

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Central Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Cori McKenzie	Superintendent	John McIntosh (Anne Campbell in 2002-2003)
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	jmcintosh@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 high priority. The school is the hub of the community for many of these families. Parents 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 student 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	Pat Branscum	Contact Person Phone Number	650-596-8982
<ul style="list-style-type: none"> • Adopt-School Comm. • Bulletin Board • Centraletter • Child Safety • Classroom field trips • Classroom supplies • Disaster Prep. Committee • Discovery Day • Escrip • Fall Book Fair • Family Skate Night • Family Social Night • 4th Grade Fundraising • 5th Grade Graduation Party • Founder's Day • Getting Green • Grandparent's Day • Holiday Gift Workshop • Hospitality • Hot Lunch Program • Ice Cream • Ice Cream Social • Kiddy Valet volunteers 		<ul style="list-style-type: none"> • Language Program • Library • Marquee • Membership • Monetary gifts • Music for Minors • Newcomer's Packet • Non-A-Thon Fundraiser • Parent Education • Parent Handbook • Red Ribbon Week • Room Rep Coordinator • School-Force Liaison • Site Council • Student Directory • T-Shirt Sales • Teacher Appreciation • Teacher/Staff Luncheon • Technology • Tuesday Envelope Coordinator • Tutoring Program • Volunteer Coordinator • Yearbook 	

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment

Kindergarten	45	Grade 9	0
Grade 1	67	Grade 10	0
Grade 2	40	Grade 11	0
Grade 3	47	Grade 12	0
Grade 4	59	Ungraded Secondary	0
Grade 5	54		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	312

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	7	2.2	Hispanic or Latino	24	7.7
American Indian or Alaska Native	1	0.3	Pacific Islander	5	1.6
Asian	48	15.4	White (Not Hispanic)	219	70.2
Filipino	8	2.6	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	4/03	Date Last Discussed with Staff	5/03
Emergency Procedures			
<p>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.</p>			
Disaster Preparedness			
<p>Central School utilizes a Disaster Plan to provide a safe environment for your children. Our "yellow cards" provide us with the necessary information. <i>We will not release your child to anyone whose name is not on the card.</i></p> <p>KEEP THE INFORMATION CURRENT.</p> <p>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.</p>			

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 pickup 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 were 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. At the end of each year, the school enjoys the snacks at a Disaster-Free picnic. 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. Each classroom also has a First Aid kit, which is used by the teacher 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. Friends of Central, our parent-tutoring program, provides one-to-one assistance from parent volunteers on a weekly basis to students who are struggling. Homework Club, an after-school academic assistance program for students, strives to improve student grades and provide a safe learning environment for after schoolwork. Central has established a Culture of Courtesy by focusing on creating an atmosphere of civility and to build a more caring and compassionate community.

Objectives and activities are planned in grade level meetings by the staff that works well together to assure the success of all students. Our collegiality and the richness gained from shared thought is one important factor enriching 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. These programs assure us that all children achieve at their highest levels.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	6	12	4	49	58	61
Rate of Suspensions	1.63%	3.46%	1.28%	1.95	2.32%	2.4%
Number of Expulsions	0	0	0	2	0	6
Rate of Expulsions	0%	0%	0%	.08%	0%	.24%

School Facilities

Central School has 18 classrooms: Fourteen classrooms are used for regular instruction. The other classrooms are used for a 4/5-science lab; the Reading Specialist classroom, Physical Education classes, and a room for individualized tutoring and instruction. The Computer Lab has 22 computers networked to two printers, a Smart Board and a projector. The library has 2 student/teacher computers and 1 librarian computer. There are teacher computer stations with printers in every room. The classroom computers are connected to TV monitors so that lessons can be projected from the computer to TV screen. Classrooms also have between 2 and 5 computers in them, all of which are connected to the Internet. Every staff member has received mandated technology training. All classrooms have telephones. Each staff member has email and voice mailbox.

Portables have been made available for childcare 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.

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, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	62	60	66	55	57	58	30	32	35
Not Tested	8	0	0	6	3	1	6	8	1
Mathematics									
Proficient or Advanced		63	65		53	59		31	35
Not Tested	---	---	---	---	---	---	---	---	---

Science									
Proficient or Advanced						0		30	27
Not Tested	---	---	---	---	---	---	---	---	---
History/Social Science									
Proficient or Advanced						47		28	28
Not Tested	---	---	---	---	---	---	---	---	---

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts							
Proficient or Advanced			82		50		64
Not Tested			0		0		0
Mathematics							
Proficient or Advanced			79		50		64
Not Tested	---	---	---	---	---	---	---
Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---
History/Social Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	65	67			66	41	69	
Not Tested	0	0			0	0	0	
Mathematics								
Proficient or Advanced	65	64			65	24	69	
Not Tested	---	---	---	---	---	---	---	---
Science								

Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	77	81	68	74	76	65	44	45	43
Mathematics	83	85	79	75	75	71	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			73		56		71
Mathematics			88		63		79

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	67	69			68	47	70	
Mathematics	83	75			79	41	83	

Local Assessment

In the 2002-2003 school year, a new norm reference test, CAT-6, was used to assess student progress. See NRT data (above) for 2002-2003 scores. Three years of data for the previously used California Standards Test is shown in the following table. Data reported are the percent of students meeting or exceeding the district standard which is scoring at or above the 50th NPR.

