



Center Street Elementary School

700 Center Street • El Segundo, CA 90245-3207 • (310) 615-2676 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



El Segundo Unified School District

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District Governing Board

Emilee Layne
Nancy Cobb
Dr. Jeanie Nishime
Dr. James Garza
Dr. William Watkins

District Administration

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Superintendent
Dr. Dylan Farris
Executive Director, Human Resources
Marisa Janicek
Executive Director, Educational Services
Susan Aceves
Chief Business Officer
Daniel Gauna
Director of Technology
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Director of Innovation and Student Support

School Description

Center Street School is a richly diverse community of learners that values the contributions of all its members. In an environment of teamwork, caring, trust, and respect, we provide the highest quality education. Our aim is to empower students by facilitating the acquisition of knowledge, improving skills, and developing character so that they may lead quality lives and contribute to society. We promote visionary, versatile thinking and enthusiastic, lifelong learning. We appreciate the uniqueness of each student and set high expectations for all. Center Street School fosters a strong partnership with parents, community members and businesses to ensure that every student confidently possesses the 21st century learning skills necessary to become a contributing, successful and compassionate global citizen and leader.

Center Street School is located in the small coastal community of El Segundo, which is home to over 16,000 residents. The Pacific Ocean, LAX Airport, Chevron Oil Refinery, and large corporate business centers border the city. This unique position creates a small hometown atmosphere with a strong sense of community amidst a larger, metropolitan area hosting multinational entities. The small town feel and accessibility to the world at large make the El Segundo community take special pride in its schools and the community truly exemplifies the saying, "It takes a village to raise a child." Center Street School received the California Gold Ribbon School award in 2016 and has been recognized as a California Distinguished School in 1998, 2002 and 2008. It received the Golden Bell Award in 2002 and has also been acknowledged by the California Business for Academic Excellence (CBEE) in 2009-10, 2010-11, and 2011-12.

The school's ability to sustain excellence is due to its fully credentialed staff, continuous professional development and a commitment to address each child's individual academic needs. Center Street School also offers an outstanding reading program that teaches each student at his or her individual reading level and captures his or her interest with a collection of more than 25,000 books. Center Street School has a state-of-the-art science lab, reading lab and computer lab that further enrich the educational experience. A fully credentialed music teacher works with all students weekly and all K-5th grade students participate in Project Lead the Way, an engineering curriculum taught weekly by a credentialed teacher. All students utilize our educational garden in conjunction with our Growing Great program to focus on health and nutrition.

Center Street School is one of two elementary schools in the El Segundo Unified School District, both with classes arranged on a traditional schedule. Approximately 795 Transitional Kindergarten through fifth grade students were enrolled at the beginning of the 2017-18 school year. Center Street School boasts an extremely active PTA partnership with parents in the community, and every day parent volunteers engage actively in classrooms across campus, adding a layer of richness and experience to the already rigorous curriculum. Center Street School's professional development revolves around an excellent staff who are committed to continuous improvement in instruction and a rigorous curriculum to challenge and support all learners. To that end, staff development depends on data driven instruction, grade level collaboration, and district-wide conversations across grade levels to ensure each child makes a seamless transition from not only grade level to grade level, but also between the elementary, middle and high schools. CSS teachers have built an active Professional Learning Community that focuses on the implementation of the California Common Core Standards through the integration of Cognitively Guided Instruction (CGI) for math, Writers Workshop and Next Generation Science Standards into the curriculum at all grade levels. All grade levels work in Achievement Teams to create formative and summative assessments that guide their teaching to meet the needs of all students.

School Mission:

At Center Street School, we value and care for each and every student. Within a safe and compassionate learning environment, students take ownership in their role as scholars and are empowered to achieve at their highest level. Through creativity, collaboration, and critical thinking, children enjoy the process of becoming problem solvers and lifelong learners.

