



Central Union School District
Lemoore, CA

Central Union School District
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The statistical information disclosed in this report is obtained from the California Department of Education and the Central Union School District. At the time of publication, this report meets all SARC-related state and federal requirements, using the most current data available. The data to complete the instructional materials and school facilities sections were acquired in September 2014.

2013-14 Annual School Accountability Report Card

Published December 2014



R.J. Neutra School

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Principal's Message

I would like to welcome you to R.J. Neutra's Annual School Accountability Report Card. The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff.

It is the belief of R.J. Neutra School that students can and will excel in an environment that is tailored to their evolving needs and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence.

At R.J. Neutra School, we have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff.

We renew our commitment yearly in hopes that together, we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact, that we welcome any suggestions, ideas, or comments you may have. Parents can contact us at 998-6823 or through our home page address www.central.k12.ca.us/neutra.

Mission Statement

The R.J. Neutra staff, in partnership with parents, will work toward effectively preparing our children to live in the world as it will exist in the future. We believe that much of the work our children will do in the twenty-first century is not yet determined. We strive, therefore, to prepare children to be lifelong learners, to think critically, to be problem solvers, and to learn from past experiences.

The staff and parents envision R.J. Neutra School as a place of growth for the total child: intellectual, emotional, social, ethical, and

physical. Our school is where individual needs are recognized so that every student may experience success within an atmosphere of warmth, mutual respect, and caring. We monitor, adjust, and thus increase student achievement.

School Profile

R.J. Neutra School is surrounded by endless acres of field crops and military operations on the Lemoore Naval Air Station. Many are amazed that the school was designed in 1929 and built in 1960 because of its modern look and appeal. R.J. Neutra School strives to provide a warm and safe learning environment. For all students enrolled, the school's top priority is to foster intellectual, emotional, social, ethical, and physical health.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	11.1%	Kindergarten	117
American Indian or Alaskan Native	0.7%	Grade 1	112
Asian	3.1%	Grade 2	99
Filipino	6.5%	Grade 3	72
Hawaiian or Pacific Islander	0.5%	Grade 4	78
Hispanic or Latino	21.2%	Grade 5	70
White (not Hispanic)	53.3%	Grade 6	0
Two or More Races	3.6%	Grade 7	0
		Grade 8	0
		Total Enrollment	548

A traditional school calendar is followed at R.J. Neutra School. During the 2013-14 school year, 548 students were enrolled, including 8.4% in special education, 59.3% enrolled in the Free or Reduced-Price Meal program, and 5.1% qualifying for English Learner support.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-

year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning - State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement - State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes - State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement - State Priority 3: Covered in Parent Involvement.

Pupil Engagement - State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate - State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

The community, parents, and school staff all play vital roles in every child's education and success. Educational research suggests that the single most important element to assure a child's success in school is a parent who stays involved in a child's education.

Parents are provided tools for helping children at home and are encouraged to become active members of the school's learning community. All parents are encouraged to participate in the School Site Council, District Advisory Council, English Learner Advisory Council, and District English Learner Advisory Council, all Family Night activities, and fundraiser events including the annual Cookie Dough Sale. The principal and school staff welcome parents to volunteer in the classroom and participate in field trips, Open House, and Back to School Night.

R.J. Neutra School recently established a School Advisory Council in accordance with Economic Impact Aid funding requirements. This governing body is comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council may and has elected to relinquish its duties to the School Site Council.

Parents may contact the school's office at (559) 998-6823 to obtain more information about becoming an active member of the school community. All volunteers must attend a mandatory District-sponsored Parent Volunteer training and obtain background clearance.

School Communications

Communication from school to the home regarding school events, activities and student progress is facilitated by school administrators and classroom teachers. The monthly newsletter is sent home and includes current school news, a calendar of events, and other announcements as necessary. School Messenger, an Internet-based telephone messaging system, is used to quickly forward important messages from school staff to each student's home.

The school's digital sign is updated weekly with important news. Teachers send home weekly classroom updates. After-school activity schedules are distributed regularly.

