

Executive Summary School Accountability Report Card, 2005-06

For Central Elementary School

Address: 525 Middle Rd., Belmont CA 94002-2130
Principal: Cori McKenzie

Phone Number: (650) 637-4820
Grade Span: K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Central is a small neighborhood school of 310 students tucked into the beautiful hills of Belmont. Our school population tends to be stable, with students coming from comfortable middle-class backgrounds whose parents are committed to their children's education.

Central maintains high expectations for all in a warm, safe and nurturing environment. Parents and teachers partner in raising each child together. The comment, "We are like one big family!" is often repeated by students, parents, and staff. While it is not uncommon for parents and teachers to be united in their desire for students to meet and exceed standards, what is uncommon is the way in which Central goes about fulfilling its charter. Many observers comment on the atmosphere of enthusiasm and welcome that is endemic to the school, as well as the high level of trust, cooperation and approval that exists among staff, parents, and students.

We are proud of our 2005 Academic Performance Index (API) of 901, an increase of 35 points from the previous year, and being named and a 2005-06 California Distinguished School. We recognize that success at Central is not an accident. The consistent growth of our students' achievement is due to a combination of exemplary teachers providing balanced, rich, standardized instruction, huge parent involvement, and a safe and nurturing environment where all students are valued and fully included.

Student Enrollment

Group	Enrollment
Number of Students	304
African American	2.6 %
American Indian or Alaska Native	0.0 %
Asian	21.7 %
Filipino	1.0 %
Hispanic or Latino	10.2 %
Pacific Islander	1.0 %
White (Not Hispanic)	61.2 %
Multiple or No Response	2.3 %
Socioeconomically Disadvantaged	0.5 %
English Learners	5.0 %
Students with Disabilities	13.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	19
Teachers Without Full Credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Central Elementary has regular fire and safety inspections by the South County Fire Authority and health inspections by the San Mateo County Health Department. We welcome their input and implement their suggestions

Repairs Needed

No repairs were needed.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %

School Finances 2004-2005

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,627
District	\$7,497
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	78
Mathematics	81
Science	71
History-Social Science	N/A

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	893
Statewide Rank (from 2005 API Base Report)	10
2006-07 Program Improvement Status	N/A

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information		District Information	
School Name	Central Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Cori McKenzie	Superintendent	John McIntosh (05-06); Dr. Emerita Orta-Camilleri (06-07)
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	EOrta-Camilleri@belmont.k12.ca.us
CDS Code	41-68866-6043434	SARC Contact	Jeannie.Bosley@belmont.k12.ca.us

School Description and Mission Statement

This section provides information about the school's goals and programs.

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, and the 2006 California Distinguished School 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, Central School was first acknowledged 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

This section provides information about opportunities for parents to become involved with school activities.

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| <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 | <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 |
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- 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

- 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

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	55	Grade 8	0
Grade 1	46	Ungraded Elementary	0
Grade 2	52	Grade 9	0
Grade 3	48	Grade 10	0
Grade 4	66	Grade 11	0
Grade 5	37	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	304

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.6	White (not Hispanic)	61.2
American Indian or Alaska Native	0.0	Multiple or No Response	2.3
Asian	21.7	Socioeconomically Disadvantaged	0.5
Filipino	1.0	English Learners	5.0
Hispanic or Latino	10.2	Students with Disabilities	13.0
Pacific Islander	1.0	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	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			17.7	3			18.3	4		
1	19.0	1			18.7	3			18.5	2		
2	19.7	3			19.0	1			20.0	2		
3	18.0	3			20.0	2			20.0	2		
4	23.5		2		26.0		1		27.0		2	
5	28.0		2		21.0	1	1		27.0		1	
6												
K-3	19.5	2			19.0	2			17.0	1		
3-4					20.0	1						
4-8									22.0		1	

Other																				
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Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update 9/06	Date Last Discussed with Staff	8/06
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> <p>Disaster Preparedness Central School utilizes a Disaster Plan to provide a safe environment for your children. Our "yellow cards" provide us with the necessary information. We will not release your child to anyone whose name is not on the card. KEEP THE INFORMATION CURRENT.</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. 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 Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's 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</p>
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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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	.33%	0%	.99%	1.38%	.94%	4.83%
Expulsions	0%	0%	0%	.04%	.49%	.08%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Age of Buildings: This school has 18 classrooms, a music room, a library, a multipurpose room, and administrative offices (in 2005-2006). 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, 15 are used for regular instruction. The other classrooms are used for a 4/5 Science lab, Music instruction and Reading Specialist and Resource Teacher classroom, The Computer Lab has 22 newly purchased 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 Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		

Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	16	15	19	137
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Qualified substitute teachers are available when school personnel are absent. Substitute teachers are required to have a bachelors degree and pass the CBEST test.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers are observed annually and provided feedback by their evaluators. Probationary and temporary teachers are evaluated yearly. Tenured teachers are evaluated every other year. All teachers receive a summative evaluation report that is aligned with the California Standards for the Teaching Profession.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	.625	---
Psychologist	.5	---
Social Worker		---
Nurse	on call	---
Speech/Language/Hearing Specialist	.8	---
Resource Specialist (non-teaching)	.5	---
Other (Inclusion aide and Paraprofessionals)	5.5	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: <i>Reading</i> 2002 – 2003	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> 2002 – 2003	0%
Science	Harcourt Brace, <i>FOSS</i> , Houghton Mifflin 2001 – 2002 Note: New standards based textbooks will be adopted in 2007 – 2008	0%
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	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,133.64	\$1,505.86	\$7,628	\$63,990
District	---	---	\$7,497	\$63,976
Percent Difference - School Site and District	---	---	102%	100.02%

State	---	---	\$4,743	\$56,471
Percent Difference - School Site and State	---	---	161%	113%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

<ul style="list-style-type: none"> • Regular Education • After School Sports • API donations • Class Size Reduction • Community Day School • Governor's Performance Awards • Guidance • Homework Centers • Music • Outdoor Education • Summer School • School Force • Local Grants <p>Special Education</p> <ul style="list-style-type: none"> • Home to School Transportation • County Sp Ed • Psychologists • Speech • SP Ed IDEA • RSP, SDC & NPS 	<ul style="list-style-type: none"> • Teachers • Classified Staff • Benefits • Books & Supplies • Dist Block Grant • Drug Free/Title IV • ELLP • Equipment • Food Services • Health Services • Teacher Quality • Title I • Title II • Title III • Title III not LEA • Title V • Title VI • School Safety Violence Prevention • Services • National Board Certified Teachers • BTSA • Staff Development 	<ul style="list-style-type: none"> • ACSD Grant • Arts Ed Partnership • Classroom Library • EIA • Ed. Tech • GATE • Instructional Materials • Instructional Mat/Staff Buyout • IMFRP • Lottery Prop 20 • Miller Unruh • Oracle Grant • Public School Library • School Safety • SIP • Standards Based • Tobacco Use Preventions Education • Tolerance Ed • TUPE Elementary
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Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,508	\$37,797
Mid-Range Teacher Salary	\$62,031	\$57,601
Highest Teacher Salary	\$80,120	\$71,233
Average Principal Salary (Elementary)	\$114,465	\$88,676
Average Principal Salary (Middle)	\$118,950	\$91,944
Average Principal Salary (High)		\$81,156
Superintendent Salary	\$144,067	\$127,179
Percent of Budget for Teacher Salaries	38.9	42.1
Percent of Budget for Administrative Salaries	8.0	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state

standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	67	74	78	57	65	70	36	40	42
Mathematics	71	80	81	60	66	73	34	38	40
Science	69	55	71	49	49	59	25	27	35
History-Social Science				49	48	63	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native				
Asian	87	87	*	
Filipino	*	*		
Hispanic or Latino	33	39	*	
Pacific Islander	*	*		
White (Not Hispanic)	84	87	70	
Male	73	80	68	
Female	82	81	74	
Economically Disadvantaged	*	*		
English Learners	*	*		
Students with Disabilities	68	68	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	69	69	63	65	67	68	43	41	42
Mathematics	81	89	74	73	74	75	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*

Pacific Islander	*	*
White (not Hispanic)	74	85
Male	57	74
Female	70	74
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

District Writing Assessment Spring 2006 Grades 2 - 6											
Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade			
To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std		
146	86	165	91	117	116	133	101	70	132		
63%	37%	64%	36%	50%	50%	57%	43%	35%	65%		

District Math Assessment End of Year 2006 Grades K - 5											
Kindergarten		First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade	
To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std
261	17	247	23	176	19	241	20	205	30	174	61
93%	7%	91%	9%	90%	10%	92%	8%	88%	12%	74%	26%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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	Percent of Students Meeting Fitness Standards
5	29.7%
7	N/A
9	N/A

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	9	10	10
Similar Schools	9	3	6

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	18	35	-8	893
African American				
American Indian or Alaska Native				
Asian	-19			
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	32	23	18	922
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Central Elementary School received the 2005-06 California Distinguished School Award. Central was first honored as a Distinguished School in 1995-96.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. School Completion and Postsecondary Preparation

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

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's 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

This section provides information about the program for training the school's teachers and other professional staff.

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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	39,775	36,000
1	51,225	50,400
2	51,225	50,400
3	51,225	50,400
4	54,530	54,000
5	54,530	54,000

Minimum Days in School Year

This section provides 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 50 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.