



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

Stratford School

Grades Preschool, Transitional Kindergarten through Eight
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Principal's Message

If the concept that "child by child we build a nation" is, indeed, a truism, then it follows that educated child by educated child we build a nation strong in responsible citizens of good character who set goals and achieve objectives to their personal benefit as well as the community's.

Stratford School's goal is to prepare all students to function as informed, productive citizens; to achieve success in the work environment and to realize personal fulfillment. In order for Stratford to fulfill this goal, students must attain high levels of academic achievement. For students to attain high levels of achievement, Stratford School, its students, their parents, and the community each have responsibilities which must be fulfilled.

By working together, we can ensure that students maximize and enjoy the learning opportunities at Stratford and develop the skills necessary to make them successful learners. As always, the Stratford staff appreciates your support. Should parents need to contact Stratford's personnel, they may telephone the school office at (559) 925-2605.

Mission Statement

Stratford School's mission is to provide a positive school environment for the benefit of all students and to ensure that each student feels personally connected to the school, attains high levels of academic achievement, and develops high standards of personal behavior, based upon the six pillars of character (i.e., caring, trustworthiness, citizenship, fairness, respect, and responsibility) that are part of the District's character education program.

School Profile

Established in 1921, Stratford School has twice been recognized as a California Distinguished School. As one of four elementary schools in the Central Union School District, Stratford School is located in the town of Stratford, six miles south of Lemoore. Many of Stratford's

students' parents, grandparents, and even great-grandparents attended Stratford before them.

During the 2013-14 school year, 261 students were enrolled, including 16.1% in special education, 87.4% qualifying for the free or reduced-price meal program, and 48.3% qualifying for English learner support.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	0.4%	Kindergarten	26
American Indian or Alaskan Native		Grade 1	24
Asian	3.5%	Grade 2	38
Filipino	1.5%	Grade 3	25
Hawaiian or Pacific Islander	0.4%	Grade 4	28
Hispanic or Latino		Grade 5	33
White (not Hispanic)	85.3%	Grade 6	29
Two or More Races	8.5%	Grade 7	31
	0.0%	Grade 8	27
Total Enrollment			261

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

At Stratford School, parents are encouraged to become active members of the school's learning community and assist in its goal to develop independent, self-reliant, lifelong learners. Parents are invited to volunteer in classrooms and for school committees. All volunteers must attend a mandatory District-sponsored Parent Volunteer training and obtain background clearance.

Parents are encouraged to participate in the School Site Council, District Advisory Council, English Learner Advisory Committee, Migrant Group, and Parent Teacher Club. The principal and school staff welcome parents to participate in field trips, Open House, Back to School Night, and annual Title I meeting. Parent volunteers are welcome to assist school staff in the library and classrooms.

Stratford School 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 has elected to relinquish its duties to the School Site Council.

A variety of workshops are offered throughout the school year in the Family Resource Center; all parents are welcome to attend. Parents may contact their student's teacher or Principal Bilbo at (559) 925-2605 to obtain more information.

Community Involvement

Partnerships are important to Stratford School, who is indeed fortunate to have partnerships with the Kings County Sheriff's Department and the Stratford Volunteer Fire Department. Deputy Ellis is on duty in the Stratford area and drops by the school on a regular basis to visit with children and show support for the school.

School Communications

All school-to-home communication is provided in both English and Spanish. Parents are kept informed of school activities, events and announcements on a regular basis. School

Messenger, an Internet-based telephone messaging system, is used to quickly forward important messages from school staff to each student's home. Important information can be found on the school's website and marquee, in the principal's newsletters, and on the bulletin board located inside the school office. When necessary, flyers are sent home with students, and very important announcements are mailed to students' homes.

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. Students in grades 6-8 participate in reading, writing, math, history, and science benchmark assessments. 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 3-8 to increase the student's awareness of his/her academic progress and to establish common individual goals.

Standardized State Assessments

Students at Stratford 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 Stratford 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 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.

	STAR Results								
	All Students								
	Percentage of Students Scoring at Proficient and Advanced Levels								
	Stratford			CUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	11-12	12-13	13-14
English-Language Arts	43	38	44	61	59	59	54	56	55
Math	52	42	57	64	60	62	49	50	50
History	43	43	54	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**

	Stratford			CUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	63	72	35	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
Stratford	35
Male	50
Female	18
African American	
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	37
Hawaiian or Pacific Islander	
White (not Hispanic)	
Two or More Races	
Economically Disadvantaged	30
English Learners	12
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**

	Stratford Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	4	2	4
Similar Schools Rank	10	8	10
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	1	-35	43
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	4	-38	54
Hawaiian or Pacific Islander			
White (not Hispanic)			
Two or More Races			
Other Subgroups			
Economically Disadvantaged	-2	-36	53
English Learners	4	-35	48
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.

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 in this report highlights Stratford 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.

**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	Stratford	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.*

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.

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, Stratford School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I PI Status 2014-15		
	Stratford	CUSD
PI Status	In PI	In PI
First Year of PI Implementation	2012-13	2013-14
Year in PI	Year 1	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.

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 to 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/.

