

Decima M. Allen Elementary

School Accountability Report Card, 2010–2011

San Bruno Park Elementary School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



Published by
SCHOOL WISE PRESS

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2010–2011 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words, and their Web page URLs at:

http://www.schoolwisepress.com/sarc/links_2011_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

875 West Angus Avenue
San Bruno, CA 94066
Principal: Kathleen (Kit) Obar Cosgriff
Phone: (650) 624-3140

How to Contact Our District

500 Acacia Ave.
San Bruno, CA 94066
Phone: (650) 244-0133
<http://sbpsd.k12.ca.us/>



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» Principal's Message

The oldest elementary school in the San Bruno Park School District, Allen School enjoys a long tradition of educational success in our community. Many of today's students are the children and grandchildren of Allen graduates. These roots give our school a special "family feel." Our achievement is a reflection of our highly committed staff. Our student-centered approach provides an environment which supports our students' social, emotional, and intellectual needs. Working together, parents and the school encourage our children to be the best they can be—as students and as people.

Kathleen (Kit) Obar Cosgriff, PRINCIPAL

Grade range and calendar

K–6

TRADITIONAL

Academic Performance Index

819

County Average: 843

State Average: 807

Student enrollment

345

County Average: 436

State Average: 534

Teachers

11

Students per teacher

31

Major Achievements

- In 2010–2011 Allen was awarded a three-year After School Enrichment and Safety grant. An outstanding enrichment program including sports, science, technology, and nutrition was added to the regular school day.
- The innovative alternative musical education program, Toones Academic Music (TAM), continued in 2010–2011. An alternative musical education program, TAM is designed to enhance and improve mathematics achievement in addition to instilling a love of music. Our Winter and Spring Concerts showcased our students' talents.
- Allen School Audiobooks Program (ASAP) provided all third graders with an iPod and audiobooks at their individual reading levels. ASAP was a popular motivational tool that helped students increase their reading fluency and comprehension.

Focus for Improvement

- Our vision for school improvement involves accelerating the acquisition of English language skills for our English Learners and increasing student engagement through project-based learning. Toward this end, all Allen staff received extensive training in the strategies of the California Reading and Literacy Project (CRLP). In 2010–2011, we implemented these strategies in our classrooms. We extended learning time with afterschool academies and a bilingual homework club. We added a reading intervention teacher in fifth grade and supported the teachers' use of technology with an instructional aide in our computer lab. In 2011–2012 we plan to continue the intervention teacher in first and second grades.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Allen’s API was 819 (out of 1000). This is a decline of 2 points compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 821. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 6 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

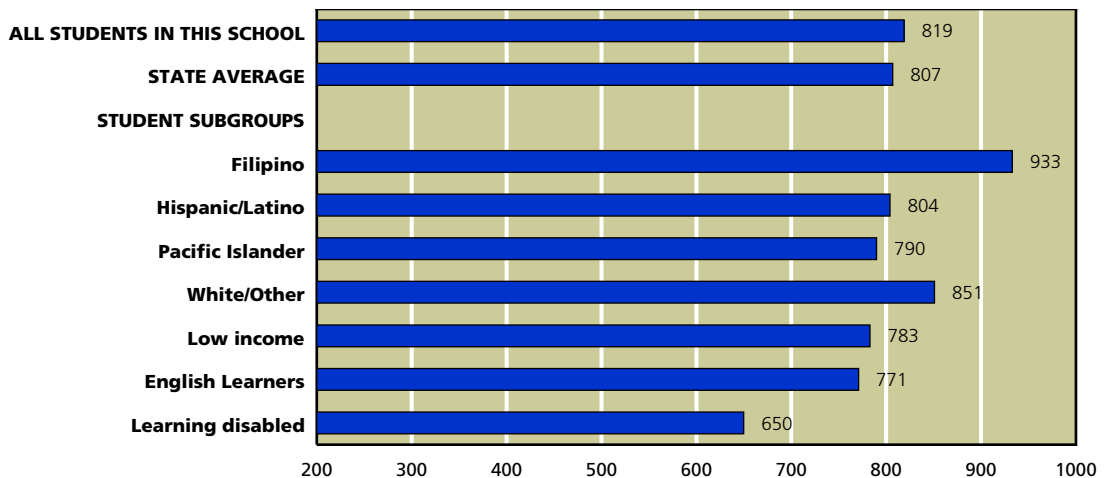
We met our assigned growth targets during the 2010–2011 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	819
Growth attained from prior year	-2
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2011



