



Central Elementary School

School Accountability Report Card

Reported for 2009-10 School Year

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Central School District

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Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the 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.

Data and Access

Data

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

Internet Access

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

School's Mission Statement

Central Elementary provides a quality standards-based instructional program designed to challenge each student to reach his or her full potential and celebrate student achievement. Our dedicated staff, parents, and community members are committed to creating a safe and healthy learning environment that will nurture, motivate, and enable our youth to develop into mindful, responsible, contributing participants in their education, their community, and the diverse society in which they live.

School Description

The children at Central are helped to learn and encouraged to grow by a dedicated and professional group of teachers and support staff. These individuals consider it a privilege to be involved in the education of children.

Central School serves over 590 students in grades K-5. The staff consists of more than 60 certificated and

classified employees, both full and part time. Specially trained state credentialed professionals provide psychological services, health services, language-speech therapy, tutoring, and special education.

Academic growth and achievement in all areas is our primary focus, with the California State Standards at the heart of our instruction. Our assessment results over the past several years, though, have not kept pace with state expectations thus placing our school in Program Improvement, Year I. As a staff, we are working closely with a professional consultant to ensure that we are meeting the educational needs of ALL students and working to remove our school from this designation by the 2012 school year. At Central Elementary, would like our motto "we aim for success, and ALL students meet the target" to be become a reality.

Central School was designated a California Distinguished School in 2006 and a Title 1 Academic Achieving School in 2004.

Parent Involvement

Contact Person: Mary Kate Perez, Principal
Phone Number: (909) 987-2541

We recognize parents as key partners in the success of our students. We are committed to working together to promote academic, social and civic values.

Central School has strong parental and community support. Our parents are involved in many school activities, including School Site Council, the Parent Teacher Organization, and the District Advisory Council. Our volunteer program gives parents the opportunity to assist in the classroom, in our volunteer room, in the production of the school newsletter, and in other school-wide activities. Please contact the school office to participate in any of these programs.

School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2009-10:

Grade Level	Enrollment
Kindergarten	95
Grade 1	84
Grade 2	103
Grade 3	91
Grade 4	118
Grade 5	90
Total Enrollment	581

District Mission Statement

Central School District is committed to the success of each student. Learning will always be our top priority. We will strive for excellence while maintaining the family atmosphere, passion, and integrity that make us unique.

Table of Contents

Demographics	2
Average Class Size	2
School Climate	2
School Facilities	3
Certificated Staff	3
Support Staff	4
Instructional Materials	4
School Finances	5
Student Performance	5
Accountability	6

Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
Black or African American	5.9%
American Indian or Alaska Native	0.7%
Asian	2.9%
Filipino	1.4%
Hispanic or Latino	55.1%
Pacific Islander	0.0%
White	33.9%
Two or More Races	0.2%
Socioeconomically Disadvantaged	51.0%
English Learners	17.0%
Students with Disabilities	15.0%

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last update March, 2010

Date the plan was last reviewed with staff: February, 2010

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

Central has developed and adopted a comprehensive School Safety Plan. The Board of Trustees and the School Site Council review the safety plan annually. Copies of the plan are available at the school for review. With input from school administrators, staff and parents, we have developed

the site-level plan tailored to the specific concerns of the school. The plan includes appropriate strategies and programs that will provide or maintain a high degree of school safety, routine and emergency disaster procedures, as well as procedures for the safe arrival and departure of pupils, parents and school employees to and from school. The plan takes into account the school's resources and building design, as well as other factors unique to the site. Material Safety Data Sheets are kept at the school site and are prominently displayed and continually updated.

We take pride in our well-maintained facilities. It is our responsibility to provide clean, safe and secure sites for the well being of our students and staff. Recent improvements to increase safety include a renovated student pick-up area and security fencing to enclose the entire campus.

School Discipline Practices

We are committed to maintaining an exceptional academic environment that provides quality instruction to all of our students, which will ensure that they meet federal, state and local standards.

