

School Accountability Report Card Reported for School Year 2004-2005

Published During 2005-2006

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template 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/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

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
Email Address	czie@belmont.k12.ca.us	Email Address	jmcintosh@belmont.k12.ca.us
CDS Code	41-68866-6043434	SARC Contact	Jeannie Bosley jbosley@belmont.k12.ca.us

School Description and Mission Statement

Information about the school, its programs, and its goals

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:

"To educate the whole child, to value each individual within a safe and nurturing environment, and to support every student in achieving or surpassing the California State Standards."

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 is committed to substantive progress and continuous improvement.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental

involvement at the school.

Contact Person Name	Deanna Bartee	Contact Person Phone Number	(650) 592-2292
<ul style="list-style-type: none"> ● Adopt-School Comm. ● Art in Action Docent ● Back to School Supplies ● Book Fair ● Bulletin Board ● Buddy Families ● <i>Centraletter</i> ● Chess Club ● Dinner/Dance Auction ● Disaster Prep. Committee ● Discovery Day ● Escrip ● Family Social Night ● 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 ● Language Program 		<ul style="list-style-type: none"> ● 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 	

II. Demographic Information

Student Enrollment -- 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	53	Grade 9	0
Grade 1	48	Grade 10	0
Grade 2	38	Grade 11	0
Grade 3	61	Grade 12	0
Grade 4	37	Ungraded Secondary	0
Grade 5	47		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	284

Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	8	2.8	Hispanic or Latino	24	8.5
American Indian or Alaska Native	0	0.0	Pacific Islander	3	1.1
Asian	51	18.0	White (Not Hispanic)	190	66.9
Filipino	3	1.1	Multiple or No Response	5	1.8

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	4/05	Date Last Discussed with Staff	5/05
Emergency Procedures			
<p>These emergency safety procedures are 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. We will not release your child to anyone whose name is not on the card. 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>			
<p>No student will be dismissed from school unless a parent (or individual previously designated by a parent) comes for him/her.</p>			
<p>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.</p>			
<p>We do ask for your help in the following areas:</p>			
<ol style="list-style-type: none">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.			
<p>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.</p>			
<p>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.</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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.

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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 card catalogue computers and 2 librarian computers. 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, in addition to the teacher's computer, 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.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		New hardware that is ADA approved has been installed on all doors
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior)	X		

and exterior)			
Structural Damage	X		
Fire Safety	X		New, modernized fire and bell system has been installed
Electrical (interior and exterior)	X		Electrical system upgraded to accommodate new improvements
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		Two new drinking fountains installed; all water fountains upgraded to ADA approval
Restrooms	X		Four restrooms completely renovated; the remaining two upgraded to ADA approval
Sewer	X		
Playground/School Grounds	X		In 2004 Central completed a new, environmentally friendly playground made from recycled materials and installed it through a community build
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	66	67	74	58	57	65	35	36	40
Mathematics	65	71	80	59	60	66	35	34	38
Science		69	55	0	49	49	27	25	27
History-Social Science				47	49	48	28	29	32

CST -- Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*		76	*	38	*	78
Mathematics	*		88	*	54	*	81
Science	*		*		*		53

History-Social Science							
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CST -- Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	73	75	*	*	55	
Mathematics	81	80	*	*	59	
Science	68	46		*	*	
History-Social Science						

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	68	69	69	65	65	67	43	43	41
Mathematics	79	81	89	71	73	74	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			77	*	*		71
Mathematics			92	*	*		90

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	59	77	*	*	*	
Mathematics	93	86	*	*	*	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE 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	28.2	40.9	11.8	25.0	26.4	23.6	24.5	26.7	22.3
7				56.6	68.2	48.4	28.8	30.9	26.8
9							26.7	25.8	27.5

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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	841	854	866	API Growth Score	854	872	901
Growth Target	A	A	A	Actual Growth	13	18	35
Statewide Rank	9	9	10				
Similar Schools Rank	3	9	3				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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		837	853	881	API Growth Score		853	885	904
Growth Target		A	A	A	Actual Growth		16	32	23

