

Central Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Central Elementary School
Street	525 Middle Road
City, State, Zip	Belmont, CA 94002
Phone Number	(650) 637.4820
Principal	Chris Marchetti
Email Address	cmarchetti@brssd.org
Website	http://central.brssd.org/
County-District-School (CDS) Code	41688666043434

Entity	Contact Information
District Name	Belmont-Redwood Shores Elementary School District
Phone Number	(650) 637-4800
Superintendent	Dr. Michael Milliken
Email Address	mmilliken@brssd.org
Website	http://www.brssd.org

School Description and Mission Statement (School Year 2019-20)

SCHOOL DESCRIPTION:

Central School is a wonderful neighborhood school of 450 students tucked into the beautiful hills of Belmont where staff and parents come together to inspire our students to reach their full potential academically, physically, emotionally, socially, and morally.

Overall, Central students perform quite well on the state assessments, with 88% of our students meeting or exceeding grade-level expectations in both English Language Arts and Mathematics. Teachers provide a challenging and engaging curriculum, high-quality instruction, and an atmosphere that encourages collaborative and innovative learning experiences, through which students develop critical thinking skills, achieve or surpass the Common Core Standards, and develop lifelong learning habits and positive mindsets.

Parent involvement is a key component of our school's success. We are most fortunate to have an active PTA and a large group of supportive, hard-working volunteers. Together we create a community of responsible learners who are inspired to be curious, feel empowered to direct their own learning, engaged with their community, and moved to show empathy and respect for others.

Our goal is that all students will leave Central as independent, successful, lifelong learners, who work to their personal best, show perseverance in challenges and positively contribute to our ever-changing global community.

SCHOOL MISSION:

At Central Elementary School, we strive daily to cultivate a community of responsible learners who feel empowered to direct their own learning, are inspired to be curious, engaged with their community, and moved to show empathy and respect for others. We are committed to creating collaborative and innovative learning opportunities through which students develop critical thinking skills, achieve or surpass the Common Core Standards, and develop positive mindsets and lifelong learning habits.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	74
Grade 1	75
Grade 2	73
Grade 3	75
Grade 4	74
Grade 5	69
Total Enrollment	440

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	25.5
Filipino	1.8
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	0.7
White	41.1
Two or More Races	18.6
Socioeconomically Disadvantaged	4.3
English Learners	8.4
Students with Disabilities	10.7
Foster Youth	0.2
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	20	22	22
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November, 2019

All schools in BRSSD use adopted materials in their classrooms. We have board adopted curriculum in academic areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: K-5: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015 6-8: Prentice Hall: Literature, California Edition McDougal Littell: The Language of Literature 2002-2003	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math Expressions, 2015-2016	Yes	0
Science	Twig Education: Twig Science K-5, 2019	Yes	0
History-Social Science	TCI: Social Studies Alive! 2018	Yes	0
Health	Grades K-5: Children's Health Market: Great Body Shop 2011-2012 Plus materials from the American Heart Association and the National Dairy Council	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The drinking fountains and faucets all work well, but the pipes are old and the water is not always clear.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	87	87	80	82	50	50
Mathematics (grades 3-8 and 11)	87	87	77	79	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	216	215	99.54	0.46	86.51
Male	111	111	100.00	0.00	82.88

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	105	104	99.05	0.95	90.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	47	100.00	0.00	89.36
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	93.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	100	99.01	0.99	85.00
Two or More Races	44	44	100.00	0.00	90.91
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	55.88
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	216	214	99.07	0.93	86.92
Male	111	111	100.00	0.00	86.49
Female	105	103	98.10	1.90	87.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	47	100.00	0.00	89.36
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	16	16	100.00	0.00	81.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	99	98.02	1.98	87.88
Two or More Races	44	44	100.00	0.00	90.91
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	67.65
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.9	32.8	44.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Central has a very active and supportive PTA and School Site Council. Many parents work as volunteers at the school. They offer assistance in individual classrooms, in our library, and at various fundraising and social events. The PTA provides financial support for cultural-rich assemblies, field trips that align with our instructional program, parent education, Discovery Day, school newsletter, Art in Action, as well as teacher appreciation and teacher supplies. Central's annual Fun Run/Dolphin Dash and Write a Check raise money to support these various programs. Parents can get involved by attending regular PTA or School Site Council meetings, or by contacting the school at 650-637-4820. Volunteer opportunities are also posted on the Central website.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.0	1.7	1.1	0.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Emergency Procedures

