

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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 2007 Academic Performance Index (API) of 920 and being named 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	345
African American	1.45 %
American Indian or Alaska Native	0.58 %
Asian	20.58 %
Filipino	0.29 %
Hispanic or Latino	9.86 %
Pacific Islander	%
White (not Hispanic)	60 %
Multiple or No Response	7.25 %
Socioeconomically Disadvantaged	1 %
English Learners	2 %
Students with Disabilities	14 %

Teachers

Indicator	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	1
Total Teacher Misassignments	1

School Facilities

Summary of Most Recent Site Inspection

No formal site inspection was held recently. However, repairs were determined through consultation with Custodian, District Lead Maintenance Assistant, Assistant Superintendent of Business Services and Operations and the Site Administrator.

Repairs Needed

Driveway needed repaving. Benches in amphitheater need to be replace. Wooden canopies need replacement. New outdoor lighting should be installed. Handball court walls should be replaced.

Corrective Actions Taken or Planned

During the 2007-08 school year the following site improvements were made:

1. Driveway repaved
2. Replaced benches in amphitheatre
3. Replaced wooden canopy around the walkways of the school
4. Installed new outdoor lighting
5. Replaced handball court walls

Installed one mile walking path on playground.

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	N/A
Health	0%
Visual and Performing Arts	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,764
District	\$7,572
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	79%
Mathematics	85 %
Science	87%
History-Social Science	N/A

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	920
Statewide Rank (from 2007 Base API Report)	10
2008-09 Program Improvement Status (PI Year)	Not in PI

2007-08 School Accountability Report Card Report (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.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Central Elementary	District Name	Belmont-Redwood Shores Elementary
Street	525 Middle Rd.	Phone Number	650-637-4800
City, State, Zip	Belmont , CA 94002-2130	Web Site	www.belmont.k12.ca.us
Phone Number	650-637-4820	Superintendent	Emerita Orta-Camilleri
Principal	Cori McKenzie	E-mail Address	EOrta-Camilleri@belmont.k12.ca.us
E-mail Address	cmckenzie@belmont.k12.ca.us	CDS Code	41-68866-6043434

School Description and Mission Statement (School Year 2007-08)

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 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 (School Year 2007-08)

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

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Adopt-School Comm. ● Art in Action Docent ● Back to School Supplies ● Book Fair ● Buddy Families ● Bulletin Board ● Centraletter ● Chess Club ● Dinner/Dance Auction | <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 |
|--|---|

<ul style="list-style-type: none"> • Disaster Prep. Committee • Discovery Day • Escrip • Family Social Night • 5th Grade Graduation Party • Founder's Day • Getting Green • Grandparent's Day • Holiday Gift Workshop • Hospitality • Hot Lunch Program • Ice Cream • Ice Cream Social • Kiddy Valet volunteers • Language Program 	<ul style="list-style-type: none"> • Red Ribbon Week • Room Rep Coordinator • Safe School Liaison • School-Force Liaison • Site Council • Student Directory • Teacher Appreciation • Teacher/Staff Luncheon • Technology • T-Shirt Sales • Tuesday Envelope Coordinator • Tutoring Program • Volunteer Coordinator • Yearbook
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Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	80
Grade 1	62
Grade 2	61
Grade 3	52
Grade 4	51
Grade 5	39
Total Enrollment	345

Student Enrollment by Group (School Year 2007-08)

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
African American	1.45 %
American Indian or Alaska Native	0.58 %
Asian	20.58 %
Filipino	0.29 %
Hispanic or Latino	9.86 %
Pacific Islander	%
White (not Hispanic)	60 %
Multiple or No Response	7.25 %
Socioeconomically Disadvantaged	1 %
English Learners	2 %
Students with Disabilities	14 %

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	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	4			18.5	4			19.5	4.0		
1	18.5	2			19.5	4			19.7	3.0		
2	20.0	2			19.5	2			20.0	4.0		
3	20.0	2			16.5	2			20.0	2.0		
4	27.0		2		23.0		1		19.0	1.0		
5	27.0		1		30.0		2		28.0		1.0	
6												
K-3	17.0	1			20.0	1			20.0	1.0		
3-4					19.0	1						
4-8	22.0		1						30.0		1.0	
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

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

Emergency Procedures

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.

