

Central Union School District

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2016-17 Annual District Report Card

Published January 2018



Central Union School District
Lemoore, CA

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Akers School



R. J. Neutra



Central School



Stratford



Central Union School District
Lemoore, CA

Superintendent's Message

The Central Union School District is very proud of its history. The Central Union School District is situated in the heart of the San Joaquin Valley, in rural Kings County, one of the nation's richest agricultural areas and the home of the Santa Rosa Rancheria and the Lemoore Naval Air Station.

The success of our schools is directly attributable to the commitment, dedication and teamwork of the faculty, staff, parents, students, administration and the Board of Education working together. The faculty and staff are committed to having the students achieve the state-mandated standards. Many of Central's educators teach and lead quietly, without fanfare, unnoticed. Their highest reward coming from the realization that somewhere there is a young person whose life has been touched and changed.

Central Union's success is the result of a well-orchestrated plan of policy, planning implementation and practice executed by administrators, teachers, support staff and the governing board. Together this team provides the best possible education for the Central student. Central Union School District is small in size but illustrious in educational programs, commitment and success.

Our students routinely surpass expectations because of the efforts of our teachers and staff and those who support them. It is often said that 'the children are our future', while this is a wonderful motivating quote, in Central we believe that 'We are the future for our children'. It is through this concept that the power of education is realized. With the recognition that our role in a child's development is paramount, and by embracing the highest commitment of every teacher, secretary, custodian, instructional aide, administrator, and support staff member, we can positively impact the future of your child. By taking this belief and combining it with the partnership of parents, guardians, family members, and the community, we can build that bright future for our students to make sure that every student is able to excel to their highest potential.

Tom Addington, Superintendent

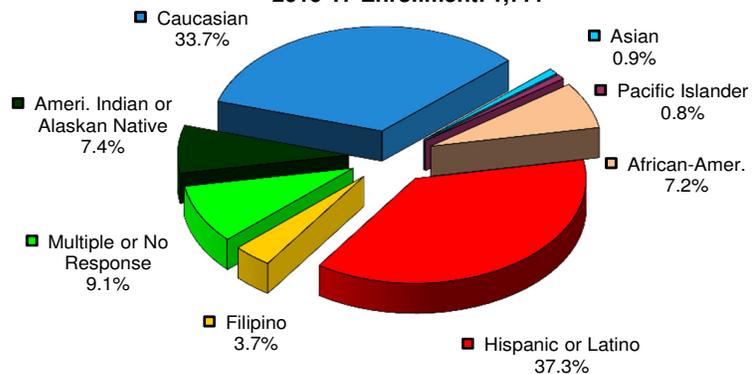
District Description & Profile

Central Union School District is located in Lemoore, California, in the heart of the San Joaquin Valley about 45 minutes south of Fresno, halfway between San Francisco and Los Angeles. The communities of Central, Stratford, and the City of Lemoore are rich with history, tradition, and warm, caring people. The District resides in a rich agricultural area which has two Federal Facilities within its boundaries: the Santa Rosa Rancheria Indian Reservation and the Lemoore Naval Air Station. The economic structure of the area is based upon farming, primarily cotton, grains, some dairy, and the U.S. Military. The District is comprised of four schools; all have been California Distinguished Schools and two of the schools were honored as National Blue Ribbon Schools. All of the schools operate on a traditional calendar. The District is sensitive to the specific needs of the students it serves in kindergarten through eighth grade.

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Percentage of Students by Ethnicity
2016-17 Enrollment: 1,777



