



Ella B. Allen Elementary School

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

Maria (Sisi) Garcia, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

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District Governing Board

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Oscar Esquivel

**Deputy Superintendent, Business
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Matthew Tessier, Ed.D.

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

School Description

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

Mission

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

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

Values

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

Allen Elementary is a kindergarten through sixth grade elementary school in the Chula Vista Elementary School District and serves a diverse student population of 358 students. We have 15 general education classrooms in kindergarten through sixth grade as well as a Resource Specialist and a Language, Speech, and Hearing program that supports 24 students with IEPs. Every adult is committed to making sure each child has access to rigorous and enriching California Content Standards-based literacy, math, science, and social studies instruction. Additionally, students engage in visual and performing arts, technology, and physical education.

Allen Elementary is known as the "Home of the Allen Eagles" and 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 called the Heart of Allen 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 to remind themselves of the importance of taking care of themselves and others. Additionally, teachers lead community circle meetings 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 positive peer 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 strong character traits and make good choices to promote their learning.

Allen School serves a diverse population of learners:

The following are key demographics:

40% Socioeconomically Disadvantaged
24% English Language Learners
8% students with disabilities
63% Hispanic/Latino,
22% White
3% African American,
3% Asian and Filipino
3% Two or more races

Full-time Certificated Staff:

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

Part-time Certificated Staff:

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

Full-time Classified Staff:

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

Part-time Classified Staff:

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

School Characteristics/Activities:

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	41
Grade 1	42
Grade 2	64
Grade 3	51
Grade 4	47
Grade 5	61
Grade 6	62
Total Enrollment	368

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.0
Asian	2.4
Filipino	7.9
Hispanic or Latino	60.6
Native Hawaiian or Pacific Islander	0.0
White	24.2
Socioeconomically Disadvantaged	37.0
English Learners	21.7
Students with Disabilities	5.7
Foster Youth	0.0

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	16-17	17-18	18-19
With Full Credential	19	19	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	NA		
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ella B. Allen Elementary School	16-17	17-18	18-19
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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%

Textbooks and Instructional Materials Year and month in which data were collected: July 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

- DASH (Dynamic After School Hours): a free two-hour after school program conducted by the City of Chula Vista Library and Recreation Department that provides structured activities for 1st through 6th grade children.
- Extended Day Learning offers additional academic support for students in grades K through 6.
- None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c) (1) exist at our school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/22/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	301 CR: laminate peeling off - sharp edges also on sink doors 302 CR: Piece of formica missing from door sink 403 CR: Loose grid ceiling tile 405 CR: Sink doors need adjustment; small hole in ceiling tile; 2 bulbs are out. 501 CR: Sink knob is loose; small hole in ceiling 503 CR: Wall on right hand side of entrance is ripped. 800B: Holes in wall 801: holes on wall in office, pesticide and cleaning bottles under sink; sink low water pressure; plastic cover for water faucet needs a screw 804: missing blank plate, R/R holes in wall; ceramic tiles broken in bathrooms 805: holes in R/R walls Dirty walls; ceramic tiles borken (bathrooms), diffuser Building 100 Work Room: Damaged ceiling tile, facia damaged north wall M.P.: Holes in wall, drinking fountain low pressure; loose outlet by fountain on left wall Principal Office: Ceiling tile off grid Storage 500A: Ceiling tiles removed Storage: stained ceiling tile Student Store: holes in wall, loose phone outlet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Electrical 600: Bookcases and boxes blocking electrical boxes Play Toy outside 400 Bldg.: cobwebs

