



Center Street Elementary School

700 Center Street • El Segundo, CA 90245-3207 • (310) 615-2676 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



El Segundo Unified School District

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**Director of Innovation and Student
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School Description

Center Street School is a richly diverse community of learners that values the contributions of all its members. In an environment of teamwork, caring, trust, and respect, we provide the highest quality education. Our aim is to empower students to be creative problem solvers who have all of the skills necessary to be confident contributors to the local and global community. We promote visionary, versatile thinking and enthusiastic, lifelong learning. We appreciate the uniqueness of each student and set high expectations for all. Center Street School fosters a strong partnership with parents, community members and businesses to ensure that every student confidently possesses the learning skills necessary to become a contributing, successful and compassionate global citizen and leader.

Center Street School is located in the small coastal community of El Segundo, which is home to over 16,000 residents. The Pacific Ocean, LAX Airport, Chevron Oil Refinery, and large corporate business centers border the city. This unique position creates a small hometown atmosphere with a strong sense of community amidst a larger, metropolitan area hosting multinational entities. The small town feel and accessibility to the world at large make the El Segundo community take special pride in its schools and the community truly exemplifies the saying, "It takes a village to raise a child." Center Street School was named a California Green Ribbon School in 2018, received the California Gold Ribbon School award in 2016, and has been recognized as a California Distinguished School in 1998, 2002 and 2008. It has also received the Golden Bell Award and has been acknowledged by the California Business for Academic Excellence (CBEE).

The school's ability to sustain excellence is due to its fully credentialed staff, continuous professional development and a commitment to address each child's individual academic needs. Center Street School offers an outstanding reading program that teaches each student at his or her individual reading level and captures his or her interest with a collection of more than 25,000 books. A fully credentialed music teacher works with all students weekly and all K-5th grade students participate in Project Lead the Way, an engineering curriculum taught weekly by a credentialed teacher. All students utilize our educational garden in conjunction with our Growing Great program to focus on health and nutrition.

Center Street School is one of two elementary schools in the El Segundo Unified School District, both with classes arranged on a traditional schedule. 775 Transitional Kindergarten through fifth grade students were enrolled at the beginning of the 2018-19 school year. Center Street School boasts an extremely active PTA and every day parent volunteers engage actively in classrooms across campus, adding a layer of richness and experience to the already rigorous curriculum.

For the 2018-19 school year, the School Plan for Student Achievement focuses on five goals aligned with the district's Local Control Accountability Plan with a primary focus on continued implementation of the California Common Core Standards to best prepare all students for college and career readiness. Through rigorous instruction, high expectations, and opportunities for problem solving, our goal is to develop learners that can utilize their critical thinking and creativity in all contexts. Through our professional learning community, grade level teams analyze student data to drive instruction and intervention, which will close the achievement gap for identified unduplicated students. Through differentiation, small group instruction, and personalized learning, our goal is to establish a safe and engaging campus that meets the needs of all learners. The plan seeks to create a more targeted intervention and response-to-intervention program, specifically targeting English Learners and economically disadvantaged students. Benchmark progress indicators for The School Plan for Student Achievement include the Scholastic Reading Inventory assessment, interim CAASPP assessments in English Language Arts and Math, and teacher-developed curriculum-based assessments reviewed at Professional Learning Community meetings. To improve school climate and increase parent involvement, the plan offers several initiatives to promote intercultural understanding and to augment opportunities for parent involvement. The Professional Development goals focus on meeting the needs of subgroups, including English Language Learners, students with disabilities, differentiating instruction, and technology integration. The School Site Council regularly reviews goals and progress, and staff regularly analyzes student data at dedicated Professional Learning Community and Professional Development meetings.

Professional Development continues to focus on increasing teacher efficacy through the analysis of student data to design instruction that supports all learners in achieving mastery of California Standards. Additionally, teachers continue to build their capacity in the use of Cognitively Guided Instruction (CGI) for math, Readers and Writers Workshop, and Next Generation Science Standards to personalize the learning experience to challenge and support all learners.

