

Central Elementary

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
Street	1290 Ebony Avenue
City, State, Zip	Imperial Beach, CA 91932
Phone Number	(619) 628-5000
Principal	Cori Herbst-Loehr
Email Address	cherbstloehr@sbusd.org
Website	central.sbusd.org
County-District-School (CDS) Code	37-68395-6040471

Entity	Contact Information
District Name	South Bay Union School District
Phone Number	(619) 628-1600
Superintendent	Dr. Katie McNamara
Email Address	kmcnamara@sbusd.org
Website	www.sbusd.org

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

MISSION: To develop a well-rounded child who is proficient in all academic areas, including the English language and who has an appreciation for diversity, a positive self-image, and an ability to incorporate respect, perseverance, and resiliency into their everyday lives.

VISION: Central School, a Professional Learning Community, is dedicated to providing a standards-based curriculum that guarantees in-depth experiences and develops each child's social and academic potential; as they prepare for their future.

MISSION STATEMENT: Central Elementary provides a safe and orderly environment, academic programs based on high standards for students' learning, and expectation for our students to become contributing, successful citizens of the twenty-first century.

SCHOOL OVERVIEW

Central Elementary School is one of 11 schools in the South Bay Union School District. Central currently serves approximately 430 students in grades kindergarten through six. Central Elementary currently operates as a traditional elementary program that includes literacy, math, science and social studies as elements of daily instruction. Central also has a full-time VAPA/STEM instructor and all students receive one hour of instruction a week in either the arts or STEM. In addition to its general education staff, Central provides for a FT speech; four FT education specialists; two part time impact interventionists, one FT psychologist; a part time nurse, a part time health clerk and FT IMRT (Instructional Media Resource Technician).

Additionally, students in grades 3-6 have 1:1 access to instructional technology, and students in K-2 have access to two mobile computer labs and classroom chromebook workstations. All instructional classrooms at Central have Promethean interactive whiteboard systems.

Central offers before and after school intervention and tutoring as well as multiple opportunities for arts and academic enrichment including choir, visual arts, gardening and STEAM clubs.

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

Grade Level	Number of Students
Kindergarten	81
Grade 1	77
Grade 2	65
Grade 3	71
Grade 4	73
Grade 5	67
Grade 6	65
Total Enrollment	499

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	1
Asian	0.8
Filipino	2.6
Hispanic or Latino	79
Native Hawaiian or Pacific Islander	0.4
White	7.2
Two or More Races	4.2
Socioeconomically Disadvantaged	82.8
English Learners	47.1
Students with Disabilities	14
Foster Youth	1
Homeless	7

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	23	23	21	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	1	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: September 2019

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Houghton Mifflin, Splash! Adoption/implementation 2012-13 K-8:Units of Study for Reading, Writing and Classroom Library, Heinemann Adoption/Implementation 2018-19	Yes	0
Mathematics	Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions, 2014 (English and Spanish) Adoption/implementation 2014-15 6th-8th CPM Educational Program, Core Connections Course 1-3, 2013 (English) Adoption/implementation 2014-15	Yes	0
Science	Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish) Adoption/implementation 2007-08	Yes	0
History-Social Science	Grades K-5: Scott Foresman History-Social Science for California (English and Spanish) Adoption/implementation 2007-08 Grade 6: Houghton Mifflin History/Social Science (English and Spanish) Adoption/implementation 2007-08	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Central's enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

SCHOOL FACILITIES GOOD REPAIR STATUS

Central Elementary was built in 1951. The following table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The areas listed below as in need of repair are minor and expected to be completed during winter break.

OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS

At the time of the above inspection on August 9, 2019, the average ranking for Central Elementary was 94.44%, giving the school a rating of "Good." The rating is determined by the average of the 15 categories addressed. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

Please note that all needed repairs or deficiencies identified in the August FIT report have been completed and/or resolved.

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: 08/09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	J/Kitchen-Water heater flo missing ech(wall pen PC insulate)
Interior: Interior Surfaces	Good	D/Utility-Louver screen missing. B&G- Hole in ceiling. Rm 2- Chipped paint at base of built in bookcase.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	E Lounge office-Sanitary nap. holder rusted. H/Girls RR-Graffiti on mirror
Electrical: Electrical	Good	E Nurse office-Elec panel obst. A/Rm 28- Rotted scepser for ROF junction. B&G- Removal of unused ground wire not done. Rm 9- Power strip with industrial extension-daisy chain.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K2-Rusted lav. J/Kitchen-Rusted sink/lav. J/Staff RR- Rusted Lav (sink). Rm 5- Rusted fountain,faucet,drain in sink.
Safety: Fire Safety, Hazardous Materials	Good	K1-Exit signage missing. K1-Facia peeling. E Boys RR-Fire sensor missing head. E MFP/MDF-Peeling pnt.
Structural: Structural Damage, Roofs	Good	K2- Peeling paint and dry rot exposed. A/Nurse- Ext fascia rotted. J/MPR-Rotted fascia typ.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	K1-Sliding glass door operation. K2-SAA. Playground-Typ. Asphalt cracks. H/Bldg- Glazing missing or cracked typ. J/MPR- Trip hazards typ of 4 locations. Rm 16- Metal door plate missing/chipped door base.Rm 14- Metal door plate missing/chipped door base.
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)	23	22	36	36	50	50
Mathematics (grades 3-8 and 11)	13	16	29	30	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	273	263	96.34	3.66	22.05
Male	149	144	96.64	3.36	22.22
Female	124	119	95.97	4.03	21.85
Black or African American	11	11	100.00	0.00	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	220	211	95.91	4.09	17.54
Native Hawaiian or Pacific Islander					
White	17	16	94.12	5.88	37.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	76.92
Socioeconomically Disadvantaged	234	227	97.01	2.99	18.50
English Learners	153	143	93.46	6.54	13.99
Students with Disabilities	40	39	97.50	2.50	5.13
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	18	90.00	10.00	5.56

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	275	273	99.27	0.73	16.12
Male	151	150	99.34	0.66	20.00
Female	124	123	99.19	0.81	11.38
Black or African American	11	11	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	220	219	99.55	0.45	14.61
Native Hawaiian or Pacific Islander					
White	18	17	94.44	5.56	17.65
Two or More Races	14	14	100.00	0.00	42.86
Socioeconomically Disadvantaged	234	232	99.15	0.85	15.52
English Learners	153	151	98.69	1.31	9.93
Students with Disabilities	40	39	97.50	2.50	5.13
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	15.00

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.

