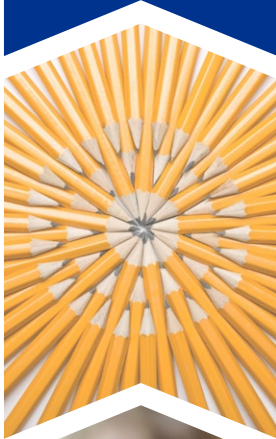
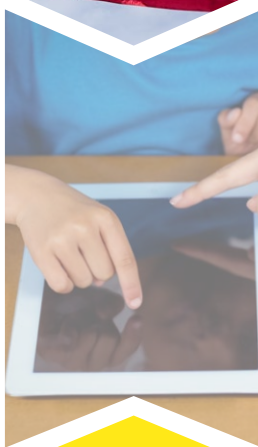


# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## Decima M. Allen Elementary School

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Para español, visita:  
[www.sbpsd.k12.ca.us](http://www.sbpsd.k12.ca.us)

# San Bruno Park SD





### 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

### 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 that supports our students’ social, emotional and intellectual needs while emphasizing academic achievement. Our current school goals are in parent engagement and literacy. In the 2015-16 school year, two of our teachers piloted reading programs for our new English language arts (ELA) and English language development (ELD) adoption. This year, our school goal is full implementation of the adopted program called Wonders. The Principal’s Volunteer Challenge is encouraging even more parents to become active in our school and honoring those who give 10 hours or more. Our parent liaison is working with programs such as PIQE (Parent Institute for Quality Education) and the parent café model to further engage parents. 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 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.



*Proud Schools in a Proud Community*

### District Mission Statement

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

### 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.

### Types of Services Funded

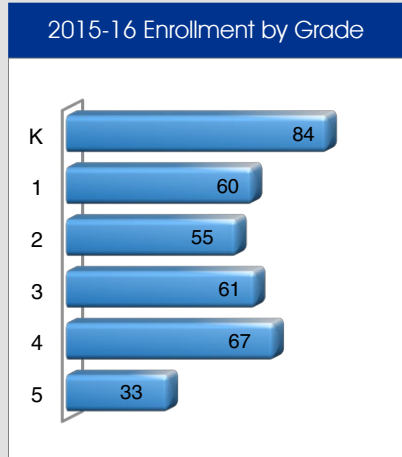
Allen School receives federal Title I funds as well as state Local Control Funding Formula (LCFF) supplemental funding. We use these dollars to pay for after-school academies for struggling and at-risk students, provide translation services as needed to keep parents informed regarding their children’s progress, pay for instructional aides, and provide counseling services. Instructional technology and intervention materials are also purchased through these funding sources.

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.



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



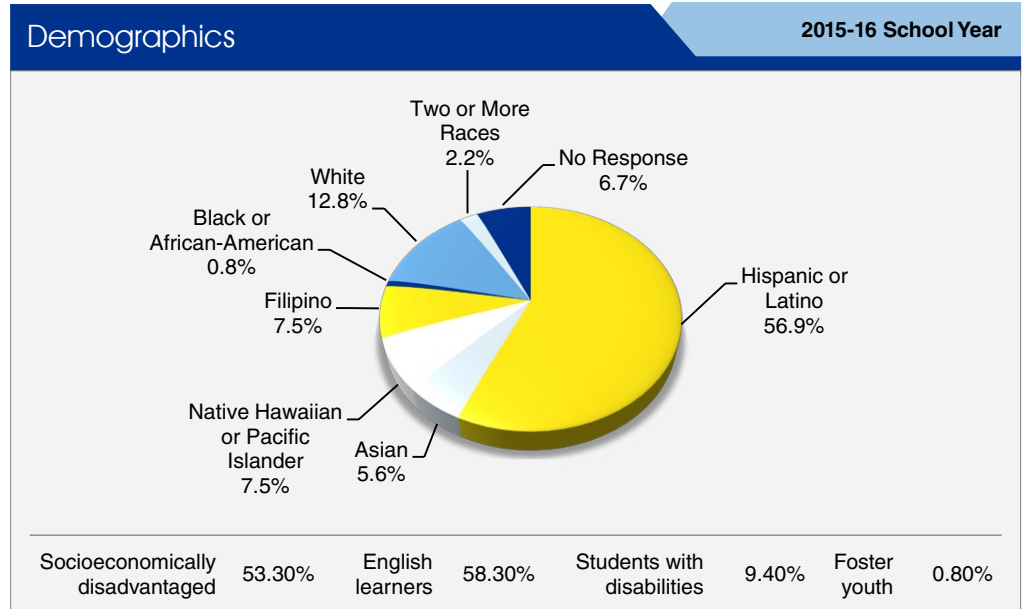
### Professional Development

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 2016-17 school year, site professional development focused on ELD, technology and instruction, behavior management, and intervention. Teachers selected the topics through a teacher-interest and needs survey. Workshops were scheduled for dedicated professional development days. Teachers were supported in Writers' Workshop through coaching and grade-level work.

