



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 the school facilities sections were acquired in October 2017.

2016-17 Annual School Accountability Report Card

Published November 2017

Central School

Grades Kindergarten through Eight
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Principal's Message

The Central School staff is working in partnership with our students' parents and the community members to provide the best education possible for our Central students. We believe in our school motto, "Student, Parent, School: Together We Achieve More."

The Central School staff is dedicated to providing each student an educational experience that is built upon exemplary programs, student services, and activities that foster lifelong learning and prepare our students to be productive citizens in our democratic society. We are dedicated to teaching the whole child.

We understand that parents and the community expect us to provide a safe learning environment, as well as a quality education. The Central staff believes that concerned and involved parents are the most important factor in creating academic success for our students. We will keep parents informed as to their child's school progress throughout the year.

At Central we believe that students achieve their full potential when there is a partnership between the home and school. If you would like further information on how to get involved in your child's classroom or volunteer at Central, please call the school office at (559) 924-7797.

Our goal is to make each student's educational experience at Central Union Elementary School positive, challenging, and rewarding.

Mission Statement

Our mission at Central Union Elementary School is to provide a safe school environment, build positive character, celebrate diversity, and support academic excellence.

Central School staff is committed to building and strengthening family and community partnerships for the purpose of student success and enabling students to function as productive and successful citizens in a changing society.

School Profile

Central School, located in Lemoore, takes pride in its diverse student population comprised of grades kindergarten through eight. Students are encouraged to meet the challenges of the present in order to succeed in the future. The cooperative efforts that are exemplified by the staff, students, parents, and community help to ensure the best possible learning environment for the students at Central School. Students are encouraged to reach their highest potential and present themselves in a positive manner.

During the 2016-17 school year, 295 students were enrolled, including 8.5% in special education, 63.4% enrolled in the Free and Reduced-Price Meal program, and 10.5% qualifying for English Language support.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	1.7%	Kindergarten	32
American Indian or Alaskan Native	34.2%	Grade 1	34
Asian	0.0%	Grade 2	31
Filipino	0.0%	Grade 3	38
Hawaiian or Pacific Islander	0.0%	Grade 4	32
Hispanic or Latino	48.1%	Grade 5	21
White (not Hispanic)	12.2%	Grade 6	38
Two or More Races	3.7%	Grade 7	32
Socioeconomically Disadvantaged	63.4%	Grade 8	37
English Learners	10.5%		
Students with Disabilities	8.5%		
Migrant Education	1.0%	Total	
Foster Youth	3.4%	Enrollment	295

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 (Basic Services) - State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) - State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement - State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement - State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) - State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate - State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) - State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes - State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

The parents of Central School students support their children, the school, and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, and athletic/academic events. The many parent volunteers at school serve as classroom helpers, assist with fundraisers, and organize school activities. Parents may serve on decision-making committees such as the School Site Council (SSC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Migrant Committee, and Indian Education Committee (IEC). The Parent-Teacher Club provides funds and support for assemblies, uniforms, playground equipment, walk and talk-a-thon, and many other extra benefits for the school and its students.

Central 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 may and has elected to relinquish its duties to the School Site Council.

Central School staff encourage parents to get involved in their child's educational experience. All volunteers must attend a mandatory District-sponsored training workshop and obtain a background clearance. Those parents who wish to volunteer their time and talents or would like more information may contact Scott Chennault at (559) 924-3405.

School Communications

School-to-home communication regarding school activities, special events, and student progress is achieved through multiple resources and is provided in both English and Spanish. A weekly calendar of school activities is sent home with students. School Messenger, an Internet-based telephone messaging system, is used to quickly forward important messages (in English and Spanish) from school staff to each student's home. Flyers are occasionally distributed regarding special events or announcements.

Progress reports for at-risk students in grades K-3 are hand carried home by students, and progress reports for grades 4-8 are mailed to students' homes mid-trimester. At the end of each trimester, report cards for grades 4-8 are mailed to students' homes, and report cards for grades K-3 are sent home with students. Periodically when necessary, teachers may prepare informal progress reports on student performance for parent review.

Student Achievement

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/.

