

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

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 <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Central Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Cori McKenzie	Superintendent	John McIntosh
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
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CDS Code	41-68866-6043434	SARC Contact	Jeannie Bosley jbosley@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 families. Parents enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects. Pride in Central's many awards and honors, including the 2004 Presidential Environmental Youth Award, is apparent in 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, which is consistent with core curriculum standards. Student learning outcomes are the primary factors used to measure progress. These goals are carried out by Central's staff, who are committed to substantive progress and continuous improvement.

Opportunities for Parental Involvement

Contact Person Name	<i>Katie Levine</i>	Contact Person Phone Number	<i>(650) 595-8868</i>
<ul style="list-style-type: none"> • Adopt-School Comm. • Accelerated Reader • Art in Action Docent • 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 • Safe School Liaison • 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	49	Grade 9	0

Grade 1	42	Grade 10	0
Grade 2	66	Grade 11	0
Grade 3	37	Grade 12	0
Grade 4	47	Ungraded Secondary	0
Grade 5	59		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	300

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	4	1.3	Hispanic or Latino	22	7.3
American Indian or Alaska Native	1	0.3	Pacific Islander	6	2.0
Asian	53	17.7	White (Not Hispanic)	205	68.3
Filipino	7	2.3	Multiple or No Response	2	0.7

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	4/04	Date Last Discussed with Staff	9/04
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 stations 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, students 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 work 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. All 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.

The school promotes a "Culture of Courtesy" by establishing an environment that encourages courtesy, respect and responsibility. The Magic Words, (i.e. please, thank you, may I, excuse me, you're welcome) are posted throughout the school. Each week one of the magic words is emphasized. It is introduced at Monday Morning Meeting, a meeting of the student body at the beginning of each week. In addition to introducing the Word for the Week students are honored for acts of responsibility and kindness at Monday Morning Meeting, as well as acknowledged for their birthdays and special accomplishments.

Objectives and activities are planned in grade level meetings by the faculty, who work well together to assure the success of all students. The collegiality and the richness gained from shared thought and planning are important factors enriching the learning environment.

Classroom teachers work with a variety of specialists such as Reading , Music, and Science teachers to expand the work of classroom teachers in benefiting every student. A variety of programs are available to children with special needs such as RSP, School Psychologist, Speech and Language, GATE, and ELL. These programs assure us that all children achieve at their highest levels.

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

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		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	12	4	1	58	61	34
Rate of Suspensions	3.46%	1.28%	.33%	2.32%	2.4%	1.38%
Number of Expulsions	0	0	0	0	6	1
Rate of Expulsions	0%	0%	0%	0%	.24%	.04%

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Age of Buildings: This school has 18 classrooms, a music room, a library, a multipurpose room, and administrative offices (in 2004-2005). The main buildings were constructed in 1964, and modernized in 2004. Two portable classrooms were installed on the campus in 1998.

Cleaning Standards: The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.

Maintenance and Repair: District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner, and tracked on a computerized system of record keeping, which also allows priority to be assigned to emergency repairs.

Complaints and Reports of Conditions Requiring Remedy: Each classroom contains a notice regarding the availability of complaint or report of unsafe condition forms, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding to all filed complaints.

Of the 18 classrooms at Central, 14 are used for regular instruction. The other classrooms are used for a 4/5 Science lab, the Reading Specialist classroom, and space for individualized tutoring and instruction. The Computer Lab has 22 computers networked to two printers, a Smart Board and a projector. An additional projector is available for use in classrooms. 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.

During 2004, four restroom facilities at Central have been completely renovated. We have also installed ADA (American Disabilities Act) equipment and accommodations to become completely handicap compliant.

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 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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT 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. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA 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 standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	60	66	67	57	58	57	32	35	36
Mathematics	63	65	71	53	59	60	31	35	34
Science			69		0	49	30	27	25
History-Social Science					47	49	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts			64		44		71
Mathematics			81		25		73
Science			73				71
History-Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	66	68			68	44	69	
Mathematics	72	71			72	56	73	
Science	75	61			71		69	
History-Social Science								

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Schievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	68	69	---	65	65	---	43	43
Mathematics	---	79	81	---	71	73	---	50	51

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			67		50		73
Mathematics			89		69		81

NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	66	72			70	50	71	
Mathematics	85	78			82	75	82	

Local Assessment

The District is currently developing a new local assessment system. At this time, the CST and NRT data (see above) is used for program design and instructional purposes.