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005

All Students	Yes	Yes	Yes	Yes	Yes	Yes
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AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	N/A	N/A	Yes	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	Yes	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

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

VII. 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	2003			Avg. Class Size	2004			Avg. Class Size	2005					
	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	18.0	3		20.0	3		17.7	3						
1	19.0	3		19.0	1		18.7	3						
2	20.0	2		19.7	3		19.0	1						
3	15.7	3		18.0	3		20.0	2						
4	16.5	1	1	23.5		2	26.0		1					
5	27.0		3	28.0		2	21.0	1	1					

6										
K-3	19.0	1		19.5	2			19.0	2	
3-4								20.0	1	
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

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		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	88.8
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.8

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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	20	16	16
Teachers with Full Credential	19	16	15
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	1
Pre-Internship	0	0	0

Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	0	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, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	5.9
Master's Degree	25.0	20.0
Bachelor's Degree plus 30 or more semester hours	75.0	72.6
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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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

Title	FTE
Librarian (Media Tech.)	.625
Psychologist	.4
Speech/Language/Hearing Specialist	.75
Resource Specialist (non-teaching)	1.0
Inclusion aide and Paraprofessionals	6

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

We've designed Central's core curriculum to be inclusive, sequential and aligned with District/State standards – all while challenging our students to think critically. We provide standards-based curriculum and materials to all students in all subject areas. We are pleased to watch our curriculum be validated by ongoing students' progress as evidenced in the improvement each year in STAR testing scores.

Central's teachers and support staff work together to provide a rigorous and engaging program aligned to California State Standards, particularly in the school's two areas of curricular focus: math and ELA. We adopted our new math program in 2002, after intensive research by the district-wide curriculum committee, consisting of teachers, parents and administrators. We selected *Everyday Mathematics*, a research-based, spiraling balanced program because of its rigor and focus on critical thinking skills.

In 2003 the District used the same process to adopt a new ELA program, *Houghton Mifflin: Reading*. This program aligns with state standards and integrates history/social science and science for each grade level.

This year, our staff targeted writing as a school focus, thanks to STAR data and local assessments. We searched for a model school with an exemplary writing program and found one in Danville, CA. Based on their great success record with the new ELA adoption, we sent a team of our principal, staff and SSC to visit the school. We witnessed firsthand that improving student writing has the greatest impact on all areas of ELA. Soon after this visit, Central and our district decided to use 6 Traits Writing as a springboard to better writing.

In science, Central has implemented the district-adopted Full Option Science Systems (FOSS) method. Our teachers use the hands-on, inquiry based method of teaching science encouraging students to learn through experimentation. Houghton Mifflin *Discovery Works* textbooks supplement our science curriculum.

Central's PE program is designed to make fitness fun in noncompetitive ways. In 2003, teachers focused on improving PE by adopting *Sparks* (Sports, Play and Active Recreation for Kids) for all grades. *Sparks* was added to Central's award-winning Boot Camp, a twice weekly morning exercise program for grades 3-5 that prepares students for the 5th grade Presidential Physical Fitness test. PE combines with our community outreach through two programs with NDNU (Notre Dame de Namur University). Central's 4th and 5th graders partner with NDNU Men's Varsity Lacrosse Team for six weeks, learning the elements of lacrosse, as well as good sportsmanship with their terrific college role models. We began a parallel program in January with NDNU Women's Varsity Volleyball Team! At Central, our fifth graders attend Outdoor Ed, a rigorous yet re-energizing mind-body week long camp experience of hiking and communing with nature.

Outside of the normal classroom, all students participate in field trips, which extend core curriculum to real world experiences. Central also has after school classes in chess, Spanish and science to further bolster regular academic programs.

Thanks to our school community belief in the arts, our PTA-sponsored *Art in Action* (AiA) has allowed students to blossom through art activities that support our vision of "educating the whole child." AiA is a standards-based art program promoting and giving multi-cultural expressions of art taught by trained parent/docents to grades 2-5.

Music for Minors (MFM) provides standards-aligned music enrichment in grades K-3. Third graders learn to play recorders and perform at a spring concert. Grades 4 and 5 also participate in band and chorus and perform at site assemblies.