Several evening activities are scheduled each school year including Movies Under the Stars, Pumpkin Alley, Twelve Days of Christmas, and Month of the Military Child. These activities provide families with an opportunity to enjoy the company of the R.J. Neutra School community.

Student Achievement

District Benchmark Assessments

Central Union School District administers its own set of comprehensive assessments to all K-5 students to determine individual levels of academic proficiency in reading, writing and math. Teachers for students in grades 3-5 develop formative assessments for both language arts and math evaluation once each trimester. Each assessment is aligned to District and state content standards and are given at the end of each trimester.

Assessment results are shared with teachers and District administration to evaluate the effectiveness of the curriculum and identify students who may need additional academic intervention. Individual student results are shared at parent conferences and mailed to each student's home. Teachers share assessment results with students in grades 3-5 to increase the student's awareness of his/her academic progress and to establish common individual goals.

Standardized State Assessments

Students at R.J. Neutra School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at R.J. Neutra School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's web site <http://star.cde.ca.gov>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	R. J. Neutra			CUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	11-12	12-13	13-14
English-Language Arts	73	74	72	61	59	59	54	56	55
Math	81	78	80	64	60	62	49	50	50
History				55	47	45	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	R. J. Neutra			CUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	90	82	84	68	62	61	60	59	60

**California Assessment of Student Performance and Progress Results by Student Group in Science
2013-14**

	Percentage of Students Scoring at Proficient and Advanced Levels
CUSD	61
R. J. Neutra	84
Male	81
Female	88
African American	
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	73
Hawaiian or Pacific Islander	
White (not Hispanic)	86
Two or More Races	
Economically Disadvantaged	78
English Learners	
Students with Disabilities	
Migrant Education	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

**Academic Performance Index
Three-Year Performance Comparison**

	R. J. Neutra Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	9	9	9
Similar Schools Rank	10	10	10
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	-4	-8	-1
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino			
Hawaiian or Pacific Islander			
White (not Hispanic)	-25	1	15
Two or More Races			
Other Subgroups			
Economically Disadvantaged	3	-13	-4
English Learners			
Students with Disabilities			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

levels on the CST exam. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table on page three of this report highlights R.J. Neutra School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school

districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14			
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?			
AYP Criteria	R. J. Neutra	CUSD	
Overall Performance	*	*	
Participation Rate			
Language Arts	*	*	
Math	*	*	
Percent Proficient			
Language Arts	*	*	
Math	*	*	
Graduation Rate	N/A	N/A	
AYP Performance Level			
Number of AYP Criteria Met Out of the Total	*	*	
Number of Criteria Possible			

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) web site www.cde.ca.gov/nclb/ and the U.S. Department of Education's web site www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, R.J. Neutra School did not participate in the Schoolwide Title I program and is therefore not subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not

meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I PI Status 2014-15		
	R. J. Neutra	
	Not in PI	In PI
PI Status		
First Year of PI Implementation	N/A	2013-14
Year in PI	N/A	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		25.0%

Note: Cells with N/A values do not require data. "DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Physical Fitness

In the spring of each year R.J. Neutra School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	20.0%	29.2%	46.2%

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.

School Facilities & Safety

R.J. Neutra School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. School facilities are all up-to-date and provide adequate space for students and staff. "Think Safety" is the District Safety Committee's primary goal. Comprised of one administrator and one custodian from each school site, the committee supervises school inspections and focuses on issues to prevent and reduce accidents.

Campus Description	
Year Built	1960
Acreage	15 ac.
Bldg. Square Footage	47,456 sq. ft.
	Quantity
# of Permanent Classrooms	22
# of Portable Classrooms	12
# of Restrooms (student use)	6 sets
Art Room/Music Room	1
Auditorium	1
Computer Lab	1
Multipurpose Room	1
Speech/Language Room	1
Staff Lounge	1
Teacher Work Room	1
Student Fitness Zone	1

2013-14 Campus Improvement Projects:

- Addition of iPads for grades 3-5
- Addition of concrete in kinder area
- Replacement of ducting in kitchen
- Installation of a canopy over K-3 west door
- Reseal west parking lot
- Addition of a drinking fountain in kinder yard
- Addition of a sink in the two new kinder rooms
- Replacement of HVAC unit in K room