Emergency parent contact and student release information are kept current by all parents/guardians by filling out the InfoSnap section of registration at the beginning of the year. Any changes to parent contacts and emergency contacts after school have begun to go through the school office by contacting the Administrative Assistant.

All visitors on campus must sign in to the school office and wear a visitor's tag that is visible by everyone on campus.

Disaster Preparedness

Central School follows the Emergency Protocols (The Big Five) adopted by the San Mateo County Office of Education.

Central School utilizes a Disaster Plan to provide a safe environment for students. Our emergency contact list provides us with the necessary information. We do not release children to anyone whose name is not on the card. We ask parents to keep contact information current. If parents wish any daycare providers and caretakers to pick up their child in an emergency, they must be listed under emergency contacts.

In case of a disaster, all children will follow the emergency protocols for the following: Evacuation, Shelter in Place, Duck/Cover/Hold-on, Secure Campus, or Lockdown/Barricade. A copy of these protocols can be found in the school's office. 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 babysitter unless that particular person is listed on the student's emergency form in our files. We ask for parent/guardian help in the following areas:

- Please DO NOT CALL THE SCHOOL. We must have the lines open for emergency calls.
- Directions on where/how to pick up your child will come from district communication via voicemail and/or email.
- Park only in designated areas; not on campus. Leave the school's driveway and parking areas clear for emergency vehicles.
- At the direction of public officials (fire, police, etc.), the children have been relocated to another site for safety, an announcement will be made by the district office. A Public Information line will also be maintained at the District Office, 637-4800, and Blackboard Connect, the school messaging system.
- Students should follow all school district personnel directions.
- If there is a need to evacuate the building, students will be on the field behind the school or off-site at the designated off-site location.

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

Central School 's Safety Committee continually works 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 a time of an emergency. At the end of each year, the students enjoy the snacks at a school-wide Disaster-Free picnic. The committee has also inventoried all items needed in case of an emergency and purchased necessary items. An Emergency Preparedness binder for each classroom was developed for teachers to refer to in case of an emergency. It is regularly updated with the most recent emergency procedures. 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		3		25		3		25		3	
1	25		3		25		3		25		3	
2	24		3		25		3		24		3	
3	25		3		24		3		25		3	
4	30		2		30		2		30		2	
5	30		3		30		3		28		3	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11089	3302	7786	109885
District	N/A	N/A	7786	\$85,285.00
Percent Difference - School Site and District	N/A	N/A	0.0	26.1
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-31.2	34.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Central School offers the following programs and services to support and assist students: Reading Specialist Program, Performing Arts, Star Vista Counseling, After-school Design Thinking, Conflict Resolution Managers and Robotics.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,124	\$49,378
Mid-Range Teacher Salary	\$83,734	\$77,190
Highest Teacher Salary	\$107,859	\$96,607
Average Principal Salary (Elementary)	\$149,000	\$122,074
Average Principal Salary (Middle)	\$153,000	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$204,000	\$189,346
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

In each of the three most recent years, all schools received 2 days of professional development during the school year. In all three years, the new certificated staff received an additional 2 days of professional development prior to the start of the school year. Principals led monthly staff meetings throughout the year, and teachers meet in grade-level teams on a monthly basis. Additionally, there are three district-wide grade level trainings throughout the school years and an additional 3 district-wide professional developments in the 2018-2019 and 2019-2020 school years. Teachers are also invited to attend workshops and professional learnings led by outside presenters, and teacher leaders and school leadership teams are offered professional development during the school year.