School Mission

At Center Street School, we value and care for each and every student. Within a safe and compassionate learning environment, students take ownership in their role as scholars and are empowered to achieve at their highest level. Through creativity, collaboration, and critical thinking, children enjoy the process of becoming problem solvers and lifelong learners.

Cougars CARE = Community, Authenticity, Resilience, Excellence

Core values and beliefs:

We believe students are at the center of our instruction and decision-making
 We believe in consideration and compassion
 We believe in cultural and global awareness
 We believe in acceptance of differences
 We believe in differentiated instruction
 We believe in teamwork and collaboration
 We believe in high expectations and rigorous instruction
 We believe in our students

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	140
Grade 1	117
Grade 2	132
Grade 3	125
Grade 4	100
Grade 5	160
Total Enrollment	774

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.1
Asian	9.4
Filipino	1.2
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.8
White	46.5
Two or More Races	18.5
Socioeconomically Disadvantaged	14.3
English Learners	5
Students with Disabilities	7
Foster Youth	0
Homeless	0.5

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 for Center Street Elementary School	17-18	18-19	19-20
With Full Credential	37	37	37
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for El Segundo Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	156
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Center Street Elementary School

Indicator	17-18	18-19	19-20
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)

Every student has access to all of our textbooks and instructional materials. We as a district work together to develop teams, consisting of several representatives from each school site, prior to adoption of new curriculum. We invite representatives out to share about their materials and have teachers volunteer to pilot new programs. All of our instructional materials and curriculum come from the state adopted list and are current with the cycles presented from the state. The 2014-15 school year, a committee of teachers, administrators and parents researched and recommended Every Day Math, Fourth Edition, a math curriculum aligned with the California State Standards to the Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin 2002/Units of Study Percent of students lacking their own assigned textbook: 0%
Mathematics	EveryDay Math 2015 Percent of students lacking their own assigned textbook: 0%
Science	Amplify 2019 Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin 2006 Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Center Street School is a large elementary campus with 39 classrooms, three athletic fields, a library, a computer lab and a science lab. The school was modernized in 2002 and is kept in good condition. The school is cleaned well daily by our team of three custodians, two in the evening and one during the day. We have morning supervision, recess and lunch supervision to make sure our students are safe. Administrators are accessible and visible all day and especially during drop off and pick up times.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2019

System Inspected	Repair Status	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	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	83	75	78	50	50
Math	72	74	63	70	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.3	24.2	40.8

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	371	363	97.84	82.64
Male	193	188	97.41	79.26
Female	178	175	98.31	86.29
Black or African American	13	12	92.31	75.00
Asian	33	33	100.00	87.88
Hispanic or Latino	79	76	96.20	75.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	179	175	97.77	83.43
Two or More Races	66	66	100.00	89.40
Socioeconomically Disadvantaged	75	74	98.67	72.97
English Learners	--	--	--	--
Students with Disabilities	19	14	73.68	50.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	371	363	97.84	73.55
Male	193	188	97.41	76.59
Female	178	175	98.31	70.29
Black or African American	13	12	92.31	75.00
Asian	33	33	100.00	93.94
Hispanic or Latino	79	76	96.20	57.90
Native Hawaiian or Pacific Islander	--	--	--	--
White	179	175	97.77	74.85
Two or More Races	66	66	100.00	78.79
Socioeconomically Disadvantaged	75	74	98.67	56.76
English Learners	--	--	--	--
Students with Disabilities	19	14	73.68	50.00

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.

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)

Parents and the community are very supportive of the educational programs in the El Segundo Unified School District. Parents are visible in the classrooms and workroom on a daily basis. The School Site Council and PTA are both very active, supporting classroom instruction and special grade level and school-wide events. The school has benefited from the fund-raising efforts and allocation of funding from both groups, which have provided major improvements to the campus including new playgrounds, sponsorship of assemblies and field trips and the purchase and maintenance of technology for classroom use. Our English Learners Advisory Council (ELAC) meets during the school year and members participate in the evaluation and development of the district Local Control Accountability Plan (LCAP). The business community in El Segundo is also very supportive of our schools, and in 1983, the El Segundo Ed! Foundation was founded to raise supplemental funding for all schools. School staff facilitate parent education nights focusing on topics relevant to parents of young children, including CGI Math, helping with homework and internet safety. In addition, CSS hosts a list of family nights, including: STEM family night, Literacy Night, Family Wellness Night, Art Night and Story Pirates Family Night. Additional community partners providing support to Center Street Elementary School include, but are not limited to: Kiwanis, Mattel, Chevron, Direct TV, El Segundo Chamber of Commerce, and Rotary Club.