Central School promotes an environment, which is safe and orderly for students and staff members. All staff members express pride in the safety and adequacy of the school facilities and encourage students to demonstrate this pride as well. School and classroom rules are well known to students and their parents. Teachers, administrators, and support staff deal with violations on a fair and consistent basis.

Programs and activities, which promote safety and students' self-esteem, responsibility and social, emotional and academic growth are high priorities at Central. A "School Environment Committee" monitors policies, procedures, discipline and rewards for student conduct including:

- School-wide and classroom rules
- Discipline committee
- Disaster plan and fire evacuation procedures
- Student study team
- Counseling program
- Recognition programs such as Honor Roll, Accelerated Reader, BUG Awards (Kiwanis Club), Physical Education, etc.
- Before and after school and lunch recess student supervision
- Awards assemblies each trimester
- Monthly safety inspections
- Citizenship and special awards
- Fantastic Fun Friday.

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08			Avg. Class Size	2008-09			Avg. Class Size	2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
Kindergarten	31.3		1	2	26.7	1	2	23.8		4				
Grade 1	19.8	4			19.2	5		24.0		3				
Grade 2	20.0	5			19.3	4		26.0		4				
Grade 3	29.7		3		30.7		3	31.0		3				
Grade 4	32.7		1	2	33.0			32.0		3				
Grade 5	28.0		3		33.7		3	24.0		3				
K-3	14.0	1			20.0	1		24.0		1				
3-4					32.0		1	34.0			1			

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

Rate	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	2.3	0.5	0.5	2.7	1.9	0.3
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

School Facilities:

Cleaning Process and Schedule

The district governing board has high standards for the cleanliness and appearance of all our school sites. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

The Central School district maintenance department ensures that the repairs necessary to keep all schools safe, in good repair and working order are completed in a timely manner. An electronic work order system is utilized to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the district has budgeted \$195,000 for the deferred maintenance program. This represents 1% percent of the district's general fund budget.

School Facility Conditions and Improvements

Central Elementary School is the oldest school facility in Central School District. Construction of the current school facilities was initiated in 1949. The facility was expanded in three more phases in 1953, 1955, and 1957. Over the years, portable classrooms were also added to the site to accommodate student population growth, special programs, and the Class Size Reduction program. In 2000 a major modernization and new construction project was completed which resulted in the addition of a new Library, Computer Lab, Special Educations rooms, a Research Lab,

modernized staff and administration facilities, and a county Special Education facility.

This school has 27 classrooms, a multipurpose room, a serving kitchen, a library, a computer lab, special purpose rooms including those for Special Education, a Research Lab, a parent volunteer room, and an administration building. Also located adjacent to the site are both the District Warehouse and the District Maintenance and Operations facilities.

With the successful passage of the local Bond election in November 2008, new fencing was added to the perimeter of the Central campus in the fall of 2009 to provide a safe and secure school site. In the spring of 2010, new playground equipment was added which complied with all current safety standards.

New School Construction

There are no new construction projects currently scheduled for this site.

Modernization Projects

There are no modernization projects currently scheduled for this site.

Teachers:

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	24	22	22	180
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Comp.	0	0	0	



School Facility Good Repair Status (2010-11)

This table displays the results of completed school site inspection on 1/8/11, to determine the school facility's good repair status. When deficiencies are found the district makes the necessary repairs. Based on the field observation no deficiencies were found.

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

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of EL	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Courses Taught by Highly Qualified Teachers

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	0.0	0.0

Professional Development

Investing in the quality of our staff is the single most important thing we can do to improve the achievement of our students. Central School District is committed to the goal of helping all students achieve and provides professional development that is part of a comprehensive effort

to improve teacher quality at all stages: preparation, induction, support, and ongoing professional development.

Support Staff:

Other Support Staff (2009-10)

This table displays, in units of full-time equivalents (FTE), the number of other support staff who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School
Library Media Services (paraprofessional)	0.5
Psychologist	0.2
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	1.0

Instructional Materials:

Adopted Textbooks (2010-11)

The following chart outlines some of the adopted textbooks we are using at our school.

