

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Decima M. Allen Elementary School

2014-15
School Accountability Report Card
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SARC



Principal's Message

The oldest elementary school in the San Bruno Park School District, Decima M. Allen Elementary 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 student-centered approach provides an environment which supports our students' social, emotional and intellectual needs while emphasizing academic achievement. We are proud to have been named a Campaign for Business and Education Excellence (CBEE) Honor Roll School for the past three consecutive years. Allen School was one of 54 schools in the greater Bay Area in which low-income Latino students outscored the state average in math on the California Assessment of Student Performance and Progress (CAASPP) test! Working together, parents and the school encourage our children to be the best they can be—as students and as people.

Kit Cosgriff
Principal

School Mission Statement

Our school is an enthusiastic community of learners where students, teachers, and parents work together toward clearly focused educational, personal, and social goals.

We are dedicated to preparing our students to

- work productively
- participate in our democracy
- make intelligent, independent decisions
- live in our culturally diverse society

To accomplish these goals, we believe that we must provide our students with a meaningful "thinking curriculum," a curriculum that prepares students to solve problems and to synthesize new learning from old

- connects students to what they are learning
- allows students to work toward meaningful goals on real tasks
- demands that students do quality work

School Safety

Staff and aides monitor the school grounds before and after school, at recess, and at lunchtime. Teachers regularly review with students the rules for safe, responsible behavior. We have a closed campus. Visitors are required to sign in at the office and wear a visitor's badge while on campus.

We review our school safety plan annually. It was most recently reviewed, updated and discussed with the school faculty in August 2015. 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. Staff emergency responsibilities are updated at the beginning of each school year. We hold regular safety drills.

Our teachers focus on the positive and maintain warm and constructive atmospheres in their classrooms. We rarely have serious disciplinary problems. We find that brief time-outs, loss of recess, and "natural" consequences—for example, picking up litter around the school if a student throws her milk carton on the ground instead of in the trash—take care of most misbehavior. For more serious misbehavior and violations of the Education Code, office referrals result in redirection with parental involvement, including suspension.

San Bruno Park School District Belief Statements

We believe that:

- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It's our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit all; we need to address each child's needs individually.
- The community must be included in the education of their children.
- We must act on our beliefs and serve as role models.
- We must provide a safe and secure education environment.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Motto

Proud Schools in a Proud Community

San Bruno Park School District Mission Statement

San Bruno Park School District educates and empowers all students to thrive academically, socially and emotionally to be contributing members of society.

San Bruno Park School District Goals

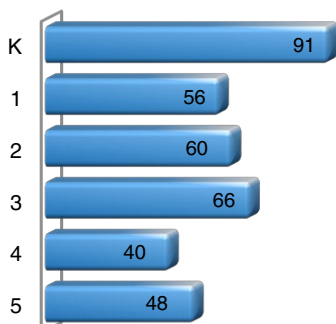
- Attract, develop and retain highly qualified staff
- Implement 21st-century learning strategies and methodologies
- Become fiscally solvent
- Develop, expand and implement quality programs and courses to enable academic success for all students



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade



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 Crosscultural Language and Academic Development (CLAD) certificates. Student progress is based on the California English Language Development Test (CELDT). Students are grouped within their grades for daily ELD instruction based on their CELDT scores.

School Motto:

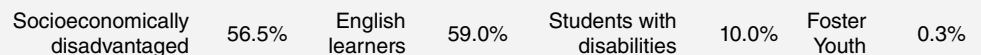
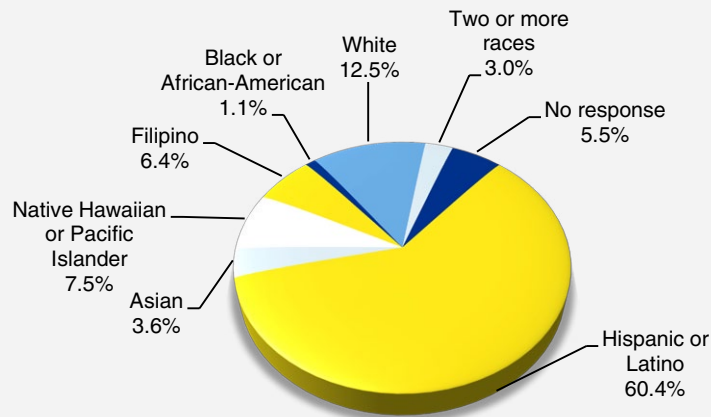
*Take Care of Yourself,
Take Care of Each Other,
Take Care of Our School*

Enrollment by Student Group

The total enrollment at the school was 361 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year



Parental Involvement

Parents may join our School Site Council (SSC), which works with administration to help make financial and programmatic decisions. Parents of English learners are vital to our English Learner Advisory Committee (ELAC). Parent volunteers help with special projects in the classroom, lead Art-at-Allen and chaperone field trips. The PTA holds various fundraisers, sponsors events such as the Book Fair, Spell-a-Thon and Tamale Festival, 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!