SOURCE: API based on spring 2011 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met 14 out of 17 criteria for yearly progress. Because we fell short in three areas, we did not make AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 67.6 percent on the English/language arts test and 68.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 710 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Program Improvement school in 2011	No

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students’ test results in the 2010–2011 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. *R/P* - Results pending due to challenge by school. *N/A* - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 67.6% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 68.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of November 2011, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

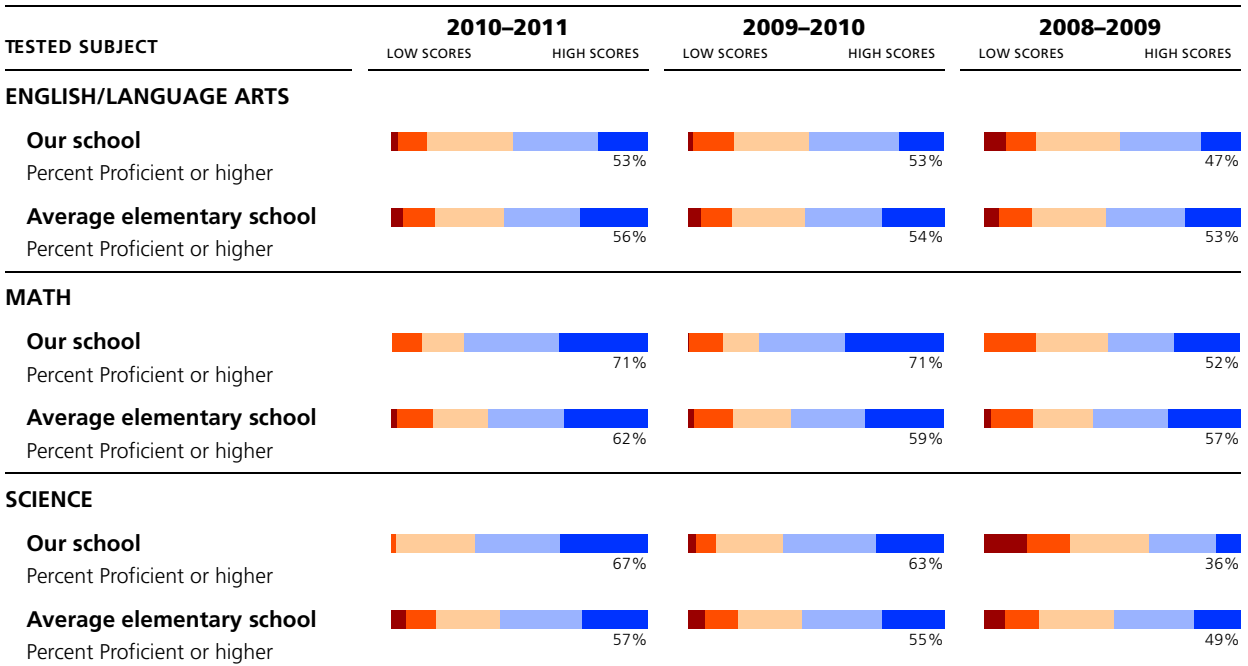
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			53%	96%	SCHOOLWIDE AVERAGE: About three percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			63%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			56%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

