

## School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

### 2006-07 Executive Summary School Accountability Report Card

#### Central Elementary School

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

Phone: (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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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 353 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 2006 Academic Performance Index (API) of 893, and being nominated as a National Blue Ribbon School by the U.S. Dept. of Education. 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	329
African American	1.82 %
American Indian or Alaska Native	0.61 %
Asian	21.88 %
Filipino	0.61 %
Hispanic or Latino	11.55 %
Pacific Islander	0.61 %
White (not Hispanic)	55.32 %
Multiple or No Response	7.6 %
Socioeconomically Disadvantaged	1 %
English Learners	5 %
Students with Disabilities	13 %

#### Teachers

Indicator	Teachers
Teachers with full credential	21
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

Additional electrical outlets added to the teacher workroom for copy machines.

## 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	N/A
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,795.15
District	\$8,709.62
State	\$4,943

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	80%
Mathematics	85%
Science	80%
History-Social Science	N/A

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	920
Statewide Rank (from 2007 API Base Report)	10
2007-08 Program Improvement Status (PI Year)	N/A

## 2006-07 School Accountability Report Card Reported (SARC)

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://www.cde.ca.gov/ta/ac/sa/ap1/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 schools contact information.

School		District	
School Name	Central Elementary	District Name	Belmont-Redwood Shores School District
Street	525 Middle Rd.	Phone Number	(650) 637-4800
City, State, Zip	Belmont , CA 94002-2130	Web Site	<a href="http://www.belmont.k12.ca.us">www.belmont.k12.ca.us</a>
Phone Number	(650) 637-4820	Superintendent	<a href="mailto:Emerita_Orta-Camilleri">Emerita_Orta-Camilleri</a>
Principal	<a href="mailto:Cori_McKenzie">Cori McKenzie</a>	E-mail Address	<a href="mailto:EOrta-Camilleri@belmont.k12.ca.us">EOrta-Camilleri@belmont.k12.ca.us</a>
E-mail Address	<a href="mailto:cmckenzie@belmont.k12.ca.us">cmckenzie@belmont.k12.ca.us</a>	CDS Code	41-68866-6043434

#### 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, the 2006 California Distinguished School, and a nominee for the 2007 National Blue Ribbon 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.

- Adopt-School Comm.
- Art in Action Docent
- Back to School Supplies
- Book Fair
- Bulletin Board
- Buddy Families
- Centraletter
- 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
- 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

#### 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
Kindergarten	60
Grade 1	56
Grade 2	54
Grade 3	56
Grade 4	42
Grade 5	61
Total Enrollment	329

### 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	1.82 %	White (not Hispanic)	55.32 %
American Indian or Alaska Native	0.61 %	Multiple or No Response	7.6 %
Asian	21.88 %	Socioeconomically Disadvantaged	1 %
Filipino	0.61 %	English Learners	5 %
Hispanic or Latino	11.55 %	Students with Disabilities	13 %
Pacific Islander	0.61 %		

### 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	2004-05				2005-06				2006-07			
	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	17.7	3			18.3	4			18.5	4		
1	18.7	3			18.5	2			19.5	4		
2	19.0	1			20.0	2			19.5	2		
3	20.0	2			20.0	2			16.5	2		
4	26.0		1		27.0		2		23.0		1	
5	21.0	1	1		27.0		1		30.0		2	
6												
K-3	19.0	2			17.0	1			20.0	1		
3-4	20.0	1							19.0	1		
4-8					22.0		1					
Other												

### 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		
	2004-05	2005-06	2006-07
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	9/07	Date Last Discussed with Staff	8/07
<b>Emergency Procedures</b>			
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.			
<b>Disaster Preparedness</b>			
Central School utilizes a Disaster Plan to provide a safe environment for your children. Our "yellow cards" provide us with the necessary information. <b>We will not release your child to anyone whose name is not on the card. KEEP THE INFORMATION CURRENT.</b>			

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

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

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

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

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

Central School's parent / staff Emergency Committee continually work toward improving student safety. In the past few years a "Kid's Preparedness Kit" concept was developed as a way for parents to participate in preparing our students in the event of a natural disaster or emergency during school hours. All students bring a completed Emergency Release card, along with specific snacks, which are stored by class in the emergency shed. The goal is to provide comfort and sustenance for students in time of an emergency. At the end of each year, the school enjoys the snacks at a Disaster-Free picnic. The committee has also inventoried all items needed in case of an emergency and purchased those items lacking. An Emergency Preparedness flip chart for each classroom was developed for teachers to refer to in case of an emergency. Each classroom also has a First Aid kit, which is used by the teacher in case of an emergency. The committee has recently reviewed and edited Central's Disaster Preparedness Plan. The Emergency committee is an integral part of Central's ongoing efforts towards excellence in student safety and preparedness.

