

Central Middle School

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

Thomas Domer, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



**SAN CARLOS
SCHOOL DISTRICT**

San Carlos Elementary School District

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San Carlos, CA 94070
(650) 508-7333
www.scsdk8.org

District Governing Board

Eirene Chen

Wendy Dougherty

Carol Elliott

Kathleen Farley

Neil Layton

District Administration

Dr. Michelle Harmeier
Superintendent

Hans Barber
Assistant Superintendent of
Educational Services and Human
Resources

Mila Milligan
Chief Business Official

Vision of the San Carlos School District

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

1. Reaching their highest academic, social, emotional, intellectual, and physical potential; and
2. Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
3. Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide

Principal's Message

Central Middle School is committed to building a strong community of learners modeled around the 5Cs (Citizenship, Collaboration, Creativity, Critical Thinking, and Communication). Student ownership and project-based learning are emphasized. We use a framework of Positive Behavior Intervention and Support (PBIS) to create a strong sense of school culture. At CMS we continually strive to create a positive, inclusive learning environment with a community of students, staff, and parents who are RESPONSIBLE, RESPECTFUL, SUPPORTIVE and SAFE.

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 550 sixth through eighth grade students are enrolled during the 2018-19 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. We offer after school enrichment opportunities including athletics, theater, homework support, Drum Line and Math Olympiad.

Tom Domer, Principal

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 <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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	169
Grade 7	179
Grade 8	170
Total Enrollment	518

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	7.5
Filipino	1.2
Hispanic or Latino	13.3
White	67
Two or More Races	10
Socioeconomically Disadvantaged	5
English Learners	4.6
Students with Disabilities	9.7

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 for Central Middle School	17-18	18-19	19-20
With Full Credential	29	26	23.4
Without Full Credential	0	1	2.2
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for San Carlos Elementary	17-18	18-19	19-20
With Full Credential	◆	◆	137.2
Without Full Credential	◆	◆	5.6
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Central Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

San Carlos School District holds a public hearing annually determine that each school within the district has 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 primarily of teachers and including other staff as necessary. 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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lucy Calkins Units of Study in Writing; Adopted 2017 Lucy Calkins Units of Study in Reading; Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Math; Adopted 2015 College Preparatory Math (CPM) Educational Program; Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall, Adopted 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 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Senderos 2018, Purchased 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

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 buildings also consist 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. All classrooms contain large screen monitors with Apple TVs for projections and a cart of chromebooks available for student use.

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: 12/15/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Solar shade structure erected in summer 2018 in parking lot.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Doors in Library wing and Mustang Hall showing some dry rot and need replacement/repair.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	82	80	80	50	50
Math	77	78	76	75	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	14.4	32.9	36.5

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	517	514	99.42	82.49
Male	268	266	99.25	77.44
Female	249	248	99.60	87.90
Black or African American	--	--	--	--
Asian	39	39	100.00	94.87
Filipino	--	--	--	--
Hispanic or Latino	69	69	100.00	69.57
White	346	344	99.42	83.43
Two or More Races	52	52	100.00	86.54
Socioeconomically Disadvantaged	30	30	100.00	50.00
English Learners	42	42	100.00	66.67
Students with Disabilities	50	48	96.00	22.92

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	517	514	99.42	78.36
Male	268	266	99.25	76.69
Female	249	248	99.60	80.16
Black or African American	--	--	--	--
Asian	39	39	100.00	97.44
Filipino	--	--	--	--
Hispanic or Latino	69	69	100.00	62.32
White	346	344	99.42	79.30
Two or More Races	52	52	100.00	80.77
Socioeconomically Disadvantaged	30	30	100.00	30.00
English Learners	42	42	100.00	59.52
Students with Disabilities	50	49	98.00	12.50

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.

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)

A hallmark of our success as a school can be attributed to the strong support of our parent community. Parents truly are "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. Our parents participate in district-wide committees to ensure equity for all students including our District English Language Advisory Committee (DELAC) and Special Education District Advisory Committee (SEDAC). Our parents also participate in the San Carlos Education Foundation and many of our parents volunteer with Healthy Cities Tutoring, providing academic support to students throughout the district.