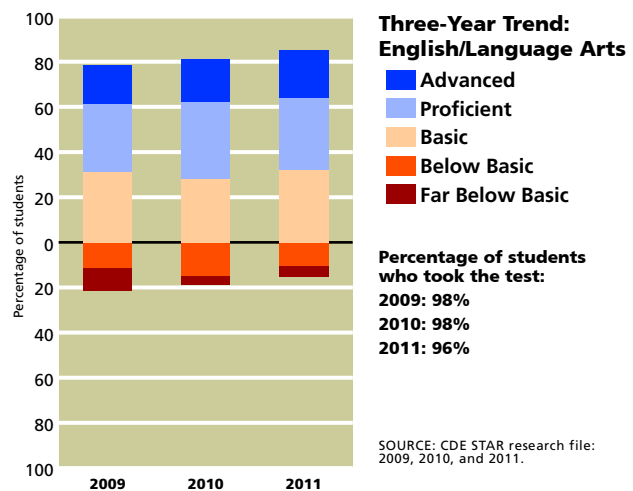
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			46%	114	GENDER: About 13 percent more girls than boys at our school scored Proficient or Advanced.
Girls			59%	125	
English proficient			74%	93	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			39%	146	
Low income			46%	136	INCOME: About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			62%	103	
Learning disabled	NO DATA AVAILABLE		N/A	12	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			55%	227	
Hispanic/Latino			51%	150	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			57%	36	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			71%	96%	SCHOOLWIDE AVERAGE: About nine percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			68%	89%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			62%	90%	

Subgroup Test Scores

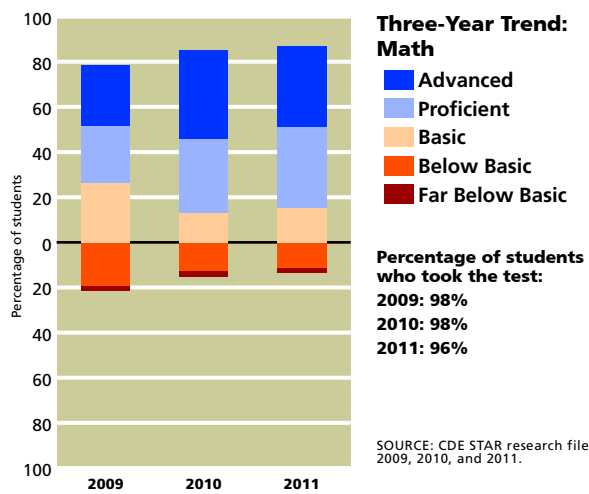
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			72%	114	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			70%	125	
English proficient			81%	93	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			65%	146	
Low income			65%	136	INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			79%	103	
Learning disabled	NO DATA AVAILABLE		N/A	12	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			72%	227	
Hispanic/Latino			70%	150	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			79%	36	

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Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			67%	97%	SCHOOLWIDE AVERAGE: About ten percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			64%	94%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			57%	94%	

Subgroup Test Scores

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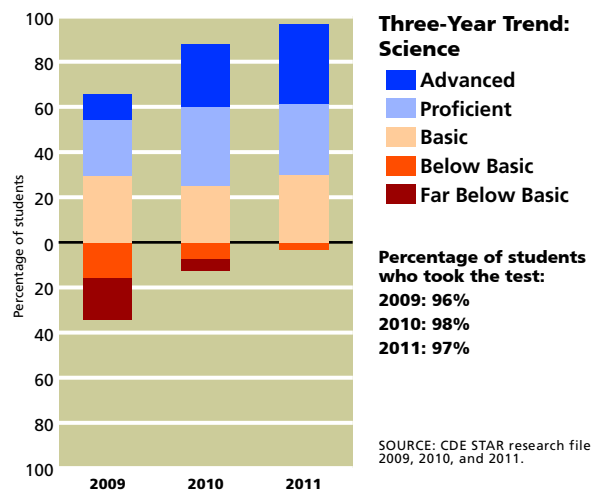
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			63%	35	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	22	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	25	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English proficient students tested was too small to be statistically significant.
English Learners			53%	32	
Low income			67%	33	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	24	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			67%	54	
Hispanic/Latino			76%	37	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	14	

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) by going to the CDE's Web site.



Other Measures of Student Achievement

In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, and end-of-unit tests to measure student progress. Our district has developed a comprehensive assessment and accountability plan to insure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents regarding their children's achievement.

STUDENTS

Students’ English Language Skills

At Allen, 38 percent of students were considered to be proficient in English, compared with 77 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	38%	75%	77%
English Learners	62%	25%	23%

SOURCE: Language Census for school year 2010–2011. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners, 2010–2011

Please note that this table describes the home languages of just the 215 students classified as English Learners. At Allen, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	76%	70%	82%
Vietnamese	0%	1%	3%
Cantonese	0%	4%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	3%	8%	2%
Korean	0%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	21%	16%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent elementary schools only.

