

Central School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Central School
Street	525 Middle Rd.
City, State, Zip	Belmont
Phone Number	6506374820
Principal	Charles Donovan
Email Address	cdonovan@brssd.org
School Website	https://central.brssd.org/home
County-District-School (CDS) Code	CA

2021-22 District Contact Information

District Name	Belmont-Redwood Shores School District
Phone Number	(650) 637-4800
Superintendent	Dan Deguara
Email Address	ddeguara@brssd.org
District Website Address	http://www.brssd.org

2021-22 School Overview

SCHOOL DESCRIPTION:

Central School is a wonderful neighborhood school of 440 students tucked into the beautiful hills of Belmont where staff and parents come together to inspire our students to reach their full potential academically, physically, emotionally, socially, and morally.

In 2019-2020, Central Elementary School earned the California Distinguished School award. Central students perform quite well on the state assessments, with 91% of our students meeting or exceeding grade-level expectations in both English Language Arts and Mathematics. Teachers provide a challenging and engaging curriculum, high-quality instruction, and an atmosphere that encourages collaborative and innovative learning experiences, through which students develop critical thinking skills, achieve or surpass the Common Core Standards, and develop lifelong learning habits and positive mindsets.

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

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

SCHOOL MISSION:

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	75
Grade 2	75
Grade 3	73
Grade 4	71
Grade 5	72
Total Enrollment	440

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	31.4
Black or African American	0.5
Filipino	1.4
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	20.2
White	34.3
English Learners	3.6
Socioeconomically Disadvantaged	3.4
Students with Disabilities	5.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.15
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	21.15

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

November, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: K-5: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015 6-8: Prentice Hall: Literature, California Edition McDougal Littell: The Language of Literature 2002-2003, The Superkids: Foundational Skills Set, 2020, Zaner-Bloser.	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math Expressions, 2015-2016	Yes	0
Science	Twig Education: Twig Science K-5, 2019	Yes	0
History-Social Science	TCI: Social Studies Alive! 2018	Yes	0
Health	Grades K-5: Children's Health Market: Great Body Shop 2011-2012 Plus materials from the American Heart Association and the National Dairy Council	Yes	0

School Facility Conditions and Planned Improvements

Central Elementary School meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Year and month of the most recent FIT report

June 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The drinking fountains and faucets in the Music, MUR, lunchroom and rooms 1-4 all work well. However the pipes are old and the water is not always clear.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	201	93.49	6.51	92.54
Female	117	109	93.16	6.84	89.91
Male	98	92	93.88	6.12	95.65
American Indian or Alaska Native	0	0	0	0	0
Asian	62	62	100	0	93.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	17	89.47	10.53	100
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	47	92.16	7.84	89.36
White	80	73	91.25	8.75	93.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	13	76.47	23.53	76.92

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	201	93.49	6.51	87.06
Female	117	109	93.16	6.84	81.65
Male	98	92	93.88	6.12	93.48
American Indian or Alaska Native	0	0	0	0	0
Asian	62	62	100.00	0.00	93.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	17	89.47	10.53	100.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	47	92.16	7.84	80.85
White	80	73	91.25	8.75	83.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	13	76.47	23.53	69.23

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA

Students with Disabilities	NA	NA	NA	NA	NA
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	77.61	N/A	65.74	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	67	94.37	5.63	77.61
Female	40	39	97.50		
Male	31	28	90.32		
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	88.24
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	75.00
White	32	29	90.63	9.37	75.86
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Central Elementary School has a very active and supportive PTA and School Site Council. Many parents work as volunteers at the school. They offer assistance in individual classrooms, in our library, with school operations like lunch and drop off supervision, and at various fundraising and social events. The PTA provides financial support for culturally-rich assemblies, field trips that align with our instructional program, parent education, Discovery Day, school newsletter, LEAP Arts, as well as teacher appreciation and teacher supplies. Central's PTA works with SchoolForce to fundraise and direct funding for these programs. Parents can get involved by attending regular PTA or School Site Council meetings, or by contacting the school at 650-637-4820. Volunteer opportunities are also posted on the Central website.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	448	443	1	0.2
Female	235	233	0	0.0
Male	213	210	1	0.5
American Indian or Alaska Native	0	0	0	0.0
Asian	141	139	0	0.0
Black or African American	2	2	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	34	34	0	0.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	89	89	0	0.0
White	155	152	1	0.7
English Learners	23	23	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	16	16	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	37	0	0.0

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.63	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.34	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Emergency Procedures

Emergency parent contact and student release information are kept current by all parents/guardians by filling out the InfoSnap section of registration at the beginning of the year. Any changes to parent contacts and emergency contacts after school have begun to go through the school office by contacting the Administrative Assistant. Paper copies of this info is kept on file in the office should there be an emergency-reunification procedure.

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

Disaster Preparedness

Central School follows the Emergency Protocols (The Big Five) adopted by the San Mateo County Office of Education. The principal attends annual trainings on the Big 5 emergency preparedness plans to ensure they are most current.

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

In case of a disaster, all children will follow the emergency protocols for the following: Evacuation, Shelter in Place, Drop/Cover/Hold-on, Secure Campus, or Lockdown/Barricade. A copy of these protocols can be found in the school's office. Each teacher will stay with his/her class until all parents or designees pick up the children. If safe, we will return to the building to wait inside. Otherwise, we will remain outside.

