

School Accountability Report Card

School Year 2001-2002

School Information		District Information	
School Name	Central Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Cori McKenzie	Superintendent	Anne Campbell
Street	525 Middle Road	Street	2960 Hallmark Dr.
City, State, Zip	Belmont, CA 94002-2130	City, State, Zip	Belmont, CA 94002-2943
Phone Number	650-637-4820	Phone Number	650-637-4800
FAX Number	650-637-4827	FAX Number	650-637-4811
Web Site	www.belmont.k12.ca.us/main/central/	Web Site	www.belmont.k12.ca.us
Email Address	ctie@belmont.k12.ca.us	Email Address	acamp@belmont.k12.ca.us
CDS Code	41-68866-6043434	SARC Contact	Marcia Harter < mharter@belmont.k12.ca.us >

School Description and Mission Statement

Central School, located in the City of Belmont on the peninsula south of San Francisco, is one of five elementary schools in the Belmont-Redwood Shores School District. Students are promoted to the 6th grade at Ralston Middle School, the only middle school in the District. The Central School community consists of families for whom education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects. Pride in Central's distinguished school recognition was reflected from all members of the school community.

The mission of Central School is to provide our students with a high quality educational environment in which students, staff, and parents emphasize excellence:

"Central School will provide a nurturing, collaborative environment which enables our students to become contributing members in a democratic society."

This mission was acknowledged as successful by the State of California when, in 1995, they recognized Central School as a "California Distinguished School". Staff, parents, and students are a community of learners who share this vision. Our vision is the unifying factor in setting each year's educational priorities. The principal facilitates the staff and SSC (School Site Council) to collaboratively plan the curriculum to reflect the school's goals. Throughout the school year actual performance is measured against the vision. Student learning outcomes are the primary factors used to measure progress. These goals are carried out by staff who are committed to substantive progress and continuous improvement.

Opportunities for Parental Involvement

Contact Person Name	Lisa Merenbach	Contact Person Phone Number	592-8043
<ul style="list-style-type: none"> ● Adopt-School Comm. Coord. ● Centraletter ● Child Safety ● Classroom field trips ● Classroom supplies ● Computer education ● Disaster Prep. Committee ● Discovery Day ● Fall Book Fair ● Family Skate Night ● Family Social Night ● 4th Grade fundraising ● 5th grade graduation party ● Founder's Day ● "Friends of Central" (tutoring) ● Grandparent's Day ● Hot Lunch Program 	<ul style="list-style-type: none"> ● Ice Cream Social ● Kiddy Valet volunteers ● Language Program ● Library ● Monetary gifts ● Music for Minors ● Non-A-Thon fund raiser ● Parent education ● Parent Handbook ● Red Ribbon Week ● Room Representatives ● SCRIP fund raiser ● Site Council ● Teacher Appreciation ● Volunteer Coordinator ● Winter Craft Fair ● Yearbook 		

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Kindergarten	60
Grade 1	50
Grade 2	49
Grade 3	59
Grade 4	56
Grade 5	73
Total	347

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	6	1.7	Hispanic or Latino	29	8.4
American Indian or Alaska Native	1	0.3	Pacific Islander	1	0.3
Asian-American	54	15.6	White (Not Hispanic)	250	72.0
Filipino-American	5	1.4	Other	1	0.3

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	5/02	Date Last Discussed with Staff	10/02/02
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Emergency Procedures

A text version of the emergency safety procedures is available on the web site. It is recommended that you give a copy of these procedures to those you have designated as emergency contacts on your child's emergency card.

Disaster Preparedness

Central School utilizes a Disaster Plan to provide a safe environment for your children. Our "yellow cards" provide us with the necessary information. **We will not release your child to anyone whose name is not on the card.**

KEEP THE INFORMATION CURRENT.

In case of a disaster, all children will either "duck and cover" and then evacuate the building, or evacuate immediately depending on the crisis. Each teacher will stay with his/her class until all parents or designees pick up the children. If safe, we will return to the building to wait inside, otherwise we will remain outside.

No student will be dismissed from school unless a parent (or individual previously designated by a parent) comes for him/her.

No student will be allowed to leave with another person, even a relative or baby-sitter, unless that particular person is listed on the student's emergency form in our files. If your child's emergency card is not up to date, please give us the correct information.