For more information on how to become involved at the school, please contact PTA President Carlota Zuniga at (650) 624-3140.

Special Education Program

We have one special educator who works at Allen three-and-a-half days per week and two paraprofessionals who support 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).

We also have one special day class for children whose academic needs cannot be met in a regular classroom. The special day class has 16 students, one special educator and three paraprofessionals.

The staff at Allen School assists students in their social and personal development as well as academics. The district provides special attention to students who experience difficulty achieving or decision making, handling peer pressure, or coping with personal and family problems. 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 state and federal funds to provide additional counseling. A speech therapist helps students who have speech and language needs. The district also contracts out with nurses for vision, hearing and scoliosis testing.

Achievements

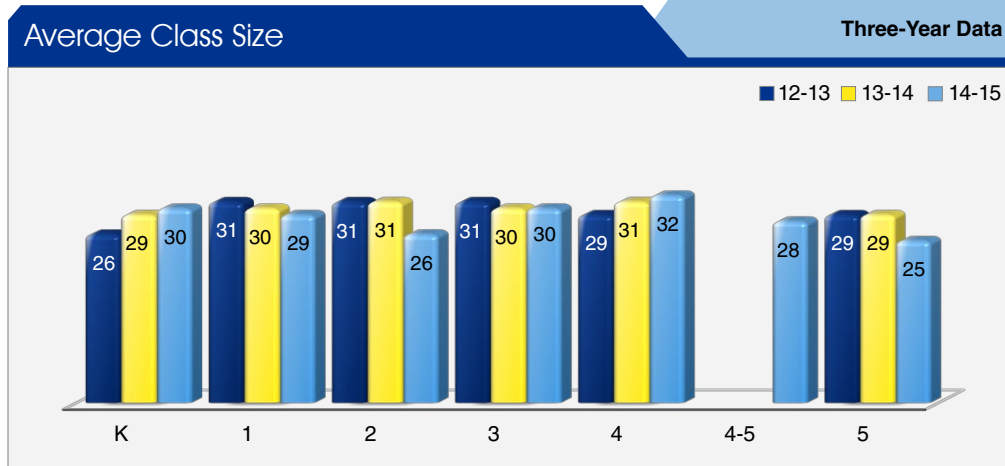
In 2014, the California Business for Education Excellence (CBEE) selected Allen School to its Star Schools Honor Roll for the third year in a row! The CBEE identifies and recognizes higher-performing schools in the state, particularly higher-poverty schools that are closing achievement gaps.

The ASES program, paid for by an After School Enrichment and Safety grant, provided nearly one-third of our students with an outstanding after-school enrichment program that included sports, science, technology, robotics, arts, gardening and nutrition.

Allen School Audiobooks Program (ASAP) provided reading intervention using iPods and audiobooks. ASAP has been a popular motivational tool to help students increase their reading fluency and comprehension.

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data**

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			3	
1		2			2 ½			2	
2		1 ½			2 ½			2	
3		½ 1			½ 1 ½			2	
4		2			1 ½			1	
4-5								1	
5		2			2			1	

Note: The number of classrooms by size data includes combination classes.

Special 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 2014-15 school year at Allen Elementary School included the ASES after-school program, recreational sports teams sponsored by the city's Parks and Recreation department, and the school picnic.

Professional Development

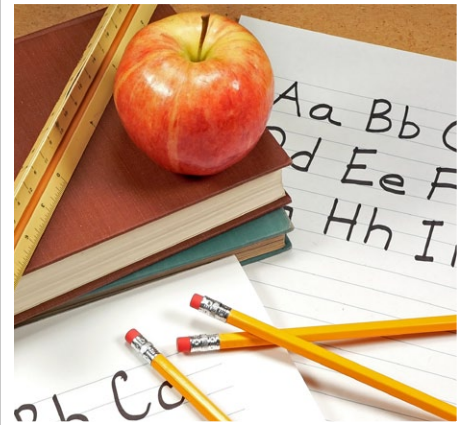
The district and school site provide time and resources for collaboration, planning and professional development for all staff. Teachers at Allen receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging and responsive to student needs. During the 2014-15 school year, site professional development focused on math and Writers Workshop. Teachers selected the topics through a teacher-interest and needs survey. Workshops were scheduled for a dedicated professional development day. Teachers are supported in the writing program through coaching and grade-level work.