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.

School Safety Plan

Safety of students and staff is a primary concern of Center Street Elementary School. Center Street Elementary School employs noon duty supervisors to monitor students during their lunch break. Teachers and the Principal supervise students before school and during regularly scheduled breaks. After school supervision is provided on campus for a fee. The front of the school is designated for student drop-off/pick-up and our 5th grade Cougar Action Team members, supervised by the principal and parent volunteers, assist families and welcome students during morning drop off. All visitors to the campus must sign in at the office and display a visitors pass at all times. The School Site Safety Plan is evaluated and revised annually each summer by administrators, the El Segundo Fire Department, and members of the Parent Teacher Association; the revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures, location and rationing of first aid supplies, and implementation of the SEMS (Standardized Emergency Management System) Model. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. III. School Climate

Date School Safety Plan last reviewed: December 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.4	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.6	1.2	1.1
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	3.3

* 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.

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	23		7		24		6		23		6	
1	25		5		23		6		23		5	
2	24		4		26		5		22		6	
3	24		6		25		3		25		5	
4	33		2	2	32		5		33			3
5	33			4	31		4		32		4	1
Other**					25		1					

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The El Segundo Unified School District has a long history of providing support for teachers to participate in professional development activities. Through attendance at workshops and conferences, the staff at Center Street School has developed a common language and vision that defines the school community. The school uses Achievement Team Meetings to review student work, discuss individual growth and apply the most effective evidence based strategies. Teachers are empowered in all elements of site based decisions from curriculum and instruction, to program assessment, to school policies and discipline procedures. For the past three years, the District has sponsored three staff development days annually, where teachers are offered a variety of growth opportunities. In addition, each Monday is a minimum day. This time is dedicated to staff meetings, grade level/department meetings, and professional development. Topics include but are not limited to: Readers and Writers Workshop, Cognitive Guided Instruction, Next Generation Science Standards, Technology, and differentiated instructional strategies. Recently credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (BTSA).

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,020	\$46,208
Mid-Range Teacher Salary	\$79,489	\$72,218
Highest Teacher Salary	\$99,626	\$92,742
Average Principal Salary (ES)	\$124,296	\$134,864
Average Principal Salary (MS)	\$124,296	\$118,220
Average Principal Salary (HS)	\$147,900	\$127,356
Superintendent Salary	\$239,438	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	33%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

California's new education funding model, the Local Control Funding Formula (LCFF), is a major reform in the way public school districts receive money from the state. Previously school districts received a significant portion of money without restrictions, but much of the funding was restricted to specific programs, called categorical programs. Some examples of these categorical programs included textbook funds and the Regional Occupation Program for high school students. There were dozens of state categorical programs that were eliminated when the LCFF went into effect in July 2013.

Under LCFF, the responsibility for allocating funds to meet students' needs is given to the local governing boards. To demonstrate how funds will be used to address eight priorities established by the state, school districts must develop and approve a Local Control Accountability Plan (LCAP) no later than July 1 of each year. This three-year plan is to be updated annually. Once approved by the Board of Education, the LCAP will be the basis for expenditures in the District.

The eight priorities that El Segundo Unified School District will include in the LCAP include the following:

- Student Achievement
- Student Engagement
- Other Student Outcomes
- School Climate
- Parental Involvement
- Basic Services
- Implementation of the Common Core Standards
- Course Access

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,702	\$2,527	\$6,175.00	\$75,204
District	N/A	N/A	\$7,184.45	\$82,856.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-15.1	-9.7
School Site/ State	-19.5	3.0

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.