Parents stay informed about what is happening at our school via our weekly school newsletter, school Facebook page, and teacher websites. Student progress is communicated with parents via our Illuminate portal and report cards at the end of each trimester. We offer parent teacher conferences to all families in the fall and parent education nights on various topics of interest throughout the year.

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.

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. Our School Resource Officer, provided by the local sheriff's department, works closely with school administration to maintain a safe and secure campus. 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. 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. Big Five drills are conducted on a regular basis throughout the school year and debriefed at monthly staff meetings. Food and emergency supplies are housed in the campus emergency container. We also follow county protocols for suicide prevention and threat assessment. In addition, we have added Suicide Prevention Hotline and Support information on the back of every student ID card. Students are supervised by staff before school, during lunch and after school. There is a designated area for student drop off and pick up and crossing guards at busy intersections near the school.

Central also considers the health and well being of all students on campus through our social-emotional learning curriculum, Second Step, and through activities designed to create a supportive and inclusive climate. Our Supportive & Inclusive Climate Committee works closely with our student leadership groups to promote a positive school climate. We use a framework of Positive Behavior Intervention & Support (PBIS) which includes clear instruction on expected behaviors to help ensure student safety and well being. Central provides the WEB (Where Everybody Belongs) program to give our 8th grade students leadership opportunities to help create a positive school climate. Several WEB activities are planned throughout the year to support and welcome our 6th grade students in particular.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.3	2.7	4.0
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.6	1.2	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	518.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	6	11		20	10	10		21	8	9	1
Mathematics	5	3			21	11	8		18	13	6	1
Science	25	3	11		25	5	9	1				
Social Science	29		12		29	1	11	1	29	2	7	3

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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 two full-day staff development days and eight Wednesday afternoon sessions annually, where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Common Core Standards, Next Generation Science Standards, Project Based Learning, Readers Workshop, Writers Workshop, Math in Focus and technology infused instruction are being integrated into the curriculum. Teachers also review student data, make timely decisions based in data, and share practical tips and strategies with each other, during their collaborative prep and meeting time. This year, we continued coaching and collaboration sessions for teachers during the school day. In addition to opportunities through the district, site "Flex Funds" as well as other targeted budgets are used to provide professional development to teachers to attend workshops, observe in other classrooms and to collaborate with colleagues. Areas of focus are determined by our Strategic Plan and LCAP, as well as input from staff on professional development surveys.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,894	\$45,252
Mid-Range Teacher Salary	\$76,698	\$65,210
Highest Teacher Salary	\$98,539	\$84,472
Average Principal Salary (ES)	\$125,596	\$107,614
Average Principal Salary (MS)	\$129,835	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$192,367	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	31%
Administrative Salaries	7%	7%

* 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 a RTI (Response to Intervention) class for all grade levels in both math and English. The co-teaching model is used for many students with IEP's where they are supported by Learning Specialist within the General Education setting.

The Central library is open during school hours during lunch several days a week. The librarian is available to support student research and access to technology after school and within the school day.

Central is rapidly increasing technology available to students. The school Chromebook carts in every classroom with a 1:1 ratio of Chromebooks to students. Every classroom is also equipped with a large screen monitor and AppleTV for projection.

The school, in collaboration with the City of San Carlos and the Legarza sports group, provides a full menu of after school athletics including basketball, volleyball, flag football, cross country, track, tennis, and golf. CMS competes in the Art David Athletic League with ten other middle schools. Central also offers an after school theater program in conjunction with San Carlos Children's Theater. Central has a vibrant music program, offering both band and orchestra at all grade levels. Other electives include art, computer science, innovative design, theater, Spanish and World Languages. 7th and 8th grade students have the opportunity to take a 0 period if they wish to take more than one elective. In an effort to personalize learning even more, we offer a Quest period once a week where students can select an additional elective.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,916	\$3,224	\$8,692	\$84,060
District	N/A	N/A	\$8,821	\$82,156.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.5	2.3
School Site/ State	14.6	25.7

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.