## School 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.

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

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

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

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

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

## Suspensions and Expulsions

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.0	1.3	0.0	1.0	4.0	4.3
Expulsions	0.0	0.0	0.0	0.5	0.1	0.04

## 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 science room a library, a computer lab, a multipurpose room, and administrative offices (in 2006-2007). 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 classrooms at Central, 16 are used for regular instruction. The other classrooms are used for a 4/5 Science lab, Music instruction and Learning Center, and Special Day Classroom. The Computer Lab has 21 newly purchased computers networked to two printers, smart Board and a projector. Three additional projectors are 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. All classrooms have a VCR and DVD. 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 were completely renovated. We have also installed ADA (American Disabilities Act) equipment and accommodations to become completely handicap compliant. This past year the Multi-use room has been renovated by the PTA.

After School Care is available on site for children 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 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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)			X	Exterior windows in upstairs staff room were replaced
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage			X	Wooden Canopy which covers outdoor walkway replaced. Exterior stucco walls were repaired.
Fire Safety		X		New electrical outlets installed in teacher workroom
Electrical (interior and exterior)		X		New electrical outlets installed in teacher workroom
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X	X		

Central School's overall condition is good to exemplary.

## 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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	15	19	21	133
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	5

### 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	2005-06	2006-07	2007-08
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 No Child Left Behind 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 the CDE Web site 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	99.6	0.4
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.6	0.4

### 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 used 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		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	.75	N/A
Psychologist	.60	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Reading Specialist	.50	N/A

## 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 were adopted in 2006 - 2007 for use in 2007 – 2008: Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade.	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 were adopted in 2006 – 2007 for use in 2007 – 2008: Grades K-5, Pearson Scott Foresman: <i>Scott Foresman History/Social Science for California</i>	0%
Foreign Language	N/A	N/A
Health	Grades K-2: Wright Group: <i>Primarily Health</i>  Grade 3: Healthy Promotion: <i>Wave</i>  Grade 4-5: Harcourt Brace: <i>Healthy You</i>  Plus materials from the American Heart Association and the National Dairy Council	0%

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 school expenditures and teacher 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	\$ 9,428.93	\$ 633.79	\$ 8,795.15	\$75,579.94
District	\$9,319.43	\$609.81	\$8,709.62	\$74,678.33
Percent Difference – School Site and District	101%	104%	101%	101%
State	N/A	N/A	\$4943	\$58519
Percent Difference – School Site and State	N/A	N/A	178%	129%

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

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34513	\$38159
Mid-Range Teacher Salary	\$63894	\$59148
Highest Teacher Salary	\$82524	\$73514
Average Principal Salary (Elementary)	\$115886	\$91903
Average Principal Salary (Middle)	\$121553	\$95855
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$159500	\$132994
Percent of Budget for Teacher Salaries	\$42.21	\$41.61
Percent of Budget for Administrative Salaries	8.14 %	5.91 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	74	78	80	65	70	73	40	42	43
Mathematics	80	81	85	66	73	72	38	40	40
Science	55	71	80	49	59	68	27	35	38
History-Social Science				48	63	65	32	33	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	93	93	81	

Filipino	*	*		
Hispanic or Latino	56	69	*	
Pacific Islander				
White (not Hispanic)	80	86	79	
Male	74	82	88	
Female	86	89	74	
Economically Disadvantaged	45	55	*	
English Learners	*	*	*	
Students with Disabilities	47	50	64	
Students Receiving Migrant Education Services				

### Norm-Referenced Test

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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	69	63	86	67	68	67	41	42	42
Mathematics	89	74	90	74	75	72	52	53	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	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	97	90
Male	68	84
Female	97	93
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.

Results of individual schools' Local Assessment tests given in the 2006 – 2007 school year are available by contacting the school office.

### 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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	61.0

## 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	2005	2006	2007
Statewide	10	10	N/A
Similar Schools	6	3	N/A

### 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
	2004-05	2005-06	2006-07	2007
All Students at the School	35	-8	24	920
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	23	18	6	926
Socioeconomically Disadvantaged				
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

### 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 was named a California Distinguished School in 2006 and a United States Blue Ribbon School in 2007.**

### 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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## X. School Completion and Postsecondary Preparation

**Not Applicable: Central is an Elementary School**

## 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. In 2006 we adopted new Scott Foresman history/social science textbooks and a revised FOSS (Full Option Science System) science adoption.

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.
- Learning Club (grades 3-5) targeted afterschool tutoring in math and/or Language Arts
- 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.

If a student is referred to special education, he/she receives special instruction in our new Learning Center at least part of the school day . The Learning Center Teacher and aides work with students in small groups implementing accommodations that help students succeed in the classroom.

## 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	37,800	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

The 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.