	28	20			1	2	2	2			
6	31	31	30				2	2	2			

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

Professional Development provided for Teachers

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,867.73	\$5,206.85	\$8,660.88	\$75,208.00
District	♦	♦	\$166,094,33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			7.0	9.2
Percent Difference: School Site/ State			31.7	4.3

* Cells with ♦ do not require data.

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 allocated to support an extended day program in reading comprehension for targeted low income students and other targeted groups. Site Control and Categorical funds finance auxiliary staff such as additional student supervision, additional library hours, and an instructional assistant for English Learners. Site Control and Categorical funds are also used to purchase Illuminate and other formative assessments used by all Allen teachers to examine student progress and guide instruction. Additionally, Site Control and Categorical funds Accelerated Reader to assist staff to promote opportunities for authentic reading experiences for children. Site Control and Categorical funds are used for Waterford Learning, a computerized early literacy, math and science program for K-1 grade students and 2nd and 3rd grade students who may need additional support in foundational skills. Supplemental funds have financed Systematic ELD Instruction for teachers along with corresponding manuals to raise the level of rigor and create consistency during English Language Development instructional time. Finally, standards-based supplemental instructional language arts materials and mathematics manipulatives are purchased by each grade level to strengthen students' reading comprehension and writing skills.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.