



Central Middle School

757 Cedar Street • San Carlos, CA 94070 • 650-508-7321 • Grades 6-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

San Carlos Elementary School District

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District Governing Board

Kathleen Farley
Nicole Bergeron
Eirene Chen
Michelle Nayfack
Carol Elliott

District Administration

Dr. Craig Baker
Superintendent
Mary Jude Doerpinghaus
**Assistant Superintendent of
Educational Services**
Robert Porter
Chief Operations Officer

School Description

Central Middle School is committed to building a strong community of learners modeled around the 5 Cs (Citizenship, Collaboration, Creativity, Critical Thinking, and Communication) and project-based learning. Our goal is to create a supportive and inclusive school environment where every student can grow and thrive.

Located in “The City of Good Living,” San Carlos, California, Central Middle School has been described as “a gem in the community”. The school opened in 1939 and has a long tradition of providing rich learning experiences for children in a warm, caring environment. We offer a range of elective classes providing both support and enrichment opportunities for students. After a major remodel and addition completed during the 2014-2015 school year, our students moved into a brand new building designed with innovative learning spaces that encourage community building, flexible groupings and blended learning. Over 525 sixth through eighth grade students are enrolled during the 2016-17 school year, with classes arranged on a modified block schedule with a traditional calendar. We share our campus with Arroyo School (a 4/5 upper elementary school), which opened in the fall of 2016.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	169
Grade 6	201
Grade 7	147
Grade 8	187
Total Enrollment	704

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	6.3
Filipino	2.1
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.1
White	66.1
Two or More Races	11.1
Socioeconomically Disadvantaged	3.6
English Learners	5.1
Students with Disabilities	9.5
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Central Middle School	14-15	15-16	16-17
With Full Credential	38	34	31
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0
San Carlos Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	174
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Central Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.6	1.4
Districtwide		
All Schools	96.3	3.7
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	96.3	3.7

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The school district held a public hearing on September 8, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual instructional materials in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education and in alignment with the development of State Standards and Frameworks, making the textbooks and materials used in the school the most currently available. As part of the adoption process, materials are piloted and selected by a selection committee composed of teachers and administrators. When materials are being recommended for adoption, they are made available for parent examination at the district office prior to adoption and/or parents are invited to provide input via other means. Recommendations from the committee are then brought to the Board for adoption.

Textbooks and Instructional Materials Year and month in which data were collected: September 8, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell-Adopted in 2003 Lucy Calkins Writing Units of Study The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Math Adopted in 2015 CPM Educational-Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall-Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TCI-History Alive, Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Middlebury Interactive - pilot 2016-2017 Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Central Middle School was originally built in 1939, but recently underwent major redevelopment which included the construction of a new building and the remodel of existing structures. At the beginning of the 2015-16 school year, students and staff moved into the new building located on the northwest side of campus. The new building consists of a total of 22 classrooms located in two connected buildings. The North Atrium includes: four science labs, four special education classrooms, four math rooms, a tinkering lab, and an art room. Our ELA and social studies classrooms are located in the south atrium. The new building also consists of nine breakout rooms for student use and two large learning atriums. Many of our classrooms are connected by movable walls, which allows for flexible learning spaces and cross curricular learning activities.

Three original buildings remained: the gym, North Hall and the Fine Arts Building. North Hall was remodeled during the 2006-07 school year and consists of boys and girls locker rooms, the kitchen and a multi purpose room. In 2007 our Multi-Purpose room was officially named "Mustang Hall" and is often used for community events. The Fine Arts Building underwent a full remodel and was reopened during the 2015-16 school year. This building houses our band room, orchestra room and library. Our outdoor spaces consist of a play structure, a quad area, a blacktop and a field which we share with Arroyo Upper Elementary School located on our campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/21/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Good rating due to oldest building on campus--interior surface damage done by community theater group in and around stage area. Portable classrooms 26-31 removed from site in 2015-2016
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/21/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	73	76	74	77	44	48
Math	65	70	69	73	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	85	86	87	87	86	89	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.1	30.7	24.1
7	16.8	29.4	40.6

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	354	349	98.6	87.1
Male	176	172	97.7	89.5
Female	178	177	99.4	84.8
Asian	21	21	100.0	90.5
Hispanic or Latino	45	44	97.8	77.3
White	240	236	98.3	88.6
Two or More Races	37	37	100.0	86.5
English Learners	17	17	100.0	47.1
Students with Disabilities	40	37	92.5	56.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	168	167	99.4	75.5
	6	204	200	98.0	73.5
	7	147	146	99.3	75.3
	8	186	182	97.8	80.2
Male	5	87	86	98.8	72.1
	6	101	100	99.0	62.0
	7	75	74	98.7	68.9
	8	89	86	96.6	77.9
Female	5	81	81	100.0	79.0
	6	103	100	97.1	85.0
	7	72	72	100.0	81.9
	8	97	96	99.0	82.3
Asian	5	12	12	100.0	91.7
	6	14	14	100.0	92.9
Hispanic or Latino	5	19	19	100.0	47.4
	6	34	34	100.0	64.7
	7	16	16	100.0	50.0
	8	26	25	96.2	64.0
White	5	117	116	99.2	78.5
	6	126	122	96.8	72.1
	7	100	99	99.0	79.8
	8	123	120	97.6	85.8