We do ask for your help in the following areas:

1. Please DO NOT CALL THE SCHOOL. We must have the lines open for emergency calls.
2. As soon as possible, come to school to pick up your child and any other children for whom you are the emergency card designee.
3. Park on the streets. Leave the driveway and parking areas clear for emergency vehicles.
4. If, at the direction of public officials (fire, police, etc.), the children have been relocated to another site for safety, announcement will be made on Bay radio station and TV stations. A Public Information line will also be maintained at the District Office, 637-4800, and the PTA will initiate a telephone tree.
5. Be sure you have told your student to follow the directions of school personnel.
6. If there is a need to evacuate, we would be on the field behind the school.

For your information, we have a complete Emergency Response Plan available in our office. You are welcome to come in and review it at anytime.

Central School's parent / staff Emergency Committee continually works toward improving student safety. In the past few years a "Kid's Preparedness Kit" concept was developed as a way for parents to participate in preparing our students in the event of a natural disaster or emergency during school hours. The students bring a completed Emergency Release card, along with specific snacks, which are stored by class in the emergency shed. The goal is to provide comfort and sustenance for students in time of an emergency. The committee has

also inventoried all items needed in case of an emergency and purchased those items lacking. An Emergency Preparedness flip chart for each classroom was developed for teachers to refer to in case of an emergency. The committee has recently reviewed and edited Central's Disaster Preparedness Plan. The Emergency committee is an integral part of Central's ongoing efforts towards excellence in student safety and preparedness.

School Programs and Practices that Promote a Positive Learning Environment

Students at Central are positive, enthusiastic learners. The desire and love of learning are hallmarks for the children who attend school here. Parent and community volunteers help us to be assured that no child has an unanswered question or need.

Objectives and activities are planned in grade level meetings by a staff who works well together to assure the success of all students. Our collegiality and the richness gained from shared thought is key to the learning environment.

Technology became an important part of the school due to Net Day and our work with the Challenge 2000 grant. Project based learning through multimedia presentations became learning activities for children. The use of computers in both the lab and classroom enabled students to word process, draw, and seek information.

Classroom teachers work with itinerant teachers to offer children of all ability levels and with a variety of needs programs such as RSP, Speech and Language, ELL, and GATE programs. These programs assure us that all children achieve at their highest levels.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	4	6	12	71	49	58
Suspensions (rate)	1.1%	1.63%	3.46%	2.86%	1.95	2.32%
Expulsions (number)	0	0	0	0	2	0
Expulsions (rate)	0%	0%	0%	0%	.08%	0%

School Facilities

Central School has 18 classrooms: 16 classrooms are used for regular instruction; one classroom is a 4/5 science lab; one classroom is used for the Reading Specialist. There is a computer lab with 21 operational computers as well as a library with 2 student/teacher units and 1 librarian unit. There are teacher computer stations with printers in every room. 19 classrooms have between 2 and 5 computers in them, many of which are connected to the Internet.

Portables have been made available for child care services provided by a private agency. Before and after school care provides supervision for students in K-5 five days per week as well as all day on 7 district in-service days and some holidays. In September 1998 every teacher in the District received a computer for both instruction and classroom management. Every staff member received mandated technology training. Every staff member was provided a telephone number and voice mailbox.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	79	61	---	55	51	---	32	32
3	---	47	74	---	45	55	---	30	34
4	---	70	53	---	59	63	---	33	36
5	---	48	55	---	48	53	---	28	31
6	---			---	58	52	---	31	30
7	---			---	64	60	---	32	33
8	---			---	57	66	---	32	32

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	---	65	---	---	60	---	---	43
3	---	---	78	---	---	60	---	---	38
4	---	---	62	---	---	62	---	---	37
5	---	---	50	---	---	51	---	---	29
6	---	---		---	---	43	---	---	32
7	---	---		---	---	51	---	---	29
8	---	---		---	---	41	---	---	26

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	70	55		61		63	
3	69	83		75		74	
4	48	59		54		53	
5	53	57		55		57	

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	70	62		65		67	
3	74	83		79		78	
4	68	55		62		62	
5	51	49		50		51	

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			83		20		63	
3			80		60		76	
4			63		83		46	
5			64		0		59	

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			100		20		66	
3			80		60		79	
4			100		83		51	
5			71		17		50	