Ethnicity

Most students at Allen identify themselves as Hispanic/Latino. In fact, there are about three times as many Hispanic/Latino students as Asian/Pacific Islander students, the second-largest ethnic group at Allen. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	3%	6%
Asian American/Pacific Islander	19%	20%	11%
Hispanic/Latino	64%	39%	53%
White	13%	29%	26%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2010–2011 school year. At Allen, 57 percent of the students qualified for this program, compared with 60 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	57%	41%	60%
Parents with some college	36%	66%	56%
Parents with college degree	14%	48%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 36 percent of the students at Allen have attended college and 14 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 69 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Allen varies across grade levels from a low of 21 students to a high of 31. Our average class size schoolwide is 28 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL
Kindergarten	29
First grade	27
Second grade	31
Third grade	29
Fourth grade	26
Fifth grade	31
Sixth grade	21

SOURCE: California Department of Education, SARC Research File. State and county averages represent elementary schools only.

Safety

Staff and aides monitor the school grounds before and after school, at recesses, and at lunchtime. Teachers regularly review with students the rules for safe, responsible behavior. We have a closed campus, and visitors are required to sign in at the office, where they receive a visitor’s badge.

We revise our School Safety Plan annually. The most recent revision was in the spring of 2011. Staff emergency responsibilities are updated at the beginning of each school year. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. Copies of our plan are available in the school office. We share the plan with staff during a staff meeting. We hold monthly fire drills and practice earthquake procedures quarterly.

Homework

Homework is fundamental to the learning process and helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Each teacher determines the appropriate measure of homework for his or her students based on the district’s homework policy. Parents are encouraged to provide a supportive homework environment and to be responsible for reviewing assignments with their children.

Schedule

The school year begins the last week in August and ends the second week of June. It includes 180 days of instruction. The bell rings at 8:05 a.m. for upper grades and at 8:25 p.m. for primaries. Dismissal is at 2:45 p.m. except on Thursdays when school ends early to make time for teacher collaboration. We have a breakfast program before school, afterschool academies, and Homework Club after school. Office hours are from 7:30 a.m. to 4 p.m.

Parent Involvement

Parents can join our SSC, which works with administration to help make financial decisions. Parents of English learners are vital to our ELAC. Parent volunteers help with special projects in the classroom, lead Art-at-Allen, and chaperone field trips. The PTA holds various fund-raisers, sponsors events such as the Book Fair, Spell-A-Thon, and International Day, and provides assemblies and a school yearbook. We expect all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences. We always need new volunteers!

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Mrs. Cosgriff is in her twelfth year as principal of Allen. She brings a wealth of experience to our school, having served as an administrator for over 20 years and as a classroom teacher for 12 years.

Leadership at Allen is shared among district administration, the principal, instructional staff, and parents. Parent volunteers, the administration, and staff compose the School Site Council (SSC), which makes many important budgetary decisions. Leadership teams and committees at Allen include: the Site Leadership Team, grade-level teams, the SSC, the Safety Committee, and the English Language Advisory Committee (ELAC).

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2011–2012 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

The district and school site provide time and resources for collaboration, planning, and professional development for all staff. Teachers at Allen receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. During the 2010–2011 school year, professional development focused on effective reading/language arts instruction for English Learners and intervention strategies.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2010–2011	0.0
2009–2010	0.0
2008–2009	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

Our principal annually evaluates temporary and probationary teachers. Experienced teachers are evaluated every other year. The principal conducts formal and informal observations, noting the students’ level of engagement, classroom organization, and the effectiveness of instruction. These factors, in addition to student progress, determine whether a teacher needs help.

Substitute Teachers

Teachers leave detailed lesson plans for substitutes to follow, and we experience a minimal loss of learning time. The district seeks and places qualified educators as substitute teachers. When substitutes are unavailable, students are placed in other classrooms, where they receive instruction from certificated teachers.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Academic counselors	0.0
Behavioral/career counselors	0.2
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	1.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These programs promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities and programs in the 2010–2011 school year at Allen Elementary School included: afterschool academies, Posy Parade, Reading Is Fundamental, Toones Academic Music, ice cream social, and the school picnic. A nurse conducts annual vision and hearing screenings. Local dentists offered free dental screening. Rhythm and Moves provided PE to all second through sixth grade students two times per week. Kids' Club, the Recreation and Park Department's program, was available for daycare after school until the ASES program began in April.

