

## Executive Summary School Accountability Report Card, 2010–11

### For Central Elementary

<b>Address:</b>	525 Middle Rd., Belmont, CA, 94002-2130	<b>Phone:</b>	(650) 637-4820
<b>Principal:</b>	Cori McKenzie, Principal	<b>Grade Span:</b>	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 information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 438 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 2010 Academic Performance Index (API) of 934. We continue to take pride in being designated 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	438
Black or African American	0.9%
American Indian or Alaska Native	0.0%
Asian	16.0%
Filipino	1.6%
Hispanic or Latino	13.5%
Native Hawaiian or Pacific Islander	0.9%
	53.4%

<b>White</b>	
<b>Two or More Races</b>	13.7%
<b>Socioeconomically Disadvantaged</b>	0.2%
<b>English Learners</b>	9.4%
<b>Students with Disabilities</b>	0.0%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	20
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	87%
<b>Mathematics</b>	89%
<b>Science</b>	10%
<b>History-Social Science</b>	N/A

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

<b>Indicator</b>	<b>Result</b>
<b>2011 Growth API Score (from 2011 Growth API Report)</b>	939
<b>Statewide Rank (from 2010 Base API Report)</b>	10
<b>Met All 2011 AYP Requirements</b>	Yes
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 9 of 9
<b>2011-12 Program Improvement Status (PI Year)</b>	N/A

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

During the year the following inspections were held: Fire Marshall inspection, Fire Alarm inspection, Food Program inspection. Needed repairs were determined through consultation with Custodian, District Lead Maintenance Assistant, Assistant Superintendent of Business Services and Operations and Site Administrator.

### Repairs Needed

Playground fibar replacement

### Corrective Actions Taken or Planned

During the 2010-2011 school year the following site improvements were made:

- Technology upgrades. Wireless installed across site; Classrooms updated with SMARTboard technology
- Additional lunch tables added for increased enrollment
- New plantings in Dolphin Park and around the amphitheater
- Additional Exit signs installed
- New laptops for computer lab

## Curriculum and Instructional Materials

Core Curriculum Area	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
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,378
District	\$6,801
State	\$5,455

# School Accountability Report Card Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page 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

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2011–12)

School		District	
<b>School Name</b>	Central Elementary	<b>District Name</b>	Belmont-Redwood Shores Elementary
<b>Street</b>	525 Middle Rd.	<b>Phone Number</b>	(650) 637-4800
<b>City, State, Zip</b>	Belmont, CA, 94002-2130	<b>Web Site</b>	www.brssd.org
<b>Phone Number</b>	(650) 637-4820	<b>Superintendent</b>	Emerita Orta-Camilleri
<b>Principal</b>	Cori McKenzie, Principal	<b>E-mail Address</b>	eorta-camilleri@brssd.org
<b>E-mail Address</b>	cmckenzie@brssd.org	<b>CDS Code</b>	41688666043434

### School Description and Mission Statement (School Year 2010–11)

Central School, located in the City of Belmont on the peninsula south of San Francisco, is one of six 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. Central School strives to provide our students with a high quality education. We promote an environment in which students, staff, and parents emphasize excellence: The mission of Central is: "As a school community our vision and mission is to educate the whole child through an engaging curriculum, to value each individual within a safe 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.

As a result of this commitment Central has been acknowledged for its achievements. Central takes great pride in the many awards and honors it has received, locally, statewide and nationally. These include numerous San Mateo County KENT awards, the Presidential Environmental Youth Award, California Distinguished School, California Business for Education Excellence Honor Roll School and National Blue Ribbon School.

### Opportunities for Parental Involvement (School Year 2010–11)

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|--|---|
| <ul style="list-style-type: none"> <li>• Adopt-School Comm.</li> <li>• Art in Action Docent</li> <li>• Back to School Supplies</li> <li>• Book Fair</li> <li>• Buddy Families</li> <li>• Bulletin Board</li> </ul> | <ul style="list-style-type: none"> <li>• Library</li> <li>• Marquee</li> <li>• Membership</li> <li>• Monetary gifts</li> <li>• Music for Minors</li> <li>• Newcomer's Packet</li> </ul> |
|--|---|

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Centraletter</li> <li>• Chess Club</li> <li>• Dinner/Dance Auction</li> <li>• Disaster Prep. Committee</li> <li>• Discovery Day</li> <li>• Escrip</li> <li>• Family Social Night</li> <li>• 5th Grade Graduation Party</li> <li>• Founder's Day</li> <li>• Getting Green</li> <li>• Grandparent's Day</li> <li>• Holiday Gift Workshop</li> <li>• Hospitality</li> <li>• Hot Lunch Program</li> <li>• Ice Cream</li> <li>• Ice Cream Social</li> <li>• Kiddy Valet volunteers</li> <li>• Language Program</li> </ul> | <ul style="list-style-type: none"> <li>• Non-A-Thon Fundraiser</li> <li>• Parent Education</li> <li>• Parent Handbook</li> <li>• Red Ribbon Week</li> <li>• Room Rep Coordinator</li> <li>• Safe School Liaison</li> <li>• School-Force Liaison</li> <li>• Site Council</li> <li>• Student Directory</li> <li>• Teacher Appreciation</li> <li>• Teacher/Staff Luncheon</li> <li>• Technology</li> <li>• T-Shirt Sales</li> <li>• Tuesday Envelope Coordinator</li> <li>• Tutoring Program</li> <li>• Volunteer Coordinator</li> <li>• Yearbook</li> </ul> |
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**Student Enrollment by Grade Level (School Year 2010–11)**