2014-15 Planned Campus Improvements:

- Replacement of mezzanine tiles
- Repairs to sidewalk
- Replacement of a window in the cafeteria
- Addition of a bell/intercom

School Facility Good Repair Status					
Item Inspected	Repair Status				
	Good	Fair	Poor	Repair Needed and Action Taken or Planned	
Inspection Date: August 7, 2014					
Systems: gas leaks, Mech/HVAC, sewer	✓				
Interior Surfaces	✓				
Cleanliness: overall cleanliness, pest vermin infestation	✓				
Electrical	✓			No deficiencies were found during the inspection.	
Restrooms/Fountains	✓				
Safety: fire safety, hazardous materials	✓				
Structural: structural damage, roofs	✓				
External: playground, school grounds, windows, doors, gates, fences	✓				
Overall Summary of School Facility Good Repair Status					
	Exemplary	Good	Fair		Poor
Overall Summary		✓			

Percentage Description Rating:

Exemplary: The 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.

- Replacement of woodchips with rubber in playground
- Addition of new playground equipment
- Installation of new before/after school seating and cover
- Replament of grass in kinder playground
- Installtion of a sun cover over playground
- Installation of sinks in portable rooms 23-31
- Installation of new benches in playground
- Replacement of damaged play equipment parts
- Repairs to shade structure fabric

School Inspections

R.J. Neutra School works closely with the District's maintenance department for larger projects that may require third party contractors, routine facilities maintenance projects, special projects, and school inspections. The most recent facilities inspection at R.J. Neutra School took place on August 7, 2014. During the 2013-14 school year, 100% of restrooms were fully operational and available for student use at all times.

Campus Supervision

As students arrive on campus in the morning, instructional aides supervise students on the playground and in the cafeteria while breakfast is served. Instructional aides supervise playground activities during recess. Lunchtime activities are supervised by instructional aides in the cafeteria and on the playground. At the end of the day, teachers supervise students to ensure a safe and orderly departure. R.J. Neutra School provides two-way radios to those who are supervising students to maintain open, continuous communication.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, playground behavior, first aid, illness, health issues, and special services. Earthquake preparedness and other drills are conducted once each trimester; fire drills are held once a month. All visitors are required to check in at the school office upon arrival and departure.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for R.J. Neutra School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, and dress code policy. The most current school site safety plan was reviewed and updated in May 2014. The updated plan was shared with school staff in August 2014. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the year. An updated copy of the school site safety plan is available to the public at the Central Union School District office and the school site.

Campus Maintenance

The custodial staff and District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. One day custodian and a team of evening custodians are assigned to R.J. Neutra School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily to discuss school facilities, maintenance, and safety issues. Once a month custodial support staff meet with district representatives to discuss custodial responsibilities and safety concerns.

Once each month, the day custodian performs a thorough inspection of campus facilities to identify areas that need to be repaired or replaced. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Throughout the day, the day custodian surveys the campus to ensure facilities remain safe and clean. During school hours, restrooms are checked frequently for cleanliness and cleaned as needed. The day custodian is responsible for ensuring the cafeteria is cleaned thoroughly after breakfast and lunch have been served, setting up furniture and equipment for school events and assemblies, and routine maintenance projects. The evening custodians are responsible for cleaning the school office, classrooms, and restrooms.

Teachers and staff of R.J. Neutra School submit via e-mail safety issues and general maintenance issues as needed to the principal and day custodian. Requests are typically fulfilled within one to two working days. The day custodian is qualified and equipped to handle most minor repairs that the school requires. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation.

Deferred Maintenance

Central Union School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, R.J. Neutra School received \$27,288 of deferred maintenance funds for flooring and HVAC replacement.

NOTE: The California Department of Education requires the most recent information to be provided regarding school safety and facilities; data collected and disclosed in this report regarding school safety and facilities were acquired in September 2014.

Classroom Environment

Discipline & Climate for Learning

The Central Union School District *Student Conduct Code* combined with the school handbook outline expected student behavior and the consequences for inappropriate behavior. The Student Conduct Code and school handbook are sent home with each student at the beginning of the school year and available on the District's website.