Introduction

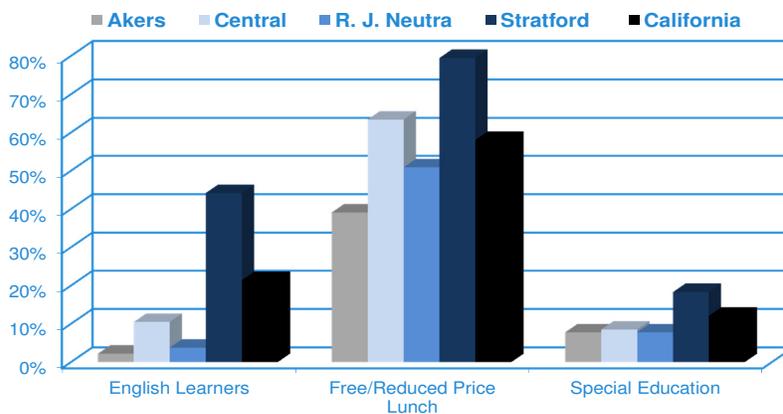
This report provides District and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the Federal Intervention Program. Detailed information about Central Union School District's schools is included in individual School Accountability School Report Cards. You may obtain a copy of the School Accountability Report Card from each school or the District office. Each school's report fulfills Title I and Proposition 98 annual reporting requirements.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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.

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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

**% of Student Enrollment by Program
2016-17**



Title I Program Participation and PI Status

	Akers	Central	R. J. Neutra	Stratford
Title I Targeted Assistance School	No	No	No	No
Title I Schoolwide School	No	No	No	Yes
Program Improvement (PI) School	No	No	No	Yes

District Assessments

Building a Balanced Assessment System has been a work in progress in the District over the last several years. Training began with Administrators in deepening our understanding of Formative, Interim and Summative Assessment. Sites then shared this information with staff. During the 2016-2017 year, all K-2 Students took the MAP Growth K-2 Assessment from NWEA three times. This adaptive test administered on student iPads continues to be given Fall, Winter and Spring providing teachers with information on growth, where students are, as well as, areas of strength and weakness. Grades 3rd - 8th administered several Interim Assessment Blocks from Smarter Balance during the 2016-17 year. This provided staff with a deeper understanding of the rigor and language required of students to demonstrate their learning in Summative Assessments. For the 2017-18 year, Grade Level Teams have determined three Interim Assessment Blocks their grade level will give this year. Currently, K-5 teams are creating Common Formative Assessments in Math based on the Learning Targets of their Essential Standards while 6th - 8th is doing the same work in ELA/Literacy. In the future, the District will continue to refine its balanced assessment system.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

	English Language Arts/Literacy 16-17				Mathematics 16-17			
	Number of Students Enrolled	Number of Students Tested	Percent of Enrolled Students Tested	Percent Met or Exceeded	Number of Students Enrolled	Number of Students Tested	Percent of Enrolled Students Tested	Percent Met or Exceeded
	All Students				All Students			
All Students Tested	1045	1041	99.6%	52.6%	1045	1042	99.7%	38.8%
Male	500	498	99.6%	47.6%	500	498	99.6%	39.6%
Female	545	543	99.6%	56.5%	545	544	99.8%	37.9%
African American	83	83	100.0%	47.0%	83	83	100.0%	27.7%
American Indian or Alaskan Native	89	88	98.9%	20.5%	89	88	98.9%	13.6%
Asian	13	12	92.3%	50.0%	13	13	100.0%	46.2%
Filipino	44	44	100.0%	79.6%	44	44	100.0%	61.4%
Hispanic or Latino	413	412	99.8%	44.2%	413	412	99.8%	31.6%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*
White (not Hispanic)	331	330	99.7%	65.8%	331	330	99.7%	53.3%
Two or More Races	61	61	100.0%	67.2%	61	61	100.0%	39.3%
Socioeconomically Disadvantaged	570	568	99.6%	43.7%	570	568	99.6%	31.7%
English Learners	75	74	98.7%	18.9%	75	75	100.0%	16.0%
Students with Disabilities	120	118	98.3%	16.1%	120	118	98.3%	13.6%
Migrant Education	12	11	91.7%	27.3%	12	11	91.7%	9.1%

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) & Mathematics for Grades 3-8
2016-17**

Percentage of Students Meeting or Exceeding the State Standards

	Akers	Central	R.J. Neutra	Stratford	CUSD	California
ELA	59%	40%	69%	29%	53%	48%
Math	43%	24%	60%	22%	40%	36%

California Assessment of Student Performance and Progress Test Results in Science for All Students

2015-16

Percentage of Students Meeting or Exceeding the State Standards

	Akers	Central	R.J. Neutra	Stratford	CUSD	California
Science	60%	22%	85%	26%	52%	54%

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

Curriculum Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the California Standards 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.