Professional Development Days	
2014-15	3 days
2015-16	3 days
2016-17	3 days

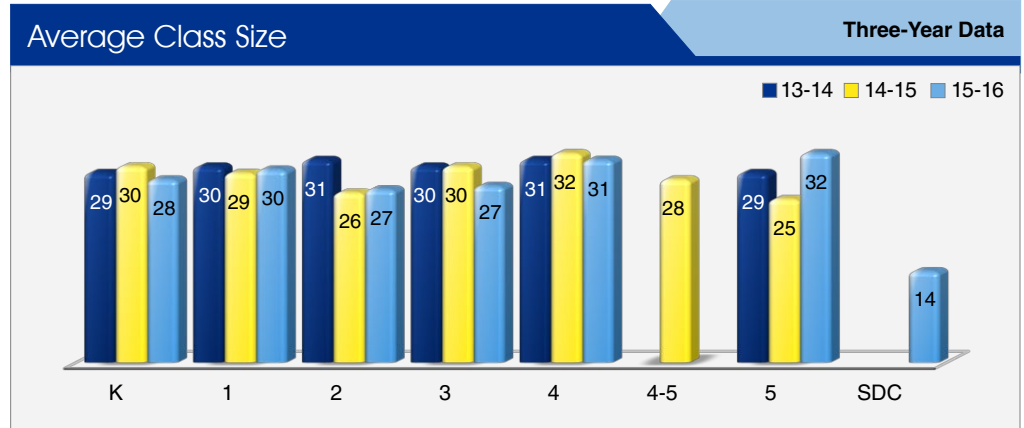
### Enrollment by Student Group

The total enrollment at the school was 360 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



### 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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



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

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			3	
1		2 ½			2			2	
2		2 ½			2			2	
3		½ 1 ½			2			2	
4		1 ½			1			2	
4-5					1				
5		2			1			1	
SDC							1		



"Many of today's students are the children and grandchildren of Allen graduates. These roots give our school a special family feel."

### 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 and lead Art-at-Allen and chaperone field trips. The PTA holds various fundraisers, sponsors events such as the book fair, Spell-a-Thon and Winter Festival, and provides assemblies and a school yearbook. We expect all parents to attend parent-teacher conferences and back-to-school night in the fall and open house in the spring.

We always need new volunteers! For more information on how to become involved at the school, please contact your child's teacher; the principal; the school's parent liaison, Vanessa Padilla; or our PTA president Anahi Garcia at (650) 624-3140.

### 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 September 2016. 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 their 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.

### Achievements

Student scores on the Smarter Balanced Assessment Consortium (SBAC) test showed great improvement over the school year 2014-15. Ninety-two percent of fourth graders and 72 percent of fifth graders improved their scores in ELA; 72 percent of fourth graders and 100 percent of fifth graders increased their scores in math.

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.

### 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 2015-16 school year at Allen Elementary School included the After School Education and Safety (ASES) program, recreational sports teams sponsored by the city's parks and recreation department, and the school picnic. The ASES program includes daily enrichment activities, homework help, a nutrition break and physical education.

### 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. Generally, homework is assigned on all school nights. Parents are encouraged to provide a supportive homework environment and to be responsible for reviewing assignments with their children.

School Motto:  
Take Care of Yourself,  
Take Care of Each Other,  
Take Care of Our School

### 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			
Allen ES			
	13-14	14-15	15-16
<b>Suspension rates</b>	0.8%	0.1%	2.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
San Bruno Park SD			
	13-14	14-15	15-16
<b>Suspension rates</b>	1.3%	0.3%	2.8%
<b>Expulsion rates</b>	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
<b>Suspension rates</b>	4.4%	3.8%	3.7%
<b>Expulsion rates</b>	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](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	27.3%
Five of six standards	6.1%
Six of six standards	12.1%

## Measures for Improvement

Our vision for school improvement involves accelerating the acquisition of English language skills for our English learners and aligning instruction to the Common Core State Standards. In 2015-16, two Allen teachers participated on the ELA/ELD Committee and piloted materials under consideration for adoption. They gave particular attention to the ELD components of the programs. They supported the selection of the Wonders program and have taken the lead in providing site professional development.

## 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), state testing, grades and teacher recommendation. Students are grouped within their grades for daily ELD instruction based on their CELDT scores.

## 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 two special day classes for children whose academic needs cannot be met in a regular classroom. The special day classes have a total of 15 students, two special educators, four paraprofessionals and two specialized instruction aides.

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.

## Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2016-17 School Year
	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 schools currently in Program Improvement	3	
Percentage of schools currently in Program Improvement	100.00%	



## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Allen ES			San Bruno Park SD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	50%	48%	63%	62%	61%	54%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	33	32	96.97%	62.50%	
Male	15	15	100.00%	60.00%	
Female	18	17	94.44%	64.71%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	21	20	95.24%	60.00%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	21	20	95.24%	45.00%	
English learners	22	22	100.00%	68.18%	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Allen ES		San Bruno Park SD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	36%	45%	44%	46%	44%	48%
Mathematics	28%	37%	40%	41%	33%	36%

❖ 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.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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



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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	62	60	96.80%	43.30%
Male	30	28	93.30%	32.10%
Female	32	32	100.00%	53.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	34	33	97.10%	45.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	11	100.00%	36.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	38	37	97.40%	40.50%
English learners	35	33	94.30%	33.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	62	60	96.80%	43.30%
Male	30	29	96.70%	37.90%
Female	32	31	96.90%	48.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	34	33	97.10%	36.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	11	100.00%	54.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	38	37	97.40%	37.80%
English learners	35	33	94.30%	30.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.





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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	65	64	98.50%	53.10%
Male	38	38	100.00%	50.00%
Female	27	26	96.30%	57.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	48.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	38	38	100.00%	52.60%
English learners	34	34	100.00%	47.10%
Students with disabilities	12	12	100.00%	16.70%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	65	63	96.90%	35.50%
Male	38	37	97.40%	32.40%
Female	27	26	96.30%	40.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	29.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	38	38	100.00%	32.40%
English learners	34	33	97.10%	27.30%
Students with disabilities	12	12	100.00%	16.70%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	33	33	100.00%	30.30%
Male	15	15	100.00%	26.70%
Female	18	18	100.00%	33.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	21	21	100.00%	19.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	21	21	100.00%	9.50%
English learners	22	22	100.00%	27.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	33	33	100.00%	27.30%
Male	15	15	100.00%	33.30%
Female	18	18	100.00%	22.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	21	21	100.00%	14.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	21	21	100.00%	9.50%
English learners	22	22	100.00%	27.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



## 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 12, 2016. 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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Wonders, McGraw-Hill	2016
English learners	Wonders, McGraw-Hill	2016
Mathematics	Eureka, Great Minds	2015
Science	California Science, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date	10/12/2016	

## 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		2016-17 School Year
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%	

◇ 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 Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	10/12/2016





## 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 classroom 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. As a result of that renovation, Allen received 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 daytime 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 internet access. A computer lab with several mobile device carts make it possible for teachers to have their entire class on computers at the same time. Most 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 as well as utilize online content in instruction.

## 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				2016-17 School Year
Items Inspected	Repair Status	Items Inspected	Repair Status	
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good	
<b>Interior</b>	Fair	<b>Safety</b>	Good	
<b>Cleanliness</b>	Good	<b>Structural</b>	Good	
<b>Electrical</b>	Good	<b>External</b>	Fair	
<b>Overall summary of facility conditions</b>				Good
<b>Date of the most recent school site inspection</b>				10/25/2016
<b>Date of the most recent completion of the inspection form</b>				10/25/2016

## 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			2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
<b>Interior</b>	Room 9 has seven stained ceiling tiles. <i>Need to see if roof leaks before making repairs.</i> Windows need replacement.	TBD	
<b>External</b>	Peeling paint throughout. <i>Contractors will rotate sites.</i> Several windows need replacement. <i>Windows partially replaced until funding ran out.</i> Tripping hazards (tree roots).	As funds become available.	

## 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 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.



## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	Allen ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	116	12	13	15
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Allen ES		
Teachers	14-15	15-16	16-17
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

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
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.



## 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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✦
Support Staff	
FTE	
Social/behavioral counselor	0.4
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.3
Psychologist	0.2
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.6
Resource specialist (nonteaching)	0.8
Other	FTE
Counseling interns (2)	0.8



## 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	
2014-15 Fiscal Year	
<b>Total expenditures per pupil</b>	\$5,990
<b>Expenditures per pupil from restricted sources</b>	\$1,309
<b>Expenditures per pupil from unrestricted sources</b>	\$4,681
<b>Annual average teacher salary</b>	\$61,668

## 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.

## Financial Data

The financial data displayed in this SARC is from the 2014-15 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](http://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](http://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](http://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	2014-15 Fiscal Year	
	San Bruno Park SD	Similar Sized District
<b>Beginning teacher salary</b>	\$39,338	\$44,507
<b>Midrange teacher salary</b>	\$68,597	\$68,910
<b>Highest teacher salary</b>	\$79,200	\$88,330
<b>Average elementary school principal salary</b>	\$103,346	\$111,481
<b>Average middle school principal salary</b>	\$107,511	\$115,435
<b>Superintendent salary</b>	\$135,634	\$169,821
<b>Teacher salaries: percentage of budget</b>	32%	39%
<b>Administrative salaries: percentage of budget</b>	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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Allen ES</b>	\$4,681	\$61,668
<b>San Bruno Park SD</b>	\$6,607	\$61,508
<b>California</b>	\$5,677	\$71,610
<b>School and district: percentage difference</b>	-29.1%	+0.3%
<b>School and California: percentage difference</b>	-17.5%	-13.9%



## 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 Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.