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	83	86	86	70	72	75	49	51	53
3	83	73	86	71	67	74	44	46	47
4	77	78	78	72	71	78	45	47	49
5	80	72	76	78	72	73	44	45	46
6				79	79	77	46	47	48
7				75	81	76	46	48	48
8				79	76	79	49	50	49

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	80	84	76	72	73	70	57	58	62
3	91	86	91	75	76	76	56	59	62
4	78	81	82	73	77	82	51	54	58
5	84	83	89	73	75	79	50	54	57
6				79	80	71	55	57	60
7				73	72	75	48	50	52
8				82	72	70	48	49	50

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	80	90		86		88	
3	88	83		87		86	
4	76	81		80		78	
5	72	79		79		78	

SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	75	76		76		77	
3	91	91		91		91	
4	86	75		81		82	
5	89	88		88		88	

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2							87	
3							88	
4							69	
5			79				76	

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2							74	
3							95	
4							72	
5			93				88	

Local Assessment

Percentage of students meeting or exceeding the district standard:% Scoring At or Above 50th NPR

Grade	Reading	Writing	Mathematics
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Level	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
1									
2	83	86	86				80	84	76
3	83	73	86	87	91	78	91	86	91
4	77	78	78				79	81	82
5	80	72	76				84	83	89

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	28.6	24.3	32.5	29.3	29.7	29.0	22.2	23.4	21.5
7				47.6	55.1	39.3	25.9	27.3	25.0
9							22.7	21.0	24.6

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the school principal

School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	95	100	100	Percentage Tested	100	100	100
API Base Score	811	836	843	API Growth Score	836	848	851
Growth Target		#	A	Actual Growth	25	12	8
Statewide Rank	9	9	9				
Similar Schools Rank	4	2	2				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	828	847	852	API Growth Score	847	858	845
Growth Target		#	A	Actual Growth	19	11	-7

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			

	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	YES	YES	NO	Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

IV. School Completion (Secondary Schools)

This section is not applicable: Central is an Elementary School.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level, as reported by CBEDS.

Grade	2000				2001				2002			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	18.00	2			20.00	2			20.00	3		
1	18.00	3			20.00	2			19.50	2		
2	18.00	3			19.33	3			20.00	2		
3	19.25	4			19.33	3			19.67	3		
4	24.50		2		28.00		2		28.00		2	
5	25.00		2		24.50		2		24.33		3	
6												
K-3	18.00	1			20.00	1			20.00	1		
3-4												
4-8	24.00		1		28.00		1					
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Section not applicable for an elementary school.

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	21	19	21
Full Credential (full credential and teaching in subject area)	21	19	20
Teaching Outside Subject Area (full credential but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)			1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Teacher Evaluations

Formal evaluations are done at least once each year for new probationary staff and every other year for permanent staff. Formal evaluations include an initial conference with the administrator, observations of the teacher in the classroom, and a final evaluation conference. Progress towards meeting District standards for teaching is monitored by both the teacher and the principal.

Substitute Teachers

All substitutes used by Central School have passed a qualifying examination administered by the State of California. When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, the class is taught by a credentialed district administrator or a teacher without a regular class assignment. Last year, teachers averaged about 1.7 days of absence per month. This included illness, in-service training, and other leaves.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Librarian (Media Tech.)	.625
Psychologist	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.375
Inclusion aide and Paraprofessionals	1.75

VII. Curriculum and Instruction

School Instruction and Leadership

Course of Study

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Physical Education
- Health

Instruction and Support for Special Needs

"Pull-out" programs for students with specialized needs have been scheduled in order to provide an in-depth program for all students. Support for special needs of students begins with Student Study Teams who, meeting regularly, develop strategies to help students become more successful in school. They coordinate school resources and services which include:

- Referral for Special Education Assessment
- English Language Learners Program
- Gifted and Talented Education (GATE) Program
- State SIP (School Improvement Program) funds
- Special Education programs
- School Psychologist services

The principal oversees various projects at Central, but often these activities are lead by various members of the staff and community. A mentor teacher, this year in art, in-services staff regularly on inspirational

activities for students based on her own expertise and additional training she is offered due to her position. Other teachers assume leadership on various site and district committees addressing such things as technology, curriculum, assessment, attendance, ecology and others. The staff often works together in shared decision making, particularly in the area of curriculum. These meetings may be facilitated by any faculty member or someone from the Site Leadership Committee. This committee is composed of a representative from each grade level. School Site Council is another opportunity for staff and community to work together on issues concerning school programs. PTA is an organization of about 20 committee chairs who provide beneficial programs for both students and parents.