Physical Fitness

In the spring of each year, Stratford School is required by the state to administer a physical fitness test to all students in grades five and seven. 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	12.1%	6.1%	12.1%
Seventh	25.0%	15.6%	6.2%

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

Stratford School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to 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.

2013-14 Campus Improvement Projects:

- Installation of concrete in bus barn
- Repairs to roofs
- Replacement of sink in primary girls restroom
- Installation of new tile in cafeteria and upper boys restroom
- Installation of power for LCD projectors
- Planted new trees
- Repaired walkway ramps
- Replaced gym doors
- Installation of a filtered drinking fountain in cafeteria
- Received grant to replace wood chips with rubber bark in playground area

Campus Description	
Year Built	1957
Acreage	5 ac.
Bldg. Square Footage	30,504 sq. ft
	Quantity
# of Permanent Classrooms	11
# of Portable Classrooms	9
# of Restrooms (student use)	3 sets
Computer Lab	1
Family Resource Center	1
Library	1
Teacher Lounge/Work Room	1
Health Office	1

- Repaired concrete in tricycle pathway in kinder area
- Installation of a school garden thru grant Monsanto

2014-15 Planned Campus Improvement Projects:

- Purchased iPads for grades 1-5
- Installation of new LCD projectors in all classrooms
- Finish filtered drinking fountain system in cafeteria
- Replace, repair, and repaint gym ceiling
- Addition of HVAC units in kitchen and gym
- Repairs to playground equipment for safety purposes

School Inspections

Stratford 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 Stratford School took place on July 31, 2014. During the 2013-14 school year, 100% of restrooms were fully operational and available for student use at all times.

School Facility Good Repair Status					
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Inspection Date: July 31, 2014					
Systems: gas leaks, Mech/HVAC, sewer	✓			No deficiencies were found during the inspection.	
Interior Surfaces	✓				
Cleanliness: overall cleanliness, pest vermin infestation	✓				
Electrical	✓				
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: This school meets most or all standards of good repair. Deficiencies, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

After students arrive on campus through one main gate in the morning, instructional aides supervise students on the playground and in the cafeteria where breakfast is served. A second chance breakfast is available at recess. 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 the bus loading area to ensure students depart safely. Students in grades K-3 are received at one of the designated main gates by their parent or guardian and escorted off campus. Stratford School provides two-way radios to those who are supervising students to quickly facilitate routine and urgent communications.

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 drop drills are conducted once each trimester; fire drills are held once a month. All visitors are required to visit the school office upon arrival and departure of school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Stratford 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 departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed, updated, and shared with school staff in September 2014. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the school 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 full-time day custodian and a team of evening custodians are assigned to Stratford School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily regarding school facilities and maintenance issues; once a week the principal holds a plant meeting which includes all custodial staff, office staff, cafeteria staff, and the Family Resource representative to share and review custodial concerns, responsibilities, and activities schedules.

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. Any graffiti or signs of vandalism are removed prior to students arriving to school. Twice a day

during school hours, restrooms are checked for cleanliness and supplies. As required by law, an inspection and cleaning log is maintained in each bathroom. The day custodian ensures the cafeteria is cleaned thoroughly after breakfast and lunch are served. The evening custodians are responsible for cleaning classrooms and restrooms.

The District's maintenance department employs a work order process that enables Stratford School to communicate maintenance needs. Teachers and staff of Stratford School communicate safety issues and general maintenance needs directly with the site custodial team by placing requests on the custodian's clipboard or submitting requests by e-mail. 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, Stratford School did not receive deferred maintenance funds.

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 was acquired in September 2014.

Classroom Environment

Discipline & Climate for Learning

Stratford School strives to ensure that all its students enjoy maximum learning opportunities within a safe and orderly environment by providing an academically stimulating, yet disciplined, learning climate for all students. Discipline fosters respect - respect for self, for others, for authority, and for rules that support a positive learning environment. The Central Union School District *Student Conduct Code*, which is available on the District's website and sent home with each student at the beginning of the school year, outlines expected student behavior and the consequences for inappropriate behavior.

The principal holds grade level assemblies, one with grades K-3 and one with grades 4-8, at the beginning of the school year to review the student handbook and discuss behavior expectations. Schoolwide behavior management policies and discussions emphasize the three R's: Respect for self, Respect for others, Respect for property. Throughout the year, school rules and policies are communicated as necessary in daily morning announcements, through notes sent home to parents, and at parent conferences.

Stratford's teachers, assistant principal, and principal practice a counseling approach to student discipline which reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions. Through the Character Counts program, students learn about the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Stratford encourages positive student behavior through informal counseling by staff members; formal counseling, when needed, by the principal, assistant principal, and/or psychologist; referral to the Student Study Team; detention; and/or suspension.

Students whose behavior is seriously and/or repeatedly inappropriate may be placed in an alternate educational setting or expelled from the District. The principal is the primary counseling resource for students. Those who need a little extra help with their behavior are given the opportunity to meet with the principal to discuss and examine their behavior, their choices, and positive alternative choices. On occasion, small group counseling sessions are conducted by the principal with students who need focused assistance with communication and conflict resolution.