Professional Development Days **Three-Year Data**

	2013-14	2014-15	2015-16
Decima Allen ES	2 days	3 days	3 days

Measures for Improvement

Our vision for school improvement involves accelerating the acquisition of English language skills for our English learners and shifting instruction to align with the Common Core State Standards. This year, Allen Elementary, along with the rest of the district's K-5 schools, is piloting the Eureka Math program.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Decima Allen ES			
	12-13	13-14	14-15
Suspension rates	0.8%	0.8%	0.1%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	12-13	13-14	14-15
Suspension rates	1.3%	1.3%	0.3%
Expulsion rates	0.1%	0.1%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	26.1%
Five of six standards	28.3%
Six of six standards	17.4%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year	
	Decima Allen ES	San Bruno Park SD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Decima Allen ES	San Bruno Park SD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2012-2013	2011-2012	
Year in Program Improvement	Year 2	Year 3	
Number of Title I schools currently in Program Improvement	3		
Percentage of Title I schools currently in Program Improvement	100.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Decima Allen ES			San Bruno Park SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	56%	50%	48%	57%	62%	61%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	61%	
All students at the school	48%	
Male	50%	
Female	45%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	48%	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	43%	
English learners	47%	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Decima Allen ES	San Bruno Park SD	California
English language arts/literacy	36%	43%	44%
Mathematics	25%	38%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	63	59	93.7%	19%	37%	25%	19%
Male		32	50.8%	9%	47%	28%	16%
Female		27	42.9%	30%	26%	22%	22%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	6.3%	❖	❖	❖	❖
Filipino		5	7.9%	❖	❖	❖	❖
Hispanic or Latino		31	49.2%	19%	45%	26%	10%
Native Hawaiian or Pacific Islander		3	4.8%	❖	❖	❖	❖
White		11	17.5%	9%	36%	18%	36%
Two or more races		3	4.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		39	61.9%	18%	46%	26%	10%
English learners		30	47.6%	17%	53%	20%	10%
Students with disabilities		6	9.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	63	59	93.7%	8%	37%	32%	22%
Male		32	50.8%	6%	41%	31%	22%
Female		27	42.9%	11%	33%	33%	22%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	6.3%	❖	❖	❖	❖
Filipino		5	7.9%	❖	❖	❖	❖
Hispanic or Latino		31	49.2%	10%	35%	39%	16%
Native Hawaiian or Pacific Islander		3	4.8%	❖	❖	❖	❖
White		11	17.5%	0%	55%	27%	18%
Two or more races		3	4.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		39	61.9%	8%	41%	36%	15%
English learners		30	47.6%	3%	47%	27%	23%
Students with disabilities		6	9.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	38	37	97.4%	43%	24%	16%	16%
Male		18	47.4%	50%	17%	11%	22%
Female		19	50.0%	37%	32%	21%	11%
Black or African-American		1	2.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	2.6%	❖	❖	❖	❖
Filipino		1	2.6%	❖	❖	❖	❖
Hispanic or Latino		23	60.5%	48%	26%	13%	13%
Native Hawaiian or Pacific Islander		5	13.2%	❖	❖	❖	❖
White		4	10.5%	❖	❖	❖	❖
Two or more races		2	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	65.8%	52%	32%	12%	4%
English learners		24	63.2%	46%	25%	17%	13%
Students with disabilities		6	15.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	38	37	97.4%	70%	8%	0%	0%
Male		18	47.4%	67%	11%	0%	0%
Female		19	50.0%	74%	5%	0%	0%
Black or African-American		1	2.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	2.6%	❖	❖	❖	❖
Filipino		1	2.6%	❖	❖	❖	❖
Hispanic or Latino		23	60.5%	78%	9%	0%	0%
Native Hawaiian or Pacific Islander		5	13.2%	❖	❖	❖	❖
White		4	10.5%	❖	❖	❖	❖
Two or more races		2	5.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		25	65.8%	72%	8%	0%	0%
English learners		24	63.2%	67%	8%	0%	0%
Students with disabilities		6	15.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	52	51	98.1%	41%	29%	20%	10%
Male		26	50.0%	42%	27%	19%	12%
Female		25	48.1%	40%	32%	20%	8%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.9%	❖	❖	❖	❖
Filipino		5	9.6%	❖	❖	❖	❖
Hispanic or Latino		34	65.4%	41%	29%	21%	9%
Native Hawaiian or Pacific Islander		3	5.8%	❖	❖	❖	❖
White		5	9.6%	❖	❖	❖	❖
Two or more races		2	3.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		33	63.5%	39%	33%	15%	12%
English learners		39	75.0%	41%	28%	18%	13%
Students with disabilities		8	15.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	52	50	96.2%	58%	18%	6%	2%
Male		25	48.1%	52%	20%	8%	4%
Female		25	48.1%	64%	16%	4%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.9%	❖	❖	❖	❖
Filipino		5	9.6%	❖	❖	❖	❖
Hispanic or Latino		34	65.4%	56%	18%	9%	3%
Native Hawaiian or Pacific Islander		3	5.8%	❖	❖	❖	❖
White		4	7.7%	❖	❖	❖	❖
Two or more races		2	3.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		33	63.5%	61%	15%	6%	3%
English learners		38	73.1%	61%	13%	8%	3%
Students with disabilities		8	15.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Textbooks and Instructional Materials