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	71	Grade 8	0
Grade 1	87	Ungraded Elementary	0
Grade 2	87	Grade 9	0
Grade 3	71	Grade 10	0
Grade 4	60	Grade 11	0
Grade 5	62	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	<b>Total Enrollment</b>	438

**Student Enrollment by Subgroup (School Year 2010–11)**

Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.0%
Asian	16.0%
Filipino	1.6%

Hispanic or Latino	13.5%
Native Hawaiian or Pacific Islander	0.9%
White	53.4%
Two or More Races	13.7%
Socioeconomically Disadvantaged	0.2%
English Learners	9.4%
Students with Disabilities	0.0%

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3			20.0	4			23.7	0	3	0
1	19.3	3			20.0	4			21.8	1	3	0
2	20.0	4			20.0	4			24.7	0	3	0
3	19.7	3			20.0	3			23.7	0	3	0
4	30.0		1		30.0		2.5		30.0	0	2	0
5	30.0		2		30.0		1.5		30.5	0	2	0
K-3	20.0	1										
3-4	20.0	1										

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

### III. School Climate

#### School Safety Plan (School Year 2010–11)

**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.* PLEASE KEEP CONTACT 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 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 Connect-Ed, the school messaging system.
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

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
<b>Suspensions</b>	0.79%	0.20%	1.60%	7.28%	3.27%	3.81%
<b>Expulsions</b>	0.00%	0.00%	0.00%	0.04%	0.09%	0.03%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

**Age of Buildings:**This school has 19 classrooms, a music room, a library, a science lab, 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, 18 are used for regular instruction. The other classrooms are used for, music instruction, a science lab and a Learning Center. The computer lab has 21 computers networked to two printers, smart Board and a projector. Four 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. Currently there are six SMART Boards classrooms installed in classrooms. 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.

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 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X		Work completed on HVAC
<b>Interior:</b> Interior Surfaces		X			Regular maintenance required
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			Regular maintenance required
<b>Electrical:</b> Electrical			X		Upgrading ongoing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			Ongoing maintenance
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			

<b>Overall Rating</b>		X			
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Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
<b>With Full Credential</b>	20	22	20	148
<b>Without Full Credential</b>	0	1	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tg/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	99%	1%
<b>High-Poverty Schools in District</b>	N/A	N/A
<b>Low-Poverty Schools in District</b>	99%	1%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	N/A	
Library Media Teacher (librarian)	0.5	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0.5	
Social Worker	0	
Nurse	1.0 District	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	0	
Learning Center Teacher	1	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin: <i>Reading</i> / 2002-2003	No	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> / 2008-2009	Yes	0%
Science	Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade / 2007-2008	Yes	0%

<b>History-Social Science</b>	Grades K-5: Pearson Scott Foresman: <i>Scott Foresman History/Social Science for California</i> / 2007-2008	Yes	0%
<b>Foreign Language</b>	N/A	N/A	N/A
<b>Health</b>	Grades K-5: Children’s Health Market: <i>Great Body Shop</i> / 2011-2012  Plus materials from the American Heart Association and the National Dairy Council	Yes	0%
<b>Visual and Performing Arts</b>	N/A	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$6,286	\$ 908	\$5,378	\$83,517
<b>District</b>			\$6,801	\$83,710
<b>Percent Difference – School Site and District</b>			-21% (less); 79% of District	-.23% (less) 99.77% of District
<b>State</b>			\$5,455	\$65,524
<b>Percent Difference – School Site and State</b>			-1% (less); 99% of State	27% (more); 127% of State