As part of the education and student conduct program, R.J. Neutra School follows the six pillars of character of the Character Counts! program: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. These character traits are reinforced throughout the year from the classrooms to the playground and outstanding students are recognized at award assemblies.

During the first week of school, teachers review the student handbook, discipline policies, and behavior expectations in the classroom. Throughout the year, school rules and policies are communicated at New Family Orientation and Family Refresher meetings, parent conferences, Back to School Night, and as necessary through notes sent home to parents. Students may display good character by completing community service projects, maintaining good attendance, achieving academic growth, and practicing proper behavior. Each major infraction to the conduct code is reported to the parents by the school's principal or assistant principal.

Suspensions and Expulsions									
	R. J. Neutra			CUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	10	14	16	130	138	120	366629	329370	279383
Expulsions (#)	0	0	0	5	11	8	9553	8266	6611

Homework

Homework is assigned on a regular basis for all grade levels and major subject areas, Monday through Thursday. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner

and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at R.J. Neutra School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities. During the 2013-14 school year, the actual attendance rate for all grade levels for R.J. Neutra School was 96.82%.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities which include:

- Chorus
- Community Service Projects
- Dance Troupe
- Holiday Performances
- Mad Scientists (Gr. 3)
- Peach Blossom Festival (Gr. 1-5)
- Read Across America Day
- Red Ribbon Week Activities
- Spirit Assemblies
- Spring Program (highlighting Fine Arts)
- Student Council

Class Size

The Class Size Distribution table below illustrates the distribution of class sizes by grade level and subject area, the average class size for each, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2011-12				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0	6		
1	19.2	5		
2	19.6	5		
3	20.5	3	1	
4	24.7		3	
5	28.0		2	
2012-13				
K	20.0	2	4	
1	21.0		5	
2	21.0	1	3	
3	20.0	4		
4	26.0		2	
5	24.0		2	
2013-14				
K	20.0	1	5	
1	19.0	1	5	
2	20.0	1	4	
3	18.0	1	3	
4	22.0		3	
5	19.0		2	

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

Curriculum & Instruction

Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 8, 2014, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #O-09-08-2014 which certifies, as required by Education Code section 60119, that

(1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the math, science, history-social science, English/language arts, health* (*as a component of the science curriculum), and visual and performing arts.

Note: Central Union School District is not subject to certifying instructional materials acquisition for foreign language courses, health courses, and lab science equipment typically offered in grades 9-12. The California Department of Education requires the most recent information to be provided regarding textbooks and instructional materials, data collected and disclosed in this report regarding instructional materials were acquired in October 2013.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the Common Core State Standards (CCSS) and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, beginning with the 2010-11 school year, Central Union School District is making great strides to align instructional programs with Common Core State Standards and prepare for full implementation by June 2015. District administration has developed a comprehensive plan to develop leadership teams, train teachers, update instructional resources, and implement standards-based changes to:

- Math Frameworks and Adoptions
- Language Arts Frameworks and Adoptions
- Writing Frameworks
- Student Assessment
- English Learner Strategies & Techniques

The writing and implementation of Central Union School District's curriculum is an ongoing process, designed to meet the changing needs in the areas of instructional improvement, implementation of state standards, and adoption of instructional materials. Teachers and administrators at each school site serve on curriculum committees. The committees review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, develop benchmark tests, determine staff development needs, analyze test results, prompt grade level collaboration, select textbooks and supplementary teaching materials, and reviews 21st century learning.

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials		
			Grade	Materials	Grade
Reading/Language Arts					
2010	Yes	MacMillan/McGraw-Hill; <i>California Treasures</i>	0%		K-5
Math					
2014	Yes	McGraw-Hill; <i>My Math</i>	0%		K-5
Science					
2006	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%		K-5
Social Science					
2005	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%		K-5

Throughout the 2013-14 year, the District supported eight afternoon staff development sessions; teachers from each school participated in staff development activities based upon the District's instructional focus areas.