CST for 2000-2002: Percentage of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	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 Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *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	41.5	40.9	41.9	34.9	42.1	29.1	23.1	24.5	21.7
7				30.9	22.0	38.6	27.2	28.9	25.5
9							24.2	22.7	25.7

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 percent 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on

STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	836	843	841	API Growth Score	848	851	854
Growth Target	#	A	A	Actual Growth	12	8	13
Statewide Rank	9	9	9				
Similar Schools Rank	2	2	3				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
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				Asian			
API Base Score			895	API Growth Score			895
Growth Target			A	Actual Growth			0
Filipino				Filipino			
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	847	852	837	API Growth Score	858	845	853
Growth Target	#	A	A	Actual Growth	11	-7	16

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Growth Score			892
Growth Target				Actual Growth			

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	No	No				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual

performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	Yes
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	N/A	---	---	N/A
Students with Disabilities	---	---	N/A	---	---	Yes

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001		2002		2003	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms

	Size	1-20	21-32	33+	Size	1-20	21-32	33+	Size	1-20	21-32	33+
K	20.00	2			20.00	3			18.00	3		
1	20.00	2			19.50	2			19.00	3		
2	19.33	3			20.00	2			20.00	2		
3	19.33	3			19.67	3			15.67	3		
4	28.00		2		28.00		2		16.50	1	1	
5	24.50		2		24.33		3		27.00		3	
6												
K-3	20.00	1			20.00	1			19.00	1		
3-4												
4-8	28.00		1									
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

No data are available for this section

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. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
Total Teachers	19	21	20
Teachers with Full Credential (full credential and teaching in subject area)	19	20	19

Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)		1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

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 California Standards for the Teaching Profession is monitored by both the teacher and the principal. This year Central is piloting a new teacher evaluation instrument aligned with the California Standards.

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, a credentialed district administrator or a teacher without a regular class assignment teaches the class. 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

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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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
- Music

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
- 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 works together in shared decision making, particularly in the area of curriculum. Any faculty member or someone from the Site Leadership Committee may facilitate these meetings. 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 two days 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. Writing
- e. Visual and Performing Arts
- f. Curriculum and Instructional Practices
- g. 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.

- *Everyday Mathematics*
- MathSteps, supplementary math text
- K-5 Houghton Mifflin: *Reading*
- Harcourt Brace "Signatures" for English/Language Arts
- Rebecca Sitton Sourcebook for spelling
- Harcourt Brace: *Social Studies C2000*
- Silver Burdett *Music Series*.
- Harcourt Brace *Full Option Science System (FOSS)*
- Skills for School Success (grades 4 and 5)
- K-5 *Arts Connection*
- K-2 Wright Group: *Primarily Health*
- 3 Healthy Promotion: *Wave*
- 4-5 Harcourt Brace: *Healthy You*
- ELD K-5 Hampton Brown: *Into English*

The State and District provide regular classroom materials to support our program goals. Enrichment and supplemental 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®) are purchased through SIP funds and with the help of the Parent Teacher Association. Accelerated Reader, a reading tool to motivate students was recently purchased to use with students in grades 1-5. 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. Six digital and video cameras, four scanners and five CD burners are also available for use throughout the school. There is a wide variety of software, including Kid Pix, Microsoft Word Power Point, Storybook Weaver and Excel, Zoophonics, Math Blaster, Treasure Math Storm, Reader Rabbit, Type to Learn and other software used to reinforce classroom skills. The library contains over 9,000 books including fiction and non-fiction, picture books, student-generated works, reference books, art prints, and an educational video library. Students and staff for presentations and for instruction use a computer projection system.

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.

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	38,800	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

VIII. Postsecondary Preparation (Secondary Schools)

No data are available for this section (Central is an Elementary school)

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	30267	35371
Mid-Range Teacher Salary	56030	55531
Highest Teacher Salary	68000	67900
Average Principal Salary (Elementary)	89363	83242
Average Principal Salary (Middle)	94604	
Average Principal Salary (High)		
Superintendent Salary	110863	115103
Percent of Budget for Teacher Salaries	43.64	42.96
Percent of Budget for Administrative Salaries	7.87	6.17

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District Dollars (ADA)	District Dollars per Student (ADA)	State Average Dollars per Student (ADA)
\$16355026	\$6742	\$6444
		State Average All Districts Dollars per Student (ADA)
		\$6719

Types of Services Funded (2002-2003)

<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 • Teacher Quality • Title II • Title III • 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 • IMFRP • Standards Based • Instructional Mat/Staff Buyout • Miller Unruh • Oracle Grant • ACSD Grant • SIP
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