The CUSD Vision focuses on “empowering every student to excel to their highest potential.” We seek “to be an exemplary learning community,” as stated in our mission. With this in mind, the District’s Professional Development Plan, beginning in the 2016-17 year, has focused on the development of Professional Learning Communities. Grade Level Teams have worked to identify Essential Standards Districtwide to ensure equitability and appropriate rigor across sites. The District is partnering with Solution Tree to support the journey in the PLC process through training and coaching. “PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators,” according to DuFour. Over time, we can expect to see improvement in school culture as well as student achievement as a result of this research-based practice.

Just as teachers differentiate for their students, the District strives to differentiate learning for staff. To that end, it hosts several optional trainings each year. Teachers chose to attend those that best meet their needs for personal professional growth. The District also provides opportunities for staff to attend trainings outside the District as well. Training topics for 2016-17 included the following:

- Next Generation Science Standards (NGSS)
- Math Model & Coaching
- 21st Century Teaching & Learning Capacity Building
- English Language Development

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. Newly credentialed and/or beginning teachers receive formative assessment, individualized support and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

As we plan for the future of our District, continuing to build our capacity in the PLC Process so we can ensure all students “excel to their highest potential” will continue to be a primary focus.

Instructional Materials

As the state aligns textbooks, frameworks, and instructional materials to meet the California 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 October 16, 2017, 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 #M-10-16-2017 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 2017.

- 320 Macintosh computers, including laptops
- 16 File servers
- 8 Scanners
- 65 TV's
- 38 VCR's
- 11 DVD players
- 68 VCR/DVD combos
- 36 Digital cameras
- 1199 iPads
- 810 iPods
- 6 Computer labs with 20-30 iMac computers
- 4 Mobile laptop labs (30 machines in each lab)

	Computer Resources			
	Akers	Central	R.J. Neutra	Stratford
Computers	103	71	80	66
Students Per Computer	6.5	4.9	6.5	4.3
Classrooms Connected to Internet	43	26	30	23

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				
2016	Yes	MacMillan/McGraw-Hill; <i>Wonders</i>	0%	K-5
2016	Yes	Houghton Mifflin Harcourt; <i>California Collections</i>	0%	6-8
Math				
2014	Yes	MacMillan/McGraw-Hill; <i>My Math</i>	0%	K-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

Technology & Library Resources

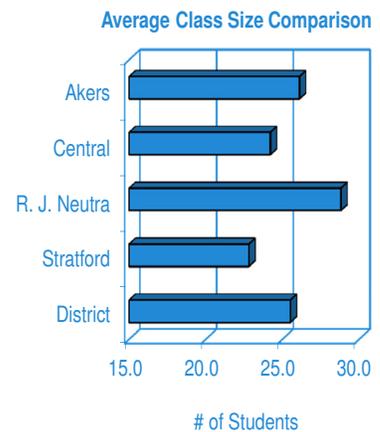
The District has four school site library/media centers with over 8,497 books available for students to check out, 30 magazine subscriptions, and over 4,338 videos and audiotapes combined. Each school's library clerk is responsible for the following:

- Reading stories to primary students
- Helping with reference work
- Keeping track and maintaining all books and audio-visual equipment
- Assisting with technology curriculum implementation

Central Union School District's website hosts a home page for each school and provides a variety of resources and information for parents, staff, students, and community members. The teachers of the District carefully developed the District's technology curriculum which meets eleven measurable grade level outcomes. Computer skills and concepts provided throughout the curriculum prepare students for technological growth and opportunities. Technology resources during the 2016-17 school year included:

Class Size

Central Union School District maintained an overall (grades K-8) average class size of 25.5 students for the 2016-17 school year; the pupil-to-teacher ratio was 19:1. In grades 4-8, class size and teacher instructional preparation periods are more favorable than those found in the typical California elementary school. Central Union School District accepts students from neighboring districts provided space is available and class sizes do not exceed the District's maximum allowable class size.