Cougars CARE = Character, Achievement, Resilience, Excellence

Core values and beliefs:

We believe students are at the center of our instruction and decision-making

We believe in consideration and compassion

We believe in cultural and global awareness

We believe in acceptance of differences

We believe in differentiated instruction

We believe in teamwork and collaboration

We believe in high expectations and rigorous instruction

We believe in our students

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	162
Grade 1	126
Grade 2	95
Grade 3	146
Grade 4	130
Grade 5	132
Total Enrollment	791

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.1
Asian	7.8
Filipino	0.1
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	0.4
White	54.7
Two or More Races	15.3
Socioeconomically Disadvantaged	13.7
English Learners	6.7
Students with Disabilities	7.7
Foster Youth	0.3

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			
Center Street Elementary School	15-16	16-17	17-18
With Full Credential	36.8	38	37
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
El Segundo Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	156.73
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Center Street Elementary School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Every student has access to all of our textbooks and instructional materials. We as a district work together to develop teams, consisting of several representatives from each school site, prior to adoption of new curriculum. We invite representatives out to share about their materials and have teachers volunteer to pilot new programs. All of our instructional materials and curriculum come from the state adopted list and are current with the cycles presented from the state. The 2014-15 school year, a committee of teachers, administrators and parents researched and recommended Every Day Math, Fourth Edition, a math curriculum aligned with the California State Standards to the Board of Education.

Textbooks and Instructional Materials	
Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin 2002 Percent of students lacking their own assigned textbook: 0%
Mathematics	Every Day Math 2015 Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw Hill 2007 Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin 2006 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)

Center Street School is a large elementary campus with 39 classrooms, three athletic fields, a library, a computer lab and a science lab. The school was modernized in 2002 and is kept in good condition. The school is cleaned well daily by our team of three custodians, two in the evening and one during the day. We have morning supervision, recess and lunch supervision to make sure our students are safe. Administrators are accessible and visible all day and especially during drop off and pick up times.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2017				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year)						
Year and month in which data were collected: December 2017						
System Inspected	Repair Status			Repair Needed and Action Taken or Planned		
	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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	78	73	72	75	48	48
Math	69	69	61	63	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	87	90	88	87	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.2	24.4	39.4

* 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	274	271	98.9	90.0
Male	130	129	99.2	92.3
Female	144	142	98.6	88.0
Black or African American	12	12	100.0	100.0
Asian	15	15	100.0	80.0
Hispanic or Latino	36	36	100.0	83.3
White	167	164	98.2	91.5
Two or More Races	41	41	100.0	92.7
Socioeconomically Disadvantaged	43	43	100.0	81.4
English Learners	18	18	100.0	72.2
Students with Disabilities	22	21	95.5	76.2

* 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 2016-17 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	407	393	96.56	72.77
Male	222	215	96.85	70.7
Female	185	178	96.22	75.28
Black or African American	20	18	90	72.22
Asian	31	30	96.77	76.67
Hispanic or Latino	58	57	98.28	64.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	238	229	96.22	73.8
Two or More Races	57	57	100	77.19
Socioeconomically Disadvantaged	73	70	95.89	54.29
English Learners	48	47	97.92	61.7
Students with Disabilities	36	30	83.33	46.67
Foster Youth	--	--	--	--

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 2016-17 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	407	395	97.05	69.11
Male	222	217	97.75	72.35
Female	185	178	96.22	65.17
Black or African American	20	18	90	50
Asian	31	30	96.77	76.67
Hispanic or Latino	58	57	98.28	59.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	238	231	97.06	71.86
Two or More Races	57	57	100	71.93
Socioeconomically Disadvantaged	73	70	95.89	50
English Learners	48	47	97.92	65.96
Students with Disabilities	36	29	80.56	37.93
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational programs in the El Segundo Unified School District. Parents are visible in the classrooms and workroom on a daily basis. The School Site Council and PTA are both very active, supporting classroom instruction and special grade level and school-wide events. The school has benefited from the fund-raising efforts and allocation of funding from both groups, which have provided major improvements to the campus including new playgrounds, sponsorship of assemblies and field trips and the purchase and maintenance of technology for classroom use. The business community in El Segundo is also very supportive of our schools, and in 1983, the El Segundo Ed! Foundation was founded to raise supplemental funding for all schools. School staff facilitate parent education nights focusing on topics relevant to parents of young children, including CGI Math, helping with homework and internet safety. In addition, CSS hosts a list of family nights, including: STEM family night, Literacy Night, Art Night and Story Pirates Family Night. Additional community businesses providing support to Center Street Elementary School include, but are not limited to: Kiwanis, Mattel, Chevron, Direct TV, El Segundo Chamber of Commerce, and Rotary Club.