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/ta/tg/pf/>. *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	63.0	60.9	64.5	41.3	39.4	43.0	24.8	26.7	22.9
7				50.2	53.2	47.1	29.1	31.3	27.0
9							26.3	25.3	27.2

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/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	100	100	Percent Tested	100	100	100

API Base Score	843	841	854	API Growth Score	851	854	872
Growth Target	A	A	A	Actual Growth	8	13	18
Statewide Rank	9	9	9				
Similar Schools Rank	2	3	9				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
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	904	API Growth Score		895	885
Growth Target		A	A	Actual Growth		0	-19
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	852	837	853	API Growth Score	845	853	885
Growth Target	A	A	A	Actual Growth	-7	16	32

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score			895	API Growth Score		892	
Growth Target			A	Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	---	---
Year in Program Improvement	---	---
Year Exited Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	n/a	n/a

Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	n/a	---	Yes	n/a
English Learners	---	n/a	n/a	---	n/a	n/a
Students with Disabilities	---	n/a	n/a	---	Yes	Yes

IV. School Completion (Secondary Schools)

No data are available for this section (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 that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002			2003			2004					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3			18.0	3			20.0	3		
1	19.5	2			19.0	3			19.0	1		
2	20.0	2			20.0	2			19.7	3		
3	19.7	3			15.7	3			18.0	3		
4	28.0		2		16.5	1	1		23.5		2	
5	24.3		3		27.0		3		28.0		2	
6												
K-3	20.0	1			19.0	1			19.5	2		
3-4												
4-8												
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		
	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0	---
All Schools in District	---	0.0
High-Poverty Schools in District	---	0.0
Low-Poverty Schools in District	---	0.0

Teacher Credentials

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. 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.

	2002	2003	2004
Total Teachers	21	20	16
Teachers with Full Credential	20	19	16
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	1	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	8.8
Master's Degree	25.0	17.5
Bachelor's Degree plus 30 or more semester hours	75.0	72.3
Bachelor's Degree	0.0	1.5
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004

Vacant Teacher Positions

0

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, 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)	.7
Inclusion aide and Paraprofessionals	3

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. Various members of the staff and community also lead these activities. 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. There is a continual effort on the part of staff to develop strategies to improve student learning. Often parents are involved in this process. School Site Council is another opportunity for staff and community to work together on issues concerning school programs. This committee is composed of five staff members and five parents who work at monthly meetings to address issues of student achievement. PTA is an active organization of over 50 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. An additional staff development day was conducted during the school year. 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. A computer projection system is used by students and staff for presentations and for instruction.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Sufficient standards-aligned textbooks and other instructional materials were available for each pupil in the school.

Instructional Minutes

The California *Education Code* establishes a 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	39,725	36,000
1	51,965	50,400
2	51,965	50,400
3	51,965	50,400
4	54,585	54,000
5	54,585	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)

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

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California

Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

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. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,641	\$35,949
Mid-Range Teacher Salary	\$58,575	\$55,680
Highest Teacher Salary	\$75,656	\$69,175
Average Principal Salary (Elementary)	\$95,995	\$85,767
Average Principal Salary (Middle)	\$100,389	\$88,426
Average Principal Salary (High)		
Superintendent Salary	\$125,600	\$118,606
Percent of Budget for Teacher Salaries	39.3	42.5
Percent of Budget for Administrative Salaries	7.2	5.9

Expenditures (Fiscal Year 2002-2003)

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/ds/fd/ec/>.

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)
\$20,100,257	\$8,104	\$6,542	\$6,822

Types of Services Funded (2003-2004)

These services were funded by the district during the 2003-2004 school year.

- Reg. Ed
- CSR
- Guidance
- Music
- Summer School
- Community day school
- Gov's Perf awards
- API donations
- ODE

Special Education

- Psychologists
- County Sp Ed
- Speech
- SP Ed IDEA
- RSP, SDC & NPS
- Transportation

- Teachers
- Classified Staff
- Benefits
- Books & Supplies
- Services
- Equipment
- Health Services
- Food Services
- Title I
- Drug
- Teacher Quality
- Title II
- Title III
- Title III not LEA
- Title VI
- Title VI (CSR)
- Dist Block Grant
- NBCT
- ELLP

- Classroom Library
- 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