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	17.9	22.4	17.9

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 Elementary welcomes and encourages community stakeholders to become engaged in multiple ways including, but not limited to:

Activities to Build Partnerships

- Scheduled Parent-Teacher Conference Days
- Various Community Events(i.e. Fall Festival, Winter Celebration, STEAM Festival, Author's Night)
- Parent University Meetings that occur on a monthly basis and include an opportunity for principal and parents to collaborate, nutrition, financial, safety and parenting classes
- PTA Membership
- Parent Volunteer Center

Committees to Actively Involve Parents (nominated and elected parent positions)

- English Language Advisory Committee
- Parent Teacher Association
- School Site Council

If you would like to volunteer, participate in, and/or observe a classroom, please check in our school office and we will be happy to help you.

For information on opportunities for school involvement, please contact the school office at (619) 628-5000.

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	0.3	1.2	0.9	0.9	0.7	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)

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plan, are just a few of the elements included within the plan.

At the site Central has provided each classroom and student space (cafeteria, library, multipurpose rooms) binders that include emergency procedures for the site, maps, key phone numbers and the communication plan. Student rosters are provided and updated as students are enrolled/disenrolled. School staff reviewed the school safety and emergency procedures prior to the start of the school year during teacher preparation week and again on 7/18/19 and again on 11/6/19. School sites conduct various types of drills on a regular basis throughout the year and record the exercise on the Emergency Drills Record form, which is submitted to the district office monthly or upon completion of the drill.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		4		25		3		26		3	
1	22		3		24		3		24		3	
2	22		4		23		3		20	2	1	
3	20	2	1		21	1	3		23		3	
4	24		3		28		2		30		2	
5	30		2		28		3		30		2	
6	31		3		26	1	3		22	1	3	
Other**	10	2			11	1			13	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.

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	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

*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.

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	6301.17	1008.99	5292.18	73865.57
District	N/A	N/A	9860.58	\$85,055.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-60.3	-8.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-20.6	-7.3

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)

- Title I, Part A (School-wide/Educationally Disadvantaged Students)
- Title III, Part A (English Language Learners)
- ASES (After School Education and Safety Programs)
- LCFF (Base)
- Lottery (6300 - Restricted)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,372	\$45,741
Mid-Range Teacher Salary	\$74,374	\$81,840
Highest Teacher Salary	\$100,072	\$102,065
Average Principal Salary (Elementary)	\$133,527	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$267,719	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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	58	61	75

The South Bay Union School District academic calendar includes four full days before the first day of school consisting of two preparation days and two days of professional development. There are 34 early release Wednesdays that are dedicated to professional learning and/or staff development. During those days, approximately one week a month is dedicated to staff development with the remainder dedicated to Professional Learning Communities when teachers meet in the vertical and grade level teams.

Based on recent reading comprehension data from CAASPP and Fountas and Pinnell reading data, the focus on reading and writing instruction has been necessary at Central Elementary. The overall focus that has developed is on balanced literacy, currently emphasizing Teachers College Readers and Writers Workshop. All classified and certificated staff that directly work with students have been trained in all the components and structures of the workshop. Certificated staff have been trained in the administration and analysis of data derived from the Fountas and Pinnell Assessment System. All certificated staff have also been trained in guided reading, based on the data derived from the Fountas and Pinnell assessment. To support the implementation of these frameworks, the district and school leaders have implemented lab site learning opportunities and a TOSA for literacy supports PLC on a monthly basis. Furthermore, staff have participated in peer observations to support one another in their efforts to implement the highest quality instruction to their students.

Math is an area of concern for Central with the most recent data from CAASPP indicating a decline in scores. The site leader, in conjunction with the district TOSA for math will provide an ongoing cycle of professional learning in order to develop teacher skills sets in understanding and applying the math framework standards through the SBUSD developed math units of study.

In addition to literacy it has been determined through LCAP survey that staff and parent stakeholders are in favor of continuing the implementation of a school wide Positive Behavior System. Professional development opportunities are being offered in this area and a Social Emotional Learning curriculum has been adopted. PD includes school workshops, conferences and individual supports. Progress is being monitored through several measures including data gathered through individual class awards, student SMART awards, attendance data and Behavior and Suspension data.

English Language Learners and ELL instruction has also been identified as an area that staff would like increased professional development. The data from the previous year's ELPAC testing indicates that students moved at a higher rate than in previous years and therefore the school's ELD committee continues to meet monthly. The ELD committee will attend conferences and workshops designed to support the effective implementation of ELD at the site level including addressing and professional development needs of teachers and support staff.

Central school, through a needs assessment, equity audit and a variety of surveys has developed the following areas of focus for the professional learning and development cycle:

1. Build a cohesive school wide community by providing Central Way professional learning and development
2. Provide rigorous & consistent learning for all students by;
 - Developing Success Criteria through professional learning and development
 - Developing High Functioning Teams through professional learning and development
3. Provide Professional Learning with a specific focus on Intentional English language development in all content areas