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/22/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	404 CR: Loose outlet by phone line 405 CR: Sink doors need adjustment; small hole in ceiling tile; 2 bulbs are out. 800C: walls damaged, missing cove base; electrical box needs a cover 802: walls damaged, loose IT box, holes on walls both restrooms 804: missing blank plate, R/R holes in wall; ceramic tiles broken in bathrooms Lounge: phone outlet loose, missing cover plate M.P.: Holes in wall, drinking fountain low pressure; loose outlet by fountain on left wall Principal Office: Exposed wires behind the tv need to be covered Student Store: holes in wall, loose phone outlet
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	204 CR: fascia damaged northside breezeway; Drinking fountain missing a piece of formica 303 CR: Piece of formica broken on sink; Panels loose above sliding doors 801: holes on wall in office, pesticide and cleaning bottles under sink; sink low water pressure; plastic cover for water faucet needs a screw 803: holes in wall next to sink , vent dirty, R/R holes in walls, toilet seat stained 804: missing blank plate, R/R holes in wall; ceramic tiles broken in bathrooms M.P.: Holes in wall, drinking fountain low pressure; loose outlet by fountain on left wall Mens Restroom: Rusted hand wash sink Womens Restroom: Rusted hand wash sink
Safety: Fire Safety, Hazardous Materials	Good	801: holes on wall in office, pesticide and cleaning bottles under sink; sink low water pressure; plastic cover for water faucet needs a screw 805: holes in R/R walls Dirty walls; ceramic tiles broken (bathrooms), diffuser
Structural: Structural Damage, Roofs	Good	Kitchen: fascia and rafter damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	402 CR: outside - large crevice 501 CR: Sink knob is loose; small hole in ceiling
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	61.0	62.0	62.0	65.0	48.0	50.0
Math	53.0	52.0	49.0	51.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

School Year 2017-18 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	222	221	99.55	62.44
Male	114	113	99.12	57.52
Female	108	108	100.00	67.59
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.00	71.43
Hispanic or Latino	136	135	99.26	56.30
White	59	59	100.00	74.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	94	93	98.94	47.31
English Learners	66	66	100.00	40.91
Students with Disabilities	23	22	95.65	22.73

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 2017-18 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	222	221	99.55	51.58
Male	114	113	99.12	46.9
Female	108	108	100	56.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100	50
Hispanic or Latino	136	135	99.26	45.93
White	59	59	100	62.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	94	93	98.94	39.78
English Learners	66	66	100	37.88
Students with Disabilities	23	22	95.65	13.64

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 message to all parents to keep parents informed of what is happening at Allen School. We have Parent Information Nights and Coffee Chats called Family First Fridays 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.

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

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

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

State Priority: School Climate

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

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

School Safety Plan

One of the key components of Allen School is the Social Emotional Learning Program called Sanford Harmony. Every classroom has community circle meetings called "Meet Up" where teachers facilitate conversations with students to support self-regulation skills, empathy, skills, and to strengthen peer and adult relationships. Additionally, student safety and well-being is promoted by activities including bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, an anti-bullying program, Parent Patrol Program, consultation and collaboration with a district social worker, and School Safety Patrol. Established procedures are in place at Allen Elementary School to handle disasters such as fire, earthquakes, bomb threats and/or dangerous intruders. Disaster preparedness drills are conducted on a routine basis and we are continuing to improve upon our strategies to handle such emergencies. Students are not allowed to leave the school building and the grounds with anyone other than their parent or guardian, or a designated adult who is listed on the student's emergency card. Students must be signed out in the office by the parent or guardian prior to leaving the school grounds. Unfamiliar individuals will be required to show a picture identification to office personnel before the child can be released. Parents and guardians will be asked to wait in the office while school personnel call the child to the office. In an effort to promote the greatest safety possible, Allen Elementary is a closed campus. The Safety Plan was approved by School Site Council on November 14, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.3	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	21	21	1	1	1	2	1	1			
1	21	25	21	1			1	2	2			
2	23	23	24				2	3	2			
3	23	25	23				3	2	3			
4	20	31	24	1			2	2	2			
5	28	20	31		1		2	2	2			
6	31	30	21			1	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 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 for students, and targeted guided visits to calibrate powerful instructional practices. Professional development is conducted in a variety of ways, for example, after school workshops, grade level collaboration, vertical cross-grade level collaboration, individual mentoring of teachers, a professional learning cycle, support from the District Resource Teacher, and an observation-feedback cycle from the principal.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 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	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			7.0	9.2
Percent Difference: School Site/ State			31.7	4.3

* Cells with ♦ do not require data.

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

Types of Services Funded

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

DataQuest

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

Internet Access

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