School Safety

Central Union School District 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.

School Site Safety Plan

A Comprehensive School Site Safety Plan was developed for each of Central Union School District's schools in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of each 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, and dress code policy. School staff review their School Site Safety plans in the spring of each year. Before the new school term begins, each plan is updated. Throughout the year, needed changes and details of the safety plan are discussed during staff meetings. An updated copy of the each school's site safety plan is available to the public at the Central Union School District office and respective school sites.

School Resource Officer

In conjunction with the Kings County Sheriff's Office, the District operated a School Resource Officer under a Federal grant under the Community Oriented Policing Services (COPS Office). With the COPS grant, the Central Union School District employs a full time School Resource Officer (SRO) to provide services to develop and expand crime prevention efforts for students and to educate our youth in about safety.

Campus Maintenance

Custodial staff and the 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. Custodians assigned to the school sites work closely with the school principal for routine maintenance, daily custodial duties, and special events. Principals and day custodians communicate daily regarding school facilities and maintenance issues; throughout the school year, principals meet with their custodial team to share and review custodial responsibilities and schedules.

Every morning before school begins, each school's 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 at school. Restrooms are checked routinely for cleanliness and cleaned as needed. Day custodians ensure the school cafeteria is cleaned thoroughly after breakfast and lunch are served. The evening custodians are responsible for cleaning administrative offices, classrooms and restrooms.

School site administration 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 adjacent School Site Inspection table identifies the most recent facilities inspections following state-designated criteria. No emergency repairs were needed at any of the schools at the end of each inspection.

The District's maintenance department employs a work order process that enables school staff to communicate maintenance needs. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation. Teachers and staff communicate safety issues and general maintenance needs directly with their assigned custodial team following procedures developed by the site administrator. Requests are typically fulfilled within one to two working days. The day custodians are qualified and equipped to handle most minor repairs that the schools require.

Deferred Maintenance

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2016-17 school year, Central Union School District allocated \$115,583 of deferred maintenance funds for the following projects:

- Akers School - Did not allocate any deferred maintenance funds.
- Central School - \$62,217 for flooring replacement, partition replacement, well pump installation, and fire system replacement.
- R. J. Neutra School - \$8,658 for furnace replacement projects.
- Stratford School - \$44,708 for flooring replacement and abatement.

School Site Inspections		
	Inspection Date	Condition of Facilities
Akers	10/12-13/2017	Exemplary
Central	10/13/2017	Exemplary
R.J. Neutra	10/13/2017	Exemplary
Stratford	10/13/2017	Exemplary

Professional Staff

Teacher Assignment

During the 2016-17 school year, Central Union School District had 92 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Teacher Credentials & Assignments 2016-17					
	Akers	Central	R.J. Neutra	Stratford	CUSD
Total Teachers	37	17	27	15	96
Teachers with Full Credential	34	16	27	15	92
Teachers Teaching Outside Subject Area	0	0	0	0	0
Teacher Misassignments - Total	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0
Teacher Vacancies	0	1	0	0	1

Specialized Instruction

Central Union School District believes in early identification and intervention of underperforming students prior to testing for learning disabilities - ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based upon their learning level, individual education plan, or Student Success Team guidelines. Teachers, special education teachers, resource specialists, and bilingual aides work together in coordinating instruction to meet the needs of each student within the general education environment. Instructional programs are aligned with state and District standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

To address the needs of all students, Central Union School District offers many individualized programs for Title I, English learners, migrant, special needs, and at-risk students. Each site offers one or more of the following types of support:

- Resource specialists (in-class)
- Special day classes
- Individualized instruction
- Differentiated instruction
- Teacher-initiated tutoring
- Advancement Via Individual Determination
- ExCEL (Excellence: A Commitment to Every Learner)
- ASES (After School Education and Safety)
- Before-school, lunchtime, and after-school intervention sessions
- SAS (Strategies for Academic Success)
(A program which assists in preparing students for four-year college eligibility)

Central Union School District's Special Education program is staffed by special education teachers, special education instructional aides, resource specialist teachers, and intervention specialists. Students are mainstreamed into the general education classroom and receive in-class support and instruction based upon their Individual Education Plan.