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Central School		CUSD		CA	
	14-15	15-16	15-16	16-17	15-16	16-17
Science (Grades 5 & 8)	25	22	62	52	56	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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics						
for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Central School		CUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	16	40	44	53	44	48
Mathematics	12	24	33	40	33	36

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. An asterisk () appears in the table when the number of students tested is ten or less.*

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2016-17**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	189	189	100.0%	31.8%	189	189	100.0%	21.7%
Male	82	82	100.0%	30.5%	82	82	100.0%	25.6%
Female	107	107	100.0%	32.7%	107	107	100.0%	18.7%
American Indian or Alaskan Native	68	68	100.0%	19.1%	68	68	100.0%	*
Hispanic or Latino	90	90	100.0%	33.3%	90	90	100.0%	26.7%
White (not Hispanic)	23	23	100.0%	52.2%	23	23	100.0%	43.5%
Socioeconomically Disadvantaged	139	139	100.0%	31.7%	139	139	100.0%	20.9%
English Learners	34	34	100.0%	32.4%	34	34	100.0%	20.6%
Students with Disabilities	26	26	100.0%	*	26	26	100.0%	*

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

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. In 2016-17, Central School did not participate in the 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. 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/.

Federal Intervention Program 2017-18		
	Central School	CUSD
PI Status	Not in PI	In PI
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.

Physical Fitness

In the spring of each year, Central 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/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	23.8%	4.8%	28.6%
Seventh	19.4%	9.7%	1.4%

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

Central 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.

2016-17 Campus Improvements:

- Window tinting of cafe doors and the staff lounge door
- Installation of a wrought iron fence in the front of the school
- Addition of lighting in the west parking lot
- Installation of padding to the playground area
- Replacement of wood bark with rubber bark
- Replacement of restroom partition in the primary girls room
- Installation of a new pump
- Addition of "Peaceful Playground" painting
- Installation of a shade structure to the softball field
- Installation of a drain by the custodians room
- Replacement of carpet in some classrooms
- Addition of a freezer to the cafeteria
- Addition of freezer fencing

2017-18 Planned Campus Improvements:

- Installation of a water filtration system

Campus Description	
Year Built	1942
Acreage	9.92 ac
Bldg. Square Footage	31,540 sq. ft.
	Quantity
# of Permanent Classrooms	9
# of Portable Classrooms	15
# of Restrooms (student use)	3 sets 3 unisex
Computer Lab	1
Cafeteria/Multipurpose Room	1
Health Office	1
Library	1
Teacher Lounge/Work Room	1
Teacher Work Room	1

Campus Supervision

When students arrive on campus in the morning, yard duty supervisors oversee students on the playground, in the cafeteria while breakfast is served, and at both student and bus drop-off areas. Students who were unable to receive breakfast in the morning before school, are given the opportunity to receive breakfast mid-morning (grades K-5 are scheduled at 9:40 a.m. and grades 6-8 are scheduled at 10:11 a.m.). Supervision of students receiving "Second Chance Breakfast" are supervised by one instructional aide in the multipurpose room.

Hall and playground monitors supervise playground activities during recess. Lunchtime activities are supervised by instructional aides in the cafeteria and on the playground. Yard supervisors monitor restrooms during all breaks. At the end of the day, all teachers escort students to the bus loading area and an instructional aide is assigned to that area until the busses depart to monitor departure activities. Two instructional aides for grades K-5 and one instructional aide from grades 6-8 escort students to the student pickup area and remain in the student pickup area up to monitor departure activities. All instructional aides and yard duty supervisors are provided a handbook which outlines Central School's general supervision, safety, first aid, and progressive discipline procedures.

Central School provides a two-way radio to the lead individuals supervising students on the playground to quickly facilitate both routine and urgent communications. School grounds are surrounded by perimeter fencing with a single, gated entrance. All visitors are required to check in at the school office upon arrival and departure.

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.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Central 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 is available to the public at the Central Union School District office and the school site.

Campus Maintenance

Site 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. One full-time day custodian and a team of evening custodians are assigned to Central School and work closely with the principal for routine maintenance, daily custodial duties, and special events. Custodians are required to follow a maintenance schedule and checklist approved by the principal and lead day custodian who meet weekly to discuss school facilities/maintenance issues and conduct a walk-through inspection to identify housekeeping needs or projects that need to be addressed. Once per trimester, the lead custodian holds a staff meeting with the rest of the custodians to discuss campus maintenance issues.

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. Throughout the day during school hours, restrooms are checked for cleanliness and cleaned as needed after morning and lunch recesses. The day custodian's primary responsibilities include cleaning the cafeteria thoroughly after