Subject	Title	Date of Publication	Year Adopted
Reading/ Language Arts	K-5 Houghton/Mifflin Legacy of Literacy	2003	2002-2003
	ELD Hampton Brown	1997	1998-1999
Mathematics	K-5 Houghton/Mifflin California Mathematics	2007	2009-2010
Science	K-5 MacMillan/ McGraw Hill California Science	2008	2008-2009
History/Social Science	K-5 Scott Foresman California Science	2006	2007-2008
Music	MacMillan/McGraw Hill Share the Music	1998	1999-00
Art	Meet the Masters		

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional materials for fiscal year 2010-2011 pursuant to education code 60119 was done on 9/9/10.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Meets State Requirements	0%	Yes
Mathematics	Meets State Requirements	0%	Yes
Science	Meets State Requirements	0%	Yes
History-Social Science	Meets State Requirements	0%	Yes
Health	Meets State Requirements	0%	Yes
Visual and Performing Arts	Meets State Requirements	0%	Yes

School Finances:

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,388	\$461	\$3,927	\$69,125
District			\$3,737	\$69,043
Percent Difference-School Site and District			5%	0.1%
State			\$5,681	\$64,193
Percent Difference-School Site and State			(31%)	8%

Types of Services Funded

A variety of supplemental services are available at Central School. Central School Parent Teacher Organization (PTO) provides funding for study trip transportation and fees as well as assemblies and donations of materials and equipment to the school. Identified English Learners are placed in classes with teachers having proper certificates in compliance with NCLB requirements. In second grade students are assessed for placement in the Gifted and Talented Program for academic as well as artistic placement. English instruction is available for parents of English Learners in order to provide parents with the language skills necessary to assist their students in homework and other areas which lead to success in school. An annual Spelling Bee is held for 5th grade. Central School has a school-wide awards program that includes the Integrity Tree, Caught Being Good Tickets, Reading Initiative and Book Adventure recognition, Honor Roll, Citizenship and Effort awards. These recognitions are often accompanied with certificates to local restaurants.

Teacher & Administrative Salaries (Fiscal Year 2008-09)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$36,303	\$41,154
Mid-Range Teacher Salary	\$64,159	\$63,517
Highest Teacher Salary	\$82,543	\$80,951
Average Principal Salary (Elem)	\$99,641	\$102,080
Average Principal Salary (MS)	\$104,804	\$105,643
Superintendent Salary	\$159,644	\$150,626
% of Budget for Teacher Salaries	44.9%	41.4%
% of Budget for Administrative Salaries	5.4%	6.1%

Student Performance:

California Physical Fitness Test Results (2009-10)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Data not available at the time of posting.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.



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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	08	09	10	08	09	10	08	09	10
ELA	55	55	56	56	60	62	46	50	52
Math	64	57	58	58	59	61	43	46	48
Science	59	64	63	58	59	64	46	50	54

Standardized Testing and Reporting Results by Student Group (2009-10)

This table displays the percent of students by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level		
	English-Language Arts	Math	Science
All Students in the LEA	62	61	64
All Students at the School	56	58	63
Male	57	59	59
Female	53	55	68
Black or African American	46	50	*
Asian	85	69	*
Hispanic or Latino	48	52	55
White	60	62	77
Economically Disadvantaged	48	51	45
English Learners	27	42	18
Students with Disabilities	28	32	*

Accountability:

Academic Performance Index

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

API Ranks Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	7	7	6
Similar Schools	7	4	2

API Changes by Student Group Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2007-08	2008-09	2009-10	2010
All Students	9	-12	5	800
Hispanic or Latino	-4	-5	14	779
White (not Hispanic)	38	-37	-3	817
Socioeconomically Disadvantaged	55	-36	9	768
English Learners	10	44	-31	742
Students with Disabilities	37	-41	23	657

Academic Performance Index Growth by Student Group—2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students	800	821	767
Hispanic or Latino	779	795	715
White (not Hispanic)	817	848	838
Socioeconomically Disadvantaged	768	782	712
English Learners	742	772	691
Students with Disabilities	657	659	580

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	No	No
Percent Proficient—Mathematics	No	No
API	Yes	Yes