English Learners (EL) are identified through the California English Language Development Test and home language survey. English Language Development (ELD) instruction focuses on vocabulary development, language fluency, and language acquisition.

Students qualifying for the migrant education program are supported in the classroom by a migrant aide. The migrant aide coordinates instruction efforts with the student's teacher and works with students on reading and English language acquisition.

Using various tools such as District assessment results, state assessment results, teacher input, parental input, homework status, and end-of-chapter test scores, teachers and school site administrators evaluate testing results and classwork to identify students who are struggling or at risk of falling behind. For those students who need extra help in any subject area, Student Success Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance.

Stratford Family Resource Center (FRC)

The Stratford Family Resource Center (FRC) provides valuable services to the entire community of Stratford and include: CARES Program Parent workshops, Healthy Smiles Dental Services, KCAO Food Distribution, Healthy Family Applications, Clothes Closet, and Adult Education classes.

The FRC is housed at Stratford School and has a clerk for the primary point of contact working within this department. The Stratford Assistant Principal oversees the administrative responsibilities of the FRC.

Current FRC Services:

- Kings View Counseling Services
- CARES Program Parent Workshop
Every other month
- Healthy Smiles Dental Services - annually
- Thanksgiving and Holiday Food Baskets distributed by the Salvation Army
- KCAO Food Distribution
2:30 p.m. - 4:30 p.m.
Third Thursday of each month

Daily Services:

- Employment Application/Benefits Assistance
- Healthy Families Applications
- Copier and Fax Services (free)
- Computer resources/access
- Mental health counseling referrals
- Doctor Appointment Scheduling Assistance for Spanish-speaking individuals

Parent Activity Calendars listing available services and activity dates are available at the FRC as well as distributed to students at the beginning of each month.

Central Union School District Stratford Family



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 2015-16 school year, Central Union School District spent an average of \$13,732 to educate each student (Current Expense of Education per ADA, based on 2015-16 audited financial statements and calculated in accordance with Ed Code 41372). Detailed information regarding expenditures can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/.

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS on Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I, II, III

Grants

To expand services to students and schools, the District works with a grant writing company to pursue grant opportunities which may enhance program operations or support facility and operation expansion.

In recent years, the District was successful in acquiring the following grants:

CalRecycle - Tire Derived Products - \$149,795

CDE - Equipment Assistance Grant - \$33,021

SJVAPCD - Public Benefit Grant - \$41,290

These grant awards have added to prior grant programs which have included a School Resource Officer, rubber play bark to replace wood chip bark in all Kindergarten play areas in the District, a Physical Education Grant under the Department of Defense Education Authority, and was awarded a science and agricultural grant for Stratford School.

In total, over the past few years, the District has received over \$1.2 million toward implementation of services. The District continues to pursue grant opportunities which align with District goals to support student achievement; health, wellness, and safety; energy efficiency and conservation, and 21st century learning.

Salary Comparison

2015-16

	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,125	\$47,034
Mid-Range Teacher Salary	\$76,961	\$73,126
Highest Teacher Salary	\$95,337	\$91,838
Avg. Principal Salary - Elem.	\$115,568	\$116,119
Superintendent Salary	\$156,304	\$178,388
Percentage of General Fund Expenditures For:		
Teacher Salaries	37.0%	37.0%
Administrative Salaries	6.0%	6.0%

Current Expense of Education per Pupil

2015-16

Dollars Spent per Student			
General Fund Expenditures	CUSD	State Average for Districts in Same Category	State Average for all Districts
\$16,044,263	\$8,727	N/A	\$6,574

Board of Trustees' Message

The Central Union School District takes seriously its responsibility to develop students to the maximum of their potential, to be sensitive to the unique needs of each individual student and to develop students with moral responsibility and academic readiness that will prepare them for happy and productive living in our democratic society.

The Central Union School District and its schools take pride in offering many instructional programs which are tailored to its students, regardless of race, culture, prior level of achievement or special needs.

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. As a District, we challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