Gifted and Talented Education (GATE)

A Gifted and Talented Education (GATE) program is available for those students who qualify. Students are identified through test results and teacher recommendations. Students receive challenging supplemental lessons within their regular classrooms through differentiated instruction.

Special Education Program

We have one special educator who works at Allen two and one-half days per week, and an assistant who also supports students in the Resource Specialist Program (RSP). RSP students stay in the regular classroom as much as possible but come to the RSP classroom to work in small groups or one-on-one in their area of difficulty. In the regular classroom, they receive accommodations, such as more time to take tests or modified homework, according to their Individualized Education Programs (IEPs).

Staff at Allen School assist students in their social and personal development as well as academics. The district provides special attention to students who experience difficulty achieving, coping with personal and family problems, decision making, or handling peer pressure. The school provides qualified personnel to offer counseling on a part-time basis. The district psychologist and counselor are devoted to helping students deal with problems and assisting them to reach positive goals. Allen also uses some funds to provide additional counseling. A speech therapist helps students who have speech/language needs. The district also contracts out with nurses for vision, hearing, and scoliosis testing.

English Learner Program

The English Language Development (ELD) program at our school assists English learners in acquiring English language skills. The program provides special instruction in core curriculum subject areas and is conducted by teachers with Cross-cultural Language and Academic Development (CLAD) certificates. Student progress is based on California English Language Development Test (CELDT) results. Students are grouped for daily ELD instruction based on their CELDT scores.

RESOURCES

Buildings

Allen Elementary School began as New Edgemont School in 1941. Our original building had nine classrooms, with six more added in 1943. A cafeteria, kindergarten, and school office were added in 1956, and the school was renamed in honor of Decima Allen, San Bruno librarian and 25-year member of the school board. Thanks to a \$30-million bond and state modernization funds, all district schools underwent major modernization. By the summer of 2004, Allen enjoyed updated classrooms, a renovated library/media center, new roofing, new cafeteria flooring, handicap-accessible facilities, refurbished blacktop, and exterior painting.

We have a full-time day custodian and one evening custodian who keep our facilities clean. District maintenance maintains landscaping on a weekly basis and makes repairs and removes graffiti as needed. In the summer of 2011 the roofs were prepared for solar panel installation. The installation was completed at the beginning of the 2011–2012 school year.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

Library

Our spacious, inviting library holds approximately 10,000 volumes and includes all the Newbery Medal and Caldecott Award winners. Students regularly visit the library to select books, do research, and learn library skills. A library/media center aide helps students check books in and out and maintains the collection.

Computers

All classrooms have access to the Internet. A computer lab and a mobile cart with 20 MacBook laptops make it possible for teachers to have their entire class on computers at the same time. One classroom has an interactive whiteboard. All teachers have access to email and the Internet and use computers to keep attendance, record grades, and correspond via email with parents and colleagues. In 2010–2011 four Allen teachers were selected through a competitive process to participate in the Tech Savvy Teacher program. Those four teachers will receive innovative technology in their classrooms and will be supported by a series of workshops to assist them in their implementation.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2011–2012 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find information about the content standards for each subject at each grade level on the Web site of the [California Department of Education \(CDE\)](#). California adopted new common core standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the [CDE FAQs](#) for details about the new standards.

SCHOOL EXPENDITURES

Allen School receives federal Title I funds as well as state Economic Impact Assistance (EIA) funds. We use these dollars to pay for our afterschool academies for struggling and at-risk students, provide translation services as needed to keep parents informed regarding their children’s progress, pay for instructional aides, and provide counseling services. Instructional technology and intervention materials are also purchased through Title I.

State funds are used to pay for our library/media aide and purchase new books for our library; provide for an aide to assist with playground supervision; provide character education workshops; and help students develop good work habits and build organizational skills by providing student planners for all upper-grade students and communication folders for all students.