No student will be dismissed from school unless a parent (or individual previously designated by a parent) comes for him/her.

No student will be allowed to leave with another person, even a relative or babysitter unless that particular person is listed on the student's emergency form in our files. We ask for parent/guardian help in the following areas:

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

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

In order to maintain safety of our community during Covid we have implemented a number of protective measures. Preventive actions include: weekly pooled testing, mask wearing, Merv-13 air filters in all classrooms, additional air filters in classrooms, and designated seating during lunches. This is all in addition to limited visitor policies and guidelines for quarantine in line with the CDPH guidelines.

Central School's Safety Committee continually works toward improving student safety. In the past few years, a "Kid's Preparedness Kit" concept was developed as a way for parents to participate in preparing our students in the event of a natural disaster or emergency during school hours. All students bring a completed Emergency Release card, along with specific snacks, which are stored by class in the emergency shed. The goal is to provide comfort and sustenance for students in a time of an emergency. At the end of each year, the students enjoy the snacks at a school-wide Disaster-Free picnic. The committee has also inventoried all items needed in case of an emergency and purchased necessary items. An Emergency Preparedness binder for each classroom was developed for teachers to refer to in case of an emergency. It is regularly updated with the most recent emergency procedures. Each classroom also has a First Aid kit, which is used by the teacher in case of an emergency. The committee has recently reviewed and edited Central's Disaster Preparedness Plan at our 10/6/21 staff meeting. Due to the evolving demands of safety in the age of Covid this plan is regularly reviewed and updated to stay current with the changing landscape. The Emergency Committee is an integral part of Central's ongoing efforts towards excellence in student safety and preparedness.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	25		3	
2	24		3	
3	25		3	
4	30		2	
5	28		3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	25		3	
2	25		3	
3	24		3	
4	30		2	
5	30		2	
6				
Other	30		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	25		3	
2	25		3	
3	24		3	
4	28		2	
5	29		2	
6				
Other	30		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,983	3,444.39	8,538.60	125,085.34
District	N/A	N/A		\$90,181
Percent Difference - School Site and District	N/A	N/A	-1.9	32.4
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	1.1	41.1

2020-21 Types of Services Funded

Central School has historically offered, and is in the process of restarting offering these programs with Covid considerations in mind. Each of the following programs listed is either currently being offered or has a targeted roll out for Spring 2022. Each provides services to support and assist students: Reading Specialist Program, Performing Arts, Chess club, Conflict Resolution Managers and Robotics.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & 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	\$60,309	\$51,450
Mid-Range Teacher Salary	\$88,402	\$80,263
Highest Teacher Salary	\$113,872	\$101,012
Average Principal Salary (Elementary)	\$160,000	\$128,082
Average Principal Salary (Middle)	\$171,000	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$223,000	\$197,968
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

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

In the 2020-2021 school year, teachers were provided with monthly professional development throughout the year (sometimes site-based, sometime district-wide), in addition to various optional professional development opportunities offered throughout the year during non-teaching time, focused on distance learning. BRSSD hired a second instructional coach for the 2020-2021 school year, thereby providing two full time staff members who offer individualized coaching, small group professional development, and differentiated support on a full time basis to our teaching staff. Our support staff also receive monthly training specific to their job classification.

For 2021-2022, the District reverted back to one STEM instructional coach to provide additional support to the teaching staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Belmont-Redwood Shores School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Belmont-Redwood Shores School District
Phone Number	(650) 637-4800
Superintendent	Dan Deguara
Email Address	ddeguara@brssd.org
District Website Address	http://www.brssd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2754	2602	94.48	5.52	80.07
Female	1325	1249	94.26	5.74	83.55
Male	1429	1353	94.68	5.32	76.87
American Indian or Alaska Native	--	--	--	--	--
Asian	831	812	97.71	2.29	87.68
Black or African American	40	36	90.00	10.00	50.00
Filipino	55	52	94.55	5.45	73.08
Hispanic or Latino	329	298	90.58	9.42	60.34
Native Hawaiian or Pacific Islander	24	23	95.83	4.17	39.13
Two or More Races	472	441	93.43	6.57	83.22
White	1002	939	93.71	6.29	80.72
English Learners	205	187	91.22	8.78	39.25
Foster Youth	0	0	0	0	0
Homeless	18	14	77.78	22.22	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	75	84.27	15.73	44.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	261	206	78.93	21.07	38.54

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2754	2592	94.12	5.88	74.51
Female	1325	1247	94.11	5.89	74.36
Male	1429	1345	94.12	5.88	74.65
American Indian or Alaska Native	--	--	--	--	--
Asian	831	811	97.59	2.41	89.77
Black or African American	40	33	82.50	17.50	24.24
Filipino	55	51	92.73	7.27	68.63
Hispanic or Latino	329	293	89.06	10.94	45.36
Native Hawaiian or Pacific Islander	24	23	95.83	4.17	21.74
Two or More Races	472	443	93.86	6.14	75.85
White	1002	937	93.51		73.08
English Learners	205	189	92.20	7.80	45.74
Foster Youth	0	0	0	0	0
Homeless	18	14	77.78	22.22	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	75	84.27	15.73	28.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	261	202	77.39	22.61	32.84

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.