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	5	17	17	100.0	76.5
	6	24	24	100.0	79.2
	7	17	17	100.0	76.5
	8	20	20	100.0	65.0
English Learners	5	14	14	100.0	57.1
	6	14	14	100.0	50.0
Students with Disabilities	5	20	19	95.0	21.1
	6	17	17	100.0	17.6
	7	11	10	90.9	10.0
	8	20	18	90.0	16.7

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	168	167	99.4	59.9
	6	204	201	98.5	65.2
	7	147	146	99.3	79.5
	8	147	146	99.3	79.5
Male	5	87	86	98.8	65.1
	6	101	100	99.0	56.0
	7	75	74	98.7	78.4
	8	75	74	98.7	78.4
Female	5	81	81	100.0	54.3
	6	103	101	98.1	74.3
	7	72	72	100.0	80.6
	8	72	72	100.0	80.6
Asian	5	12	12	100.0	66.7
	6	14	14	100.0	92.9
Hispanic or Latino	5	19	19	100.0	42.1
	6	34	34	100.0	52.9
	7	16	16	100.0	62.5
	8	16	16	100.0	62.5

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	5	117	116	99.2	62.1
	6	126	123	97.6	65.8
	7	100	99	99.0	81.8
	8	100	99	99.0	81.8
Two or More Races	5	17	17	100.0	64.7
	6	24	24	100.0	75.0
	7	17	17	100.0	76.5
	8	17	17	100.0	76.5
English Learners	5	14	14	100.0	50.0
	6	14	14	100.0	28.6
Students with Disabilities	5	20	19	95.0	
	6	17	17	100.0	11.8
	7	11	10	90.9	20.0
	8	11	10	90.9	20.0

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

A hallmark of our success as a school can be attributed to the strong support of our parent community, parents are truly "partners in education" at Central. While it is typical for parent participation to drop off as children get older, we are lucky enough to have many parent volunteers who work tirelessly on projects at Central ranging from driving on field trips, serving hot lunch, teaching Art in Action lessons in 6th grade, fundraising and coaching. Parents take leadership roles in our community by serving on the PTA Executive Board, chairing various committees and serving on the School Site Council.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Central Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the fall by the School Safety Committee. Safety protocols and revisions to the plan are communicated to faculty regularly during staff meetings. The school's disaster preparedness plan follows San Mateo County's Big Five Protocols and includes steps for ensuring student and staff safety during a disaster. Big Five drills are conducted on a regular basis throughout the school year and debriefed at monthly staff meetings. Students are supervised by staff before school, during lunch and after school. There is a designated area for student drop off and pick up. Food and emergency supplies are housed in the campus emergency container.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.7	1.0	0.9
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.0	0.9	0.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.7
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	24	24	6	5	5	6	9	9	2		
Mathematics	22	21	21	6	1	1	7			1		
Science	22	25	25	5	3	3	8	10	10	1		
Social Science	26	25	25	3	3	3	8	10	10	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Common Core Standards have been integrated into the curriculum. The Central Middle staff works closely with the staff at Tierra Linda Middle School in PLCs which focus on aligning assessment and instruction practices across the schools.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,171	\$44,507
Mid-Range Teacher Salary	\$71,191	\$68,910
Highest Teacher Salary	\$91,462	\$88,330
Average Principal Salary (ES)	\$116,603	\$111,481
Average Principal Salary (MS)	\$119,529	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$171,666	\$169,821
Percent of District Budget		
Teacher Salaries	41%	39%
Administrative Salaries	7%	6%

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

Types of Services Funded

Our school supports the varying educational needs of students through a variety of means. Student needs are often identified through teacher referrals and the Student Study Team (SST) process on campus. Based upon identified needs, varying levels of differentiation, accommodations, supports, models and programming are implemented including Response to Instruction and Intervention supports, English Language learners supports and services, as well as accommodations and services through Section 504 plans and special education. Services range from collaboration and consultation with specialists, to co-teaching and team-teaching models as well as direct intervention services and intervention classes for both math and reading. We also offer an RTI (Response to Intervention) class.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,031	\$3,649	\$6,383	\$73,114
District	♦	♦	\$6,727	\$76,469
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			-5.1	-4.4
Percent Difference: School Site/ State			12.4	2.1

* Cells with ♦ do not require data.