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 Center Street Elementary School. Center Street Elementary School employs noon duty supervisors to monitor students during their lunch break. Teachers and the Principal supervise students before school and during regularly scheduled breaks. After school supervision is provided on campus for a fee. The front of the school is designated for student drop-off/pick-up and our 5th grade Cougar Action Team members, supervised by the principal and parent volunteers, assist families and welcome students during morning drop off. All visitors to the campus must sign in at the office and display a visitors pass at all times. The School Site Safety Plan is evaluated and revised annually each summer by administrators, the El Segundo Fire Department, and members of the Parent Teacher Association; the revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures, location and rationing of first aid supplies, and implementation of the SEMS (Standardized Emergency Management System) Model. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. III. School Climate

Date School Safety Plan last reviewed October 2017

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	1.2	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	2.2	1.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
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	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.80
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	25	23				6	5	7		1	
1	25	22	25				5	4	5			
2	24	26	24				4	5	4			
3	27	24	24				5	5	6			
4	31	32	33				4	2	2		2	2
5	34	32	33					4		4		4
Other	24						1					

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The El Segundo Unified School District has a long history of providing support for teachers to participate in professional development activities. Through attendance at workshops and conferences, the staff at Richmond Street School has developed a common language and vision that defines the school community. Teachers are empowered in all elements of site based decisions from curriculum and instruction, to program assessment, to school policies and discipline procedures. For the past three years, the District has sponsored three staff development days annually, where teachers are offered a variety of growth opportunities. In addition, each Monday is a minimum day. This time is dedicated to staff meetings, grade level/department meetings, and professional development. Topics include but are not limited to: Common Core English Language Arts, Common Core Mathematics, Cognitive Guided Instruction, Next Generation Science Standards, Technology, and differentiated instructional strategies. Recently credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,060	\$44,144
Mid-Range Teacher Salary	\$76,029	\$69,119
Highest Teacher Salary	\$95,291	\$86,005
Average Principal Salary (ES)	\$115,702	\$106,785
Average Principal Salary (MS)	\$118,887	\$111,569
Average Principal Salary (HS)	\$131,611	\$121,395
Superintendent Salary	\$214,279	\$178,104
Percent of District Budget		
Teacher Salaries	38%	34%
Administrative Salaries	6%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,702	\$2,527	\$6,175	\$75,204
District	♦	♦		\$77,859
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District				-0.7
Percent Difference: School Site/ State			15.5	15.2

* Cells with ♦ do not require data.

Types of Services Funded

California's new education funding model, the Local Control Funding Formula (LCFF), is a major reform in the way public school districts receive money from the state. Previously school districts received a significant portion of money without restrictions, but much of the funding was restricted to specific programs, called categorical programs. Some examples of these categorical programs included textbook funds and the Regional Occupation Program for high school students. There were dozens of state categorical programs that were eliminated when the LCFF went into effect in July 2013.

Under LCFF, the responsibility for allocating funds to meet students' needs is given to the local governing boards. To demonstrate how funds will be used to address eight priorities established by the state, school districts must develop and approve a Local Control Accountability Plan (LCAP) no later than July 1 of each year. This three-year plan is to be updated annually. Once approved by the Board of Education, the LCAP will be the basis for expenditures in the District.

The eight priorities that El Segundo Unified School District will include in the LCAP include the following:

- Student Achievement
- Student Engagement
- Other Student Outcomes
- School Climate
- Parental Involvement
- Basic Services
- Implementation of the Common Core Standards
- Course Access

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.