

# Allen Elementary

875 West Angus Ave. • San Bruno, CA 94066-3489 • (650) 624-3140 • Grades K-5

Kathleen "Kit" Cosgriff, Principal

kcosgriff@sbpsd.k12.ca.us

www.sbpsd.k12.ca.us/schools/allen

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

### San Bruno Park School District

500 Acacia Ave.  
San Bruno, CA 94066  
(650) 624-3100  
www.sbpsd.org

#### District Governing Board

Kevin J. Martinez  
Henry Sanchez, MD  
Andrew T. Mason  
Teri L. Chavez  
Jennifer M. Blanco

#### District Administration

Stella M. Kemp, Ed.D.  
**Superintendent**  
Wendy Richard  
**Associate Superintendent, Business Services**  
Valerie S. Rogers, Ph.D.  
**Assistant Superintendent, Educational Services**

### 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 and emotional development while emphasizing academic achievement. A major initiative in the 18-19 school year is the successful launch of the Sobrato Early Academic Language (SEAL) program in kindergarten and 1st grade. In addition, Allen School is transitioning from a traditional approach to a STEAM curriculum.

A parent liaison implements programs such as Parent Institute for Quality Education (PIQE) and the parent café model to further engage parents. Additionally, educating parents and families about the importance and long-term impact of daily, on-time attendance, beginning in kindergarten, is a district focus that is emphasized at Allen. We are working to increase our average daily attendance to 97 percent. 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

### 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.

## About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	55
Grade 1	49
Grade 2	58
Grade 3	54
Grade 4	58
Grade 5	62
<b>Total Enrollment</b>	<b>336</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	5.7
Filipino	7.1
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	7.1
White	13.1
Socioeconomically Disadvantaged	61.9
English Learners	52.1
Students with Disabilities	8.6
Foster Youth	1.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Allen Elementary	16-17	17-18	18-19
With Full Credential	15	11	16
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
San Bruno Park School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Allen Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

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

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

The instructional-materials selection process in SBPSD, when there is adequate 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 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 Year and month in which data were collected: 8/9/18	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, McGraw-Hill 2016 Wonders, McGraw-Hill 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka, Great Minds 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, Pearson Scott Foresman 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	California Vistas, Macmillan/McGraw-Hill 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/27/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC system weak in kitchen repairing as necessary
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Railings deteriorating need replacement-Bond passed, school to be replaced.
<b>Overall Rating</b>	<b>Fair</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	46.0	43.0	49.0	48.0	48.0	50.0
Math	38.0	39.0	47.0	45.0	37.0	38.0

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

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

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

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

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

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.0	19.4	14.5

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	174	172	98.85	43.02
<b>Male</b>	99	97	97.98	37.11
<b>Female</b>	75	75	100.00	50.67
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	12	12	100.00	50.00
<b>Hispanic or Latino</b>	109	108	99.08	35.19
<b>Native Hawaiian or Pacific Islander</b>	13	12	92.31	50.00
<b>White</b>	25	25	100.00	68.00
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	119	117	98.32	37.61
<b>English Learners</b>	113	112	99.12	37.50
<b>Students with Disabilities</b>	19	18	94.74	0.00

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	174	170	97.7	38.82
<b>Male</b>	99	96	96.97	39.58
<b>Female</b>	75	74	98.67	37.84
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	12	12	100	75
<b>Hispanic or Latino</b>	109	106	97.25	29.25
<b>Native Hawaiian or Pacific Islander</b>	13	12	92.31	41.67
<b>White</b>	25	25	100	60
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	119	115	96.64	29.57
<b>English Learners</b>	113	111	98.23	32.43
<b>Students with Disabilities</b>	19	18	94.74	0

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

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

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

### **C. Engagement**

#### **State Priority: Parental Involvement**

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

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

#### **Opportunities for Parental Involvement (School Year 2018-19)**

##### **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 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 Sylvia Rodriguez, or our PTA presidents Anahi Garcia and Andrea VanderLugt at (650) 624-3140.

#### **State Priority: School Climate**

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

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

#### **School Safety Plan**

The 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 fall, 2018. The plan includes procedures for emergencies, exit routes and inventories of emergency supplies. Copies of our plan are available to the public 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. Violations of the Education Code result in more serious consequences such as suspension.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.4	0.8	0.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.1	2.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.35
Psychologist	0.43
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	28	28	28				27	18	18			
1	30	28	25				18	18	18			
2	27	27	29				18	18	18			
3	26	26	27	1			18	18	18			
4	31	21	29		13		26	26	26			
5	32	23	31		13		13	26	26			
Other	11	3		13	2							

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

## Professional Development provided for Teachers

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 professional development focused on Writers Workshop. In the 2017-18 school year, site professional development focused on writing and intervention. In 18-19 the focus has been on identifying and using data to inform instructional practice. Teachers selected the topics through a teacher- interest and needs survey. Workshops were scheduled for dedicated professional development days. Teachers were supported in the Writer's Workshop through coaching and grade-level work. Professional development is delivered in a variety of ways including during scheduled district PD days, during site collaborative time on Thursdays, and in after school workshops. Support during implementation is provided through class visitations, data collection and analysis, collaborative conversations among grade level teams, and teacher/principal meetings.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$48,064
Mid-Range Teacher Salary		\$75,417
Highest Teacher Salary		\$94,006
Average Principal Salary (ES)		\$119,037
Average Principal Salary (MS)		\$123,140
Average Principal Salary (HS)		\$135,974
Superintendent Salary		\$183,692
Percent of District Budget		
Teacher Salaries	29.0	36.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,987	\$1,274	\$3,712	\$62,676
District	◆	◆	\$6,770	
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-58.3	-7.5
Percent Difference: School Site/ State			-55.6	-16.8

\* Cells with ◆ do not require data.

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

## Types of Services Funded

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 support for struggling and at-risk students, provide translation services as needed to keep parents informed of 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.

## DataQuest

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

## Internet Access

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