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.

The Student Study Team (SST) is a group of concerned experts working collaboratively with parents to support students who are showing

initial signs of difficulties at school. Through SST, the student's strengths and needs are identified by reviewing assessment data, work samples, attendance data, developmental and health history, and current intervention approaches. The entire team develops new interventions that may be as simple as a classroom accommodation, or as intensive as a referral to special education, but most importantly, are particular to that student's needs. For example, SST might recommend that a student with social or emotional difficulties participate in a facilitated playgroup at lunchtime. All team members receive printed summaries of each meeting to serve as an action plan to ensure accountability. We schedule follow-up meetings to monitor student progress.

Students identified as non-proficient, because they struggle with concepts and/or content, or perform one+ grade levels below standard on class work and testing, receive classroom modification strategies and/or other support services to help them succeed, including:

- Friends of Central program: (grades 3-5) curriculum-specific one to one tutoring.
- Reading Specialist: (grades 1-3) small groups focused on building ELA skills.
- Some classroom teachers offer before and after school individual student assistance.
- Homework Club (grades 2-5): homework assistance and one to one and small group instruction in ELA and math. Held twice weekly and led by a Teacher/Director.
- Teachers confer with on-site after school day care to offer strategies to help students.
- The district's four-week summer school remedial program focuses on students at risk.

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.

Central's staff passionately believes the best professional development occurs when teachers have an opportunity to reflect and set goals for their teaching. Our district uses a teacher evaluation program designed by teachers, which incorporates the *California Standards for the Teaching Profession* (CSTP). Teachers use the CSTP to both self-assess their areas of strength and of growth and to collaborate with their colleagues in setting goals. The principal uses CSTP during observations and in the summative evaluation.

Professional development also includes peer coaching, particularly when teachers have specific expertise. For example, two of our staff members are certified in Technology Education. Ongoing staff training in technology comes from these staff members, as well as outside sources.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: <i>Reading</i> 2002 – 2003
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> 2002 – 2003
Science	Harcourt Brace, FOSS, Houghton Mifflin 2001 – 2002
History-Social Science	K-2 Harcourt Brace: <i>Social Studies C2000</i> 1999-2000 3-5 McGraw Hill: <i>Adventures in Time and Place</i> 1999-2000 Note: New standards based textbooks will be adopted in 2006 – 2007

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) 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, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through

12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	One textbook per child
Mathematics	One textbook per child
Science	Instructional kits and shared class sets
History-Social Science	One textbook per child
Foreign Language	N/A
Health	N/A

Instructional Minutes

Data reported compare 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	39,775	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

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The school held 49 minimum days including all Wednesdays, parent conferences conducted at the end of the Fall and Spring Progress Report periods, the last day of school and Back To School. These afternoons were devoted to grade level teaming and staff in-service.

X. Postsecondary Preparation (Secondary Schools)

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

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,508	\$36,605
Mid-Range Teacher Salary	\$62,031	\$56,479
Highest Teacher Salary	\$80,120	\$69,452
Average Principal Salary (Elementary)	\$98,579	\$86,793
Average Principal Salary (Middle)	\$104,620	\$89,269

Average Principal Salary (High)		
Superintendent Salary	\$127,200	\$122,177
Percent of Budget for Teacher Salaries	41.0	42.3
Percent of Budget for Administrative Salaries	7.4	5.9

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$17,740,635	\$7,335	\$6,643	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

<ul style="list-style-type: none"> • Regular Education • Class Size Reduction • Guidance • Music • Summer School • Community Day School • Governor's Performance Awards • API donations • Outdoor Education • School Force • After School Sports • Homework Centers • Local Grants <p>Special Education</p> <ul style="list-style-type: none"> • Psychologists • County Sp Ed • Speech • SP Ed IDEA • RSP, SDC & NPS • Home to School 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 III not LEA • Title V • Dist Block Grant • ELLP • National Board Certified Teachers 	<ul style="list-style-type: none"> • Classroom Library • Public School Library • Lottery Prop 20 • Tolerance Ed • School Safety • Tobacco Use Preventions Education • 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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