The instructional-materials selection process in SBPSD, when there is adequacy of funding, involves teachers and community members. There is an advisory committee of teachers, known as the Curriculum Council, with representatives from each school. The Curriculum Council narrows the field of state-adopted materials, when such a list exists. Then teachers in the district are solicited to do a "Comparison Pilot," meaning that they have to use the two finalists in an actual instructional setting. They then submit a recommendation to the Curriculum Council. Administration then forwards the recommendation to a public review period and "discussion" by the school board. Because the school board only meets once a month, there is a 30-day public review period. Provided there are no exceptions, the recommendation is brought back for action at the following meeting.

The most recent public hearing to adopt a resolution at the sufficiency of instructional materials was held on October 14, 2015. The most recently adopted textbooks were from the state-approved list.

The textbook content fits within the State Board of Education-adopted curriculum frameworks. The district is in the final year of a four-year transition plan to align textbooks with Common Core State Standards.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Open Court Reading, McGraw-Hill	2003
English language arts	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2011
English learners	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2010
Mathematics	Houghton Mifflin	2006
Science	California Science, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Decima Allen ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	◇	
Health	0%	

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

◇ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	
	10/2015

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.



School Facilities

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 in 2004. Allen enjoys updated classrooms, a renovated library-media center, new roofing, new cafeteria flooring, accessible facilities for individuals with disabilities, a refurbished blacktop and exterior painting.

We have a day custodian and one part-time evening custodian who keep our facilities clean. District maintenance maintains landscaping on a weekly basis as well as makes repairs and removes graffiti as needed. Solar-panel installation was completed at the beginning of the 2011-12 school year.

Library: Our spacious, inviting library holds approximately 8,000 volumes and includes all the Newbery Medal and Caldecott Medal 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.

Computer: All classrooms have access to the Internet. A computer lab with several mobile device carts make it possible for teachers to have their entire class on computers at the same time. Five classrooms have interactive whiteboards. All teachers have access to email and the Internet and use computers to keep attendance, record grades, turn in lunch counts, and correspond via email with parents and colleagues.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Poor	Restrooms/fountains	Poor
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Poor
Electrical	Good	External	Good
Overall summary of facility conditions			Fair
Date of the most recent school site inspection			11/5/2015
Date of the most recent completion of the inspection form			11/5/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Main building facility inspection for flood control. Hored engineer, repaired 1/1/2016.	
Restrooms/fountains	West restrooms - plugged. Removed obstacle 11/6/2015.	
Structural	Paint and exterior repairs. Planned repairs summer 2016.	

Types of Services Funded

Allen School receives federal Title I funds as well as state Local Control Funding Formula (LCFF) supplemental funding. We use these dollars to pay for after-school 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 federal Title I funding.

State funds are used to pay for our library-media aide and purchase new books for our library; provide aides; provide character-education workshops; 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.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	Decima Allen ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	103	14	12	13
Without full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	4	0	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Decima Allen ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Decima Allen ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

✦ Not applicable.

"Working together, parents and the school encourage our children to be the best they can be—as students and as people."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2014-15 School Year

Academic Counselors

FTE of academic counselors 0.00

Average number of students per academic counselor ✦

Support Staff FTE

Social/behavioral or career development counselors 0.90

Library media teacher (librarian) 0.00

Library media services staff (paraprofessional) 0.36

Psychologist 0.33

Social worker 0.00

Nurse 0.00

Speech/language/hearing specialist 0.60

Resource specialist (nonteaching) 1.00

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$5,007
Expenditures per pupil from restricted sources	\$1,083
Expenditures per pupil from unrestricted sources	\$3,924
Annual average teacher salary	\$64,150

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	San Bruno Park SD	Similar Sized District
Beginning teacher salary	\$38,700	\$42,723
Midrange teacher salary	\$67,513	\$65,936
Highest teacher salary	\$74,381	\$84,545
Average elementary school principal salary	\$98,817	\$106,864
Average middle school principal salary	\$102,548	\$110,494
Superintendent salary	\$129,135	\$159,133
Teacher salaries: percentage of budget	32%	40%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Decima Allen ES	\$3,924	\$64,150
San Bruno Park SD	\$6,063	\$65,179
California	\$5,348	\$69,086
School and district: percentage difference	-35.3%	-1.6%
School and California: percentage difference	-26.6%	-7.1%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest/>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.