Professional Development

Staff development activities are determined through a process which begins with the staff identifying needs that are related to the goals identified in the School Improvement Plan. District-wide needs identified through the "Futures" planning process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the School Improvement Plan each year. Central School's teachers participate in one day of staff development before the students return to school. Six additional staff development days were conducted during the school year. Two of the non-student days were devoted to parent conferences. During these staff development days, teachers received training in:

- a. English Language Arts
- b. Mathematics
- c. Grade Level Teaming
- d. Curriculum Planning for the Year
- e. Program Quality Review
- f. Curriculum and Instructional Practices
- g. Family of Schools Standards and Assessment

Individual staff members also participated in additional workshops and training in these areas.

Quality and Currency of Textbooks and Other Instructional Materials

The District has adopted the following textbooks in accordance with State standards.

- Mathland (K-6)
- MathSteps, supplementary math text
- Harcourt Brace "Signatures" for English/Language Arts
- Rebecca Sitton Sourcebook for spelling
- Houghton Mifflin for History/Social Science
- Silver Burdett Music Series- Full Option Science System (FOSS)
- Skills for School Success (grades 4 and 5)

The State and District provide regular classroom materials to support our program goals. Enrichment and supplemental materials are purchased through SIP funds and with the help of the Parent Teacher Association. Additionally, the PTA gives money directly to teachers to use for classroom enrichment. Central School has an average of one television set and VCR for every two classrooms. There are two scanners and

one video camera for the school. An electronic projection system is available from the District Office and from the middle school. There is a wide variety of software, encyclopedia and reference CD ROMs at the school site, including Adobe PageMaker®, Adobe PhotoDeluxe®, HyperStudio®, StudentWriting Center®, Adobe Premiere®, ClarisWorks®, Microsoft Works®, and Microsoft Office® (with Microsoft PowerPoint®).

The school library contains over 8,440 books.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	37,800	36,000
1	51,375	50,400
2	51,375	50,400
3	51,375	50,400
4	54,700	54,000
5	54,700	54,000

Total Number of Minimum Days

The school held 36 minimum days on Wednesdays plus 11 minimum days, for parent conferences conducted at the end of the Fall and Spring Progress Report periods. The remaining days were devoted to grade level teaming and staff in-service.

VIII. Postsecondary Preparation (Secondary Schools)

This section is not applicable: Central is an Elementary School.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Management Bulletin 02-04](#). The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	36903	34611
Mid-Range Teacher Salary	53878	53100

Highest Teacher Salary	67636	65312
Average Principal Salary (Elementary)	79390	80909
Average Principal Salary (Middle)	87335	
Average Principal Salary (High)	n/a	
Superintendent Salary	103846	109512
Percentage of Budget for Teacher Salaries	50.2	43.49
Percentage of Budget for Administrative Salaries	6.26	5.90

Additional Compensation for Administrators

Principals' salaries are an average over all principals in the District and do include District years of service, extra for advanced degrees, and experience step increases. Superintendent's salary includes District years of service, extra for advanced degrees, and experience step increases.

Expenditures (Fiscal Year 2000-2001)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
15063844	6266	6092	6360

Types of Services Funded

<ul style="list-style-type: none"> ● Reg. Ed ● CSR ● Guidance ● Music ● Summer School ● Community day school ● Gov's Perf awards ● API donations ● ODE <p>Special Education</p> <ul style="list-style-type: none"> ● Psychologists ● County Sp Ed ● Speech ● SP Ed IDEA ● RSP, SDC & NPS ● Transportation 	<ul style="list-style-type: none"> ● Teachers ● Classified Staff ● Benefits ● Books & Supplies ● Services ● Equipment ● Health Services ● Food Services ● Title I ● Drug ● Title II ● Title VI ● Title VI (CSR) ● Dist Block Grant ● NBCT ● ELLP ● Classroom Library 	<ul style="list-style-type: none"> ● Public School Library ● Lottery Prop 20 ● Tolerance Ed ● School Safety ● TUPE ● Arts Ed Partnership ● EIA ● Ed. Tech ● GATE ● Instructional Materials ● Standards Based ● Instructional Mat/Staff Buyout ● Miller Unruh ● Oracle Grant ● ACSD Grant ● SIP
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