2013-14 Afternoon Staff Training

- Examination of SBAC Assessment Demands
- Instructional Shifts based on SBAC Demands
- Introduction to Webb's DOK, Rigor and Relevance Framework, and FCOE Lesson Design Template
- Common Core State Standards - ELA
- Model Appropriate use of Technology in our Lessons
- Matching the Technology to the Purpose
- Creating Common Formative Assessments
- How to Embed Technology into Instruction: Google Docs, Turning Technologies
- Foundational Shifts & CCSS Lessons
- Lesson Design with CCSS as the Foundation
- Essential Questions
- Adapting Existing Curricula and Unit Design
- Language and Content Objectives
- ELA Model Lesson
- Real-World Purposes for Writing
- Strategies & Structures for Academic Conversations

Site-based conferences are held to discuss the quality of instruction and to provide suggestions for teachers to improve classroom practices based upon evaluation of student performance data. Certificated staff attend workshops, conferences, and training programs offered by neighboring districts, county offices of education, and professional consultants. External training activities enable access to research-based strategies relative to individual areas of expertise and responsibility. Participation in third-party training during the 2013-14 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment.

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aide/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. New teachers (new to the District or new to teaching) receive intensive support and training through the county BTSA (Beginning Teacher Support and Assessment) program. For beginning teachers and new teachers recruited from out-of-state, BTSA provides support and skill-building through formative assessment and individualized support based on assessment.

Site-based Staff Training

During the 2013-14 school year, R. J. Neutra School's individual training efforts took place on early release days and focused on planning and preliminary implementation of the new Common Core Standards for writing and mathematics.

Professional Staff

Teacher Assignment

R.J. Neutra School recruits and employs highly qualified credentialed teachers. For the 2013-14 school year, the school had 27 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English language learners. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	R. J. Neutra			CUSD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	26	27	28	92	95	95
Teachers with Full Credential	26	27	28	92	95	95
Teachers without Full Credential	0	0	0	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	1

*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.*

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2013-14		
R. J. Neutra	100%	0%
District Totals		
All Schools	100%	0%
High-Poverty Schools	100%	0%
Low-Poverty Schools	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Services Staff

It is the goal of R.J. Neutra School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Diagnostic and prescriptive teachings, the resource specialist program, counseling by a teacher or other staff member, and involvement of outside agencies when necessary are available and utilized for R.J. Neutra School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

Counselors and Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE*
Library Clerk	1	1.0
Psychologist	1	0.2
Nurse (LVN)	1	0.2
Nurse (RN)	1	0.6
Occupational Therapist	1	*
Probation Officer	1	0.2
Speech & Language Specialist	1	0.6
Adaptive PE Specialist	1	*

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2012-13 school year, Central Union School District spent an average of \$10,232 to educate each student (Current Expense of Education per ADA, based on 2012-13 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2012-13		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,010	41,535
Mid-Range Teacher Salary	70,514	64,101
Highest Teacher Salary	87,351	82,044
Average Principal Salaries:		
Elementary School	106,784	104,336
Superintendent Salary	125,500	155,309
Percentage of Budget For:		
Teacher Salaries	40	41
Administrative Salaries	8	6

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Current Expense of Education Per Pupil 2012-13					
Expenditures Per Pupil	Dollars Spent Per Student				
	R. J. Neutra	CUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,784	N/A	N/A	N/A	N/A
Restricted (Supplemental)	525	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,259	6,656	94.0%	4,690	133.5%
Average Teacher Salary	75,191	74,565	100.8%	67,289	111.7%

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

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- Economic Impact Aid
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about R.J. Neutra School and comparisons of the school to the District, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access R.J. Neutra School's SARC and access the Internet at the Stratford Family Resource Center and at any of the county's public libraries. The closest library to R.J. Neutra School is Lemoore Branch Library located at 457 "C" Street, Lemoore.

Lemoore Branch Library
(559) 924-2188

Hours: Mon.-Wed.: 10:00 a.m. - 8:00 p.m.
Th.: 10:00 a.m. - 6:00 p.m.
Fr.-Sa.: 12 noon - 5:00 p.m.

Number of Computers Available: 9
Printers Available: Yes

Stratford Family Resource Center
Phone: (559) 925-2660

Hours: Mon.-Fr. 7:30 a.m. - 3:30 p.m.
Number of Computers Available: 3