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of*

Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

**Types of Services Funded (Fiscal Year 2010–11)**

<ul style="list-style-type: none"> <li>• Regular Education</li> <li>• After School Sports</li> <li>• Class Size Reduction</li> <li>• Guidance Counselor</li> <li>• Homework Centers</li> <li>• Local Grants</li> <li>• Music</li> <li>• Outdoor Education</li> <li>• Science &amp; Reading Specialists</li> <li>• Summer School (Special Ed only)</li> <li>• School Force</li> </ul> <p><b>Special Programs</b></p> <ul style="list-style-type: none"> <li>• Art Programs</li> <li>• Home to School Transportation (Special Ed. only)</li> <li>• County Sp Ed</li> <li>• Psychologists</li> <li>• Speech</li> <li>• SP Ed IDEA</li> <li>• RSP, SDC, NPS &amp; Learning Centers</li> <li>• Teachers</li> <li>• Classified Staff</li> <li>• Benefits</li> <li>• Books &amp; Supplies</li> <li>• Drug Free/Title IV</li> <li>• Equipment</li> <li>• Routine Repairs and Maintenance</li> </ul>	<ul style="list-style-type: none"> <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>• Supplemental Counseling</li> <li>• Peer Assistance &amp; Review (PAR)</li> <li>• Math &amp; Reading</li> <li>• Math &amp; Reading EL</li> <li>• School Safety Violence Prevention</li> <li>• Admin Training Program</li> <li>• National Board Certified Teachers</li> <li>• BTSA</li> <li>• Staff Professional Development</li> <li>• Arts Block Grant and Music Block Grant</li> <li>• Library Services</li> <li>• Economic Impact Aid (EIA)</li> <li>• English Language Acquisition Program (ELAP)</li> <li>• Ed. Technology</li> <li>• Gifted And Talented Education (GATE)</li> <li>• Instructional Materials for Realignment Program (IMFRP)</li> <li>• Lottery Prop 20</li> <li>• Oracle Grant</li> <li>• School Improvement Library Program (SLIP)</li> <li>• Tobacco Use Preventions Education (TUPE)</li> <li>• Tolerance Ed</li> <li>• Targeted Instructional Improvement Grant (TIIG)</li> </ul>
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### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,668	\$41,183
Mid-Range Teacher Salary	\$68,795	\$63,647
Highest Teacher Salary	\$88,854	\$80,955
Average Principal Salary (Elementary)	\$121,644	\$102,400
Average Principal Salary (Middle)	\$127,566	\$106,158
Average Principal Salary (High)	N/A	\$124,133
Superintendent Salary	\$169,596	\$151,742
Percent of Budget for Teacher Salaries	43.00%	41.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	86%	84%	87%	79%	80%	81%	50%	52%	54%
Mathematics	85%	88%	89%	77%	80%	79%	46%	48%	50%
Science	92%	94%	10%	82%	86%	88%	50%	53%	56%
History-Social Science	N/A	N/A	N/A	64%	70%	77%	41%	44%	48%

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

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

**\*Subgroup data is being recalculated and results will be available March 2012.**

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	81%	79%	88%	77%
All Students at the School	87%	89%	10%	0%
Male	84%	85%	10%	0%
Female	91%	93%	10%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	87%	95%	10%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	72%	81%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	89%	91%	10%	0%
Two or More Races	10%	89%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners*	--	--	--	--
Students with Disabilities	69%	83%	0%	0%
Students Receiving Migrant Education Services				

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

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.7%	29.5%	41%

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

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	10	10	10
Similar Schools	9	8	9

### Academic Performance Index Growth by Student Group – Three-Year Comparison

**\*Subgroup data is being recalculated and results will be available March 2012.**

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	8	4	5
Black or African American			
American Indian or Alaska Native			
Asian			

Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	6	2	5
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners*			--
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

**\*Subgroup data is being recalculated and results will be available March 2012.**

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	275	939	2,311	907	4,683,676	778
Black or African American	3		55	801	317,856	696
American Indian or Alaska Native	0		3		33,774	733
Asian	41	964	542	962	398,869	898
Filipino	4		86	882	123,245	859
Hispanic or Latino	32	882	231	805	2,406,749	729
Native Hawaiian or Pacific Islander	3		27	829	26,953	764
White	160	941	1,303	909	1,258,831	845
Two or More Races	32	970	58	941	76,766	836
Socioeconomically Disadvantaged	8		134	764	2,731,843	726
English Learners*	--		--	658	1,521,844	707
Students with Disabilities	35	838	325	772	521,815	595

### Adequate Yearly Progress

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

- Participation rate on the state’s standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A

### Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
<b>Program Improvement Status</b>	N/A	Not In PI
<b>First Year of Program Improvement</b>	N/A	N/A
<b>Year in Program Improvement</b>	N/A	N/A
<b>Number of Schools Currently in Program Improvement</b>		0
<b>Percent of Schools Currently in Program Improvement</b>		0.0%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

N/A Central is an elementary school.

## 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.

**2008-2009 1 day dedicated to staff development (see text)**  
**2009-2010 1 day dedicated to staff development**  
**2010-2011 1 day 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. Due to budget cuts, since 2009-2010 there has been only one District staff development day annually. This takes place in October.

During the year Central staff takes 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. We had one staff development day on site dedicated to Prevention of Bullying during the past 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, reading, writing, and math teaching strategies comes from these staff members, as well as outside sources.

### Central Elementary

Belmont-Redwood Shores Elementary

**Prepared by [PowerTurn, Inc.](#)**

### School Accountability Report Card, 2010-2011

**Provided by the Ed-Data Partnership**

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