

# School Accountability Report Card for School Year 2018-2019

Published in 2019-2020

## Central School

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Grades K-5  
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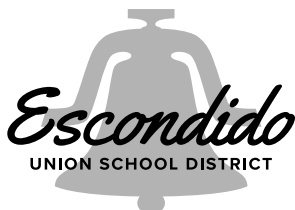
CDS code: 37-68098-6038178

### Board members

Joan Gardner, *President*  
Dr. Joe Muga, *Vice President*  
Doug Paulson, *Clerk*  
Georgine Tomasi, *Member*  
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### Administration

Luis Rankins-Ibarra,  
*Superintendent*  
libarra@eusd.org  
Leila Sackfield,  
*Deputy Superintendent,*  
*Human Resources*  
Dr. Laura Philyaw,  
*Assistant Superintendent,*  
*Educational Services*  
Michael Taylor,  
*Assistant Superintendent,*  
*Business Services*  
Kelly Prins,  
*Assistant Superintendent,*  
*Special Education/ISS*



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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

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### 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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### 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

## A Message from the Principal . . .

Central School, built in 1935, is in every way a “neighborhood” school. Most of our students live within walking distance. Our proximity to downtown Escondido provides the community support whereby our students benefit from the experiences of our numerous partnerships, including support from the California Center for the Arts.

At Central School, all students are taught in a learning environment where a college-bound belief system is cultivated. In addition, positive character traits are taught, modeled, and reinforced through our PAWS education program. Every decision we make is driven by the belief that all our students can and will achieve. High expectations and strong support for student learning are how we work to ensure every child is successful. We are committed to helping every student meet the high expectations represented by our California State Standards. Our teachers are committed to ongoing professional development activities that focus on collaboratively analyzing data, setting learning targets, developing enduring understandings, asking essential questions, differentiating instructional practices, and choosing formative assessments. All our teachers work together in grade level teams to continue to monitor growth and set academic goals for our students through NWEA/MAPs, ELPAC, and CAASPP. We are excited to see our students succeed!

At Central School, we are proud of the positive partnership that we have developed with families in our learning community. A dedicated focus on student learning and parent involvement is at the center of what we do as an organization. High expectations for all students, academic standards, student behavior standards, and parent-teacher relationships are part of our core values. Our caring and dedicated staff maintains a daily commitment to our students and the families we serve. Working together, we can continue Central School’s 80-year tradition of high academic and behavioral expectations!

Dr. Stephanie Rosson, EdD.Principal  
Central School

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## Mission Statement (School Year 2019-20)

The Central School Staff is committed to the philosophy that all students can and should experience success and reach their maximum potential.

Our purpose is to provide a well-rounded education in a child centered environment, where each student has the opportunity to attain a high level of academic achievement beyond mastery of basic skills, and also to develop critical thinking and problem-solving abilities.

We believe that students educated in a structured, supportive environment where standards of excellence are expected will develop a positive self-concept, become life-long learners and participate constructively in society.

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## Student Enrollment (School Year 2018-19)

### Student Enrollment By Grade Level

Kindergarten	114
Grade 1	98
Grade 2	94
Grade 3	122
Grade 4	77
Grade 5	92
Total Enrollment	597

### Student Enrollment By Student Group

Black or African American	1.40 %
American Indian or Alaska Native	0.70 %
Asian	0.20 %
Filipino	0.20 %
Hispanic or Latino	93.00 %
Native Hawaiian or Pacific Islander	0.00 %
White	3.20 %
Two or More Races	1.20 %
<b>Other</b>	
Socioeconomically Disadvantaged	91.60 %
English Learners	64.50 %
Students with Disabilities	9.50 %
Foster Youth	1.00 %
Homeless	7.40 %

## 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			District
	2017-2018	2018-2019	2019-2020	2019-2020
With Full Credential	39	40	39	838
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	----

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-2018	2018-2019	2019-2020
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)

*The resolution to approve certification of compliance with the EC 60119 and Williams Settlement Legislation was approved on 10/10/19.*

Core Curriculum Area	Textbooks & instructional materials	Year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Benchmark Education - <i>Advance, Adelante</i>	2016	Yes	0%
Reading Intervention	Benchmark Education - <i>Advance, Adelante</i>	2016	Yes	0%
Mathematics	<i>Eureka Math/Engage NY</i>	2016	Yes	0%
Science	McMillan/McGraw-Hill <i>CA Science, CA Ciencias</i>	2008	Yes	0%
History-Social Science	Scott Foresman <i>History-Social Science for CA</i> <i>Historia-CienciasSociades</i> <i>Para California</i>	2006	Yes	0%

## A. CONDITIONS OF LEARNING (cont.)

### School Facility Conditions and Planned Improvements

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. This school was opened in 1938. The condition of this school's buildings, grounds, and restrooms meets the good repair standard as defined in Education Code Sections 17014, 17032.5, 17070.75(a). Recent facility improvements include, but are not limited to: Bench installation at kinder play equipment. *(FIT DATED (09/30/19))*

The district focuses cooperative attention through every department and every employee to ensure that all schools are clean, safe, and functional. The team approach to interdisciplinary problem solving makes Escondido Union School District a child-friendly learning environment.

In March 2002, voters in the Escondido community passed Prop K, providing funding to schools for facilities improvements and long-needed projects. The Independent Citizens Oversight Committee (ICOC) meets with District staff regularly to collaborate on projects funded by Prop K, and promotes community involvement in the school district initiatives.

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### School Facility Good Repair Status

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

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### Overall Facility Rate

**FIT DATED: 09/30/19**

	Exemplary	Good	Fair	Poor
Overall Rating		X		

## 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 Percent of Students Meeting or Exceeding the State Standard

Subject	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	25.0%	22.0%	44.0%	44.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	20.0%	18.0%	32.0%	33.0%	38.0%	39.0%

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.