Spending per Student (2009–2010)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 336 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$4,307	\$6,064	-29%	\$5,513	-22%
Restricted funds (\$/student)	\$650	\$2,300	-72%	\$2,939	-78%
TOTAL (\$/student)	\$4,957	\$8,364	-41%	\$8,452	-41%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2009–2010)

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	N/A	N/A	N/A	N/A
Other staff salaries	N/A	N/A	N/A	N/A
Benefits	N/A	N/A	N/A	N/A
Books and supplies	N/A	N/A	N/A	N/A
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	N/A	N/A	N/A	N/A
TOTAL	\$1,447,088	\$218,348	\$1,665,436	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2009–2010)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 15 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$69,901	\$85,851	-19%	\$71,246	-2%
Retirement benefits	\$5,766	\$7,008	-18%	\$5,818	-1%
Health and medical benefits	\$10,367	\$10,813	-4%	\$9,711	7%
Other benefits	\$0	\$365	-100%	\$533	-100%
TOTAL	\$86,034	\$104,037	-17%	\$87,308	-1%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2009–2010)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,048,514	81%
Retirement benefits	\$86,493	7%
Health and medical benefits	\$155,508	12%
Other benefits	\$0	0%
TOTAL	\$1,290,515	

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2011. The CDE may release additional or revised data for the 2010–2011 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2010); Language Census (March 2011); California Standards Tests (spring 2011 test cycle); Academic Performance Index (November 2011 growth score release); Adequate Yearly Progress (November 2011).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources 2011–2012

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2009–2010	2010–2011	2011–2012
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	17	12	12
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Tuesday, January 03, 2012.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2009–2010	2010–2011	2011–2012
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Tuesday, January 03, 2012.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

NOTES: This report was completed on Tuesday, January 03, 2012. This information was collected on Wednesday, August 24, 2011. All of our textbooks are the most recently approved by the State Board of Ed or our Local Governing Agency.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	Good	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
A. SYSTEMS	Good	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	Good	No apparent problems.
C. CLEANLINESS	Good	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	Good	No apparent problems.
E. RESTROOMS/FOUNTAINS	Good	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
F. SAFETY	Good	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL	Good	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.

AREA	RATING	DESCRIPTION
Roofs		No apparent problems.
H. EXTERNAL	Good	
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
OTHER DEFICIENCIES	N/A	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Tuesday, January 24, 2012 by David Hutt (Superintendent). The facilities inspection occurred on Friday, January 20, 2012. There were no other inspectors used in the completion of this form. The Facilities Inspection Tool was completed on Friday, January 20, 2012.

» Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	345
Black/African American	2%
American Indian or Alaska Native	0%
Asian	3%
Filipino	7%
Hispanic or Latino	64%
Pacific Islander	8%
White (not Hispanic)	13%
Two or more races	3%
Ethnicity not reported	0%
Socioeconomically disadvantaged	56%
English Learners	62%
Students with disabilities	7%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	46
Grade 1	41
Grade 2	62
Grade 3	46
Grade 4	45
Grade 5	62
Grade 6	43
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2010.

Average Class Size by Grade Level

GRADE LEVEL	2008–2009	2009–2010	2010–2011
Kindergarten	18	21	29
Grade 1	20	20	27
Grade 2	20	20	31
Grade 3	19	17	29
Grade 4	31	31	26
Grade 5	31	29	31
Grade 6	31	31	21
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	20	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	30	N/A	N/A
Other	N/A	26	N/A

SOURCE: CALPADS, October 2010. Information for 2009-2010 provided by the school district.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2008–2009			2009–2010			2010–2011		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	0	0	1	1	N/A	1	9	0
Grade 1	2	0	0	1	2	N/A	1	17	0
Grade 2	2	0	0	2	N/A	N/A	0	18	0
Grade 3	3	0	0	2	N/A	N/A	1	17	0
Grade 4	0	1	0	N/A	2	N/A	5	13	0
Grade 5	0	1	0	N/A	1	N/A	0	26	0
Grade 6	0	1	0	N/A	1	N/A	23	1	0
Combined K–3	2	0	0	N/A	1	N/A	N/A	N/A	N/A
Combined 3–4	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	0	1	0	N/A	1	N/A	N/A	N/A	N/A
Other	0	0	0	1	1	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2010. Information for 2009-2010 provided by the school district.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2008–2009	2009–2010	2010–2011	2010–2011
With Full Credential	16	16	12	97
Without Full Credential	0	0	0	0

SOURCE: Information provided by school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	21%	23%	20%
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2010–2011	3	2	N/A
2009–2010	2	1	6
2008–2009	2	2	6
Expulsions per 100 students			
2010–2011	0	0	N/A
2009–2010	0	0	0
2008–2009	0	0	0

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent elementary schools only.