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.**

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 pick up 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.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.3	0.0	0.0	4.0	4.3	6.0
Expulsions	0.0	0.0	0.0	0.1	0.0	0.04

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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 17 classrooms, a music room, a library, a learning center, a computer lab, a multipurpose room, and administrative offices. 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, music instruction and learning center, and a 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 (School Year 2008-09)

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			
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			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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		

V. 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 DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	19	21	19	137
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	8

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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 NCLB 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	99.2	0.8
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.2	0.8

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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)		N/A
Library Media Services Staff (paraprofessional)	0.625	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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>	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i>	0%
Science	Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade	0%
History-Social Science	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%
Visual and Performing Arts	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	\$8,880	\$1,116	\$7,764	\$82,784
District	N/A	N/A	\$7,572	\$87,210
Percent Difference – School Site and District	N/A	N/A	103%	95%
State	N/A	N/A	\$4,943	\$61,488
Percent Difference – School Site and State	N/A	N/A	157%	135%

Types of Services Funded (Fiscal Year 2007-08)

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 • Class Size Reduction • Community Day School • Guidance Counselor • Homework Centers • Music • Outdoor Education • Summer School • School Force • Local Grants <p>Special Programs</p> <ul style="list-style-type: none"> • Home to School Transportation • County Sp Ed • Psychologists • Speech • SP Ed IDEA • RSP, SDC & NPS • Teachers • Classified Staff • Benefits • Books & Supplies • Dist Block Grant • Drug Free/Title IV • Equipment • Food Services • Health Services 	<ul style="list-style-type: none"> • 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 • Arts Ed Partnership • Classroom Library • Economic Impact Aid (EIA) • Ed. Technology • Gifted And Talented Education (GATE) • Instructional Materials • Instructional Mat/Staff Buyout • Instructional Materials for Realignment Program (IMFRP) • Lottery Prop 20 • Oracle Grant • Public School Library • School Safety • School Improvement Library Program (SLIP) • Standards Based • Tobacco Use Preventions Education • Tolerance Ed • TUPE Elementary
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Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,793	\$39,773
Mid-Range Teacher Salary	\$68,110	\$61,167
Highest Teacher Salary	\$87,974	\$78,093
Average Principal Salary (Elementary)	\$117,855	\$97,851
Average Principal Salary (Middle)	\$121,553	\$102,064
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$160,000	\$140,582
Percent of Budget for Teacher Salaries	0.4 %	0.4 %
Percent of Budget for Administrative Salaries	0.0 %	0.0 %

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	78	80	79	70	73	75	42	43	46
Mathematics	81	85	85	73	73	75	40	40	43
Science	71	80	87	59	68	78	35	38	46
History-Social Science				63	65	59	33	33	36

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	86	90	*	
Filipino	*	*		
Hispanic or Latino	47	67	*	
Pacific Islander				
White (not Hispanic)	83	88	91	
Male	72	84	89	
Female	84	86	85	
Economically Disadvantaged	*	*		
English Learners	*	*		
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	65.8%
7	*
9	*

X. 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 API Web page 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. These ranks are published when the Base API is released each March. 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	10
Similar Schools	6	3	8

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-8	24	0	922
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	18	6	3	928
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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 (School Year 2008-09)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

2005-2006	1 or 2	days dedicated to staff development (see text)
2006-2007	1 or 2	days dedicated to staff development (see text)
2007-2008	1 or 2	days dedicated to staff development (see text)

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. In the past three years Central School teachers have participated in one or two days of staff development before the students return to school. An additional District staff development day was conducted during the school year.

During the year Central staff take advantage of a variety of staff development opportunities on site, at the district and county office and other workshops and conferences that meet their needs.

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, reading, writing, and math teaching strategies comes from these staff members, as well as outside sources.