## B. PUPIL OUTCOMES (cont.)

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	282	270	95.74%	4.26%	21.85%
Male	142	137	96.48%	3.52%	13.87%
Female	140	133	95.00%	5.00%	30.08%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	266	254	95.49%	4.51%	20.47%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	266	255	95.86%	4.14%	20.78%
English Learners	214	204	95.33%	4.67%	20.59%
Students with Disabilities	29	29	100.00%	0.00%	10.34%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	22	18	81.82%	18.18%	11.11%

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.

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.

## B. PUPIL OUTCOMES (cont.)

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	281	276	98.22%	1.78%	18.12%
Male	141	138	97.87%	2.13%	16.67%
Female	140	138	98.57%	1.43%	19.57%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	265	260	98.11%	1.89%	17.69%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	265	261	98.49%	1.51%	17.62%
English Learners	214	211	98.60%	1.40%	17.54%
Students with Disabilities	29	29	100.00%	0.00%	6.90%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	22	21	95.45%	4.55%	14.29%

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.

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 Grade Five Percent of Students Meeting or Exceeding the State Standard

Subject	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science-grade 5	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.

## B. PUPIL OUTCOMES (cont.)

### 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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.5%	54.8%	36.6%

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.

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## 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 schoolsite.

### Opportunities for Parent Involvement (School Year 2019–20)

Central School Parent Teacher Association – Our PTA serves a very important function in ensuring our students' success through activities including coordinating school pictures, Fit Fall Festival, The Friendship Dance, and other school events. They also provide generous financial support to Central School for special events/programs/activities to meet the needs of our students.

Classroom Volunteers support us in many ways. Our volunteers work with our Family Liaison to complete work for classroom teachers and support students by reading with them in small groups in the classroom.

School Site Council meets regularly to review our school programs, Single Plan for Student Achievement, Safe & Drug-Free School Plan, Technology Plan, and approve budgets for these programs and plans.

English Learner Advisory Council – Our ELAC serves as an advisory council for the many issues involving our students who are learning English. They advise the School Site Council, serve as liaisons to our Spanish speaking parents, offer suggestions for workshops, and advise the principal. ELAC meets Wednesday mornings, five times each year, at 8:30 a.m. and all parents of English learners are welcome to attend.

Central is also represented on district committees such as DAC and DELAC.

Parents interested in getting involved are encouraged to call their child's teacher, the Family Liaison, Cruz Zapien, or the principal, Dr. Rosson, at (760) 432-2431.



## C. ENGAGEMENT

### 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			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	1.60%	1.80%	1.40%	2.60%	2.70%	2.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

### School Safety Plan (School Year 2019–20)

Each school annually participates in a review of their Comprehensive Safe School Plan. During this review, each site convenes a School Site Council meeting to review school safety policies in relation to board policy, administrative regulations and Education Code. Each school reviews and updates its comprehensive school safety plan, and the plans are annually presented and approved by the school district Board. The plans are updated using current discipline, attendance, health, and curricular data. The Comprehensive Safe School plan includes child abuse reporting procedures, disaster response procedures, suspension and expulsion policies, notification for teachers of dangerous pupils policy, discrimination and harassment policies, dress code procedures, safe ingress and egress procedures, site goals and objectives related to a safe and orderly environment, school discipline procedures, hate crime policies, and bullying prevention procedures and policies. All students, parents, and staff work together to ensure all schools have a safe and secure campus.

## D. OTHER SARC INFORMATION

### Average Class Size and Class Size Distribution

Grade Level	Avg. Class Size	2016-17			Avg. Class Size	2017-18			Avg. Class Size	2018-19		
		Number of Classes*				Number of Classes*				Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	2	4	0	21.0	1	4		23.00	1	4	
1	21.0	1	2	0	22.0		5		25.00		4	
2	25.0	0	4	0	23.0		5		24.00		4	
3	23.0	0	4	0	21.0	2	2		24.00		5	
4	27.0	0	4	0	28.0		3		26.00		3	
5	27.0	0	4	0	28.0		4		31.00		3	
Other**	21.0	0	3	0								

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

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

## D. OTHER SARC INFORMATION (cont.)

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

Title	Rate
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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0.98
Psychologist	0.8
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	3.3
Resource Specialist (non-teaching)	0
Other - SAI (Specialized Academic Instruction) Teacher	1.5

\* 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 (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8120.70	\$1066.10	\$7054.60	\$72950.98
District	—	—	\$8829.99	\$73708.96
Percent Difference—School Site and District	—	—	-15.48%	-0.69%
State	—	—	\$7506.64	\$82663.00
Percent Difference—School Site and State	—	—	-4.18%	-8.50%

Note: Cells with "--" do not require data.

## D. OTHER SARC INFORMATION (cont.)

### Types of Services Funded (Fiscal Year 2018-19)

Central School receives Title I funding and Local Control Funding Formula (LCFF) funding through the state of California to support teaching and learning for all students with an emphasis on English learners, low income students and foster youth. Services funded include interventions for students at risk, a family liaison, a social worker, a P.E. teacher, enrichment opportunities, and teacher professional development.

### Teacher and Administrative Salaries (Fiscal Year 2017-2018)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,321	\$45,741
Mid-Range Teacher Salary	\$74,174	\$81,840
Highest Teacher Salary	\$98,658	\$102,065
Average Principal Salary (Elementary)	\$115,472	\$129,221
Average Principal Salary (Middle)	\$120,675	\$132,874
Superintendent Salary	\$228,631	\$224,581
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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

### Professional Development

Measure	2017-2018	2018-2019	2019-2020
Number of school days dedicated to Staff Development and Continuous Improvement	3	2.5	2