During the 2010–2011 school year, we had ten suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/ language arts	46%	52%	52%	54%	58%	58%	49%	52%	54%
Mathematics	52%	71%	69%	58%	67%	65%	46%	48%	50%
Science	36%	62%	67%	46%	62%	61%	50%	54%	57%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2010–2011	MATHEMATICS 2010–2011	SCIENCE 2010–2011
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	81%	88%	N/A
Hispanic or Latino	49%	67%	76%
Pacific Islander or Native Hawaiian	27%	59%	N/A
White (not Hispanic)	64%	75%	57%
Two or more Races	N/A	N/A	N/A
Boys	44%	69%	63%
Girls	59%	70%	73%
Socioeconomically disadvantaged	45%	63%	67%
English Learners	38%	62%	53%
Students with disabilities	19%	38%	0%
Receives migrant education services	N/A	N/A	N/A

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2008–2009	2009–2010	2010–2011
Statewide rank	4	4	6
Similar-schools rank	5	7	10

SOURCE: The API Base Report from December 2011.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2008–2009	2009–2010	2010–2011	2010–2011
All students at the school	+23	+51	-2	819
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	+35	933
Hispanic or Latino	+17	+48	+12	804
Pacific Islander	N/A	N/A	-44	790
White (non Hispanic)	N/A	N/A	-11	851
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+29	+74	+11	783
English Learners	+20	+60	+7	771
Students with disabilities	N/A	N/A	-32	650

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	237	819	1,922	812	4,683,676	778
Black/African American	4	N/A	39	741	317,856	696
American Indian or Alaska Native	0	N/A	4	N/A	33,774	733
Asian	8	N/A	181	909	398,869	898
Filipino	16	933	201	869	123,245	859
Hispanic or Latino	149	804	855	759	2,406,749	729
Pacific Islander	22	790	130	771	26,953	764
White (non Hispanic)	35	851	460	867	1,258,831	845
Two or more races	2	N/A	39	810	76,766	836
Socioeconomically disadvantaged	140	783	776	753	2,731,843	726
English Learners	147	771	758	741	1,521,844	707
Students with disabilities	26	650	234	598	521,815	595

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 710 or growth of at least one point
- (d) the graduation rate for the graduating class must be higher than 90 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2011.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	1 of 3
The year the district entered PI	2011
Number of schools currently in PI	2
Percentage of schools currently in PI	25%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

DISTRICT EXPENDITURES

According to the CDE, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2009–2010			
Total expenses	\$20,811,221	N/A	N/A
Expenses per student	\$8,249	\$7,973	\$8,452
FISCAL YEAR 2008–2009			
Total expenses	\$20,007,484	N/A	N/A
Expenses per student	\$7,834	\$8,275	\$8,736

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2009–2010

This table reports the salaries of teachers and administrators in our district for the 2009–2010 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$39,126	\$41,183
Midrange teacher's salary	\$68,236	\$63,647
Highest-paid teacher's salary	\$75,155	\$80,955
Average principal's salary (elementary school)	\$97,877	\$102,400
Superintendent's salary	\$132,138	\$151,742
Percentage of budget for teachers' salaries	38%	41%
Percentage of budget for administrators' salaries	7%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Open Court (McGraw Hill)	English/Language Arts	2002-03	2003
California Vista (MacMillan)	History/Social Studies	2006	2006
Houghton (Houghton-Mifflin)	Math	2008	2008
California Science (Pearson, Scott, Foresman)	Science	2007	2007
Health Promotion Wave (Health Wave Inc)	Health		1994
Discover: Skills for Life(AGS Publisher)	Health		1990
World of Music (Silver Burdett Ginn)	Music		1994
Language Central-Pearson (Belle Air K-5)	English L.A.	2010	2011
Language Central-Pearson	EL	2010	2010