Suspensions and Expulsions									
	Stratford			CUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	35	43	6	130	138	120	366629	329370	279383
Expulsions (#)	2	5	0	5	11	8	9553	8266	6611

Students who feel good about themselves and given the opportunity to receive recognition for their achievements are more likely to perform well academically and socially. At the end of each trimester, students are recognized for attaining both academic and behavioral goals. At the end of each month, students who achieve a perfect attendance record are rewarded with a special school certificate and a gift certificate to Sizzler. For those students who successfully complete the trimester without receiving any discipline tickets or conduct referrals may participate in special student reward days. Students who reach Advanced and Proficient levels

of performance on trimester assessments in reading, writing, math, and/or science receive a special certificate. Ongoing, daily recognition of positive student behavior and achievements is encouraged and practiced by all Stratford School staff. Other honors and awards include:

- Annual Perfect Attendance Awards
- Student of the Month Awards
- Sports Awards
- Character Counts Awards

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and enrichment programs include:

- Peach Blossom Festival (Grades 1-6)
- Young Master's Art Contest (Grades K-8)
- Winter Festival and Spring Festival
- ASES (After School Education & Safety)

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams. Practices for competitive sports programs take place before school, during lunch, and after school.

- Volleyball - Boys and Girls, Grades 6-8
- Track - Boys and Girls Grades 6-8
- Basketball - Boys and Girls Grades 4-8
- Flag Football - Grades 6-8

Homework

Homework is a fundamental part of the learning process that helps students develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Third through eighth grade students will have assignment books in their binders that list homework to be completed on a nightly basis, Monday through Thursday. 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, be responsible for reviewing homework assignments with their child, and check with the student's teacher immediately should there be no evidence of homework.

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at Stratford 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, including the District's School Attendance Review Board (SARB). During the 2013-14 school year, the actual attendance rate for all grade levels for Stratford School was 96.82%.

Class Size

The Class Size Distribution and Teaching Load 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	22.5	1	1	
1	21.0	1		
2	18.0	1		
3	20.5	2		
4	23.5		2	
5	23.0		1	
2012-13				
K	28.0		1	
1	21.0	1	1	
2	21.0	1		
3	25.0		1	
4	30.0		2	
5	27.0		2	
2013-14				
K	26.0		1	
1	24.0		1	
2	21.0		2	
3	21.0		2	
4	25.0		1	
5	29.0		2	

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

Teaching Load Distribution Departmentalized Instruction

Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
2011-12				
English	14.3	7	5	
Math	19.3	2	1	
Science	29.0		2	
History	29.0		2	
2012-13				
English	13.0	10	4	
Math	12.0	5		
Science	30.0		2	
History	20.0	1	2	
2013-14				
English	20.0	4	5	
Math	19.0	2	1	
Science	29.0		2	
History	19.0	1	2	

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

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

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
Reading/Language Arts				
2010	Yes	MacMillan/McGraw-Hill; <i>California Treasures</i>	0%	K-5
2009	Yes	Glencoe/McGraw Hill; <i>California Literature & Expressions</i>	0%	6-8
Math				
2014	Yes	MacMillan/McGraw Hill; <i>My Math</i>	0%	TK-8
2014	Yes	Glencoe; <i>Math Course 1</i>	0%	6
2014	Yes	Glencoe; <i>Math Course 2</i>	0%	7
2014	Yes	Glencoe; <i>Math Course 3</i>	0%	8
Science				
2007	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2007	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8
Social Science				
2006	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2006	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

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 September 2014.

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.

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 & Relevance Framework, & 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, Stratford School's individual training efforts focused on:

- Common Core Standards - English Language Arts & Mathematics
- English Language Development
- Best Practices to Serve English Language Learners
- Language Arts - Observation, Modeling

Professional Staff

Teacher Assignment

Stratford School recruits and employs highly qualified credentialed teachers. For the 2013-14 school year, the school had 14 fully credentialed teachers. 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					
	Stratford			CUSD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	15	14	14	92	95	95
Teachers with Full Credential	15	14	14	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 same 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	
Stratford	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 Stratford 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 Stratford 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.

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.)

**Counselors and Support Personnel
(Nonteaching Professional Staff)**

2013-14

	No. of	
	Staff	FTE*
Adaptive PE Specialist	1	*
Library Clerk	1	1.0
Occupational Therapist	1	*
Psychologist	1	0.4
School Resource Officer	1	0.2
Speech & Language Specialist	2	0.4

*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.

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 Stratford 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 Stratford 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 Central School is the Stratford Branch Library located at 20300 Main Street, Stratford.

Stratford Branch Library
(559) 947-3003

Hours: Sun. & Mon.: Closed
Tues.-Thurs.: 1:00 p.m. - 6:00 p.m.
Fri. & Sat.: Closed

Number of Computers Available: 5
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

**Current Expense of Education Per Pupil
2012-13**

Expenditures Per Pupil	Dollars Spent Per Student				
	Stratford	CUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,566	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,317	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,248	6,656	108.9%	4,690	154.5%
Average Teacher Salary	76,805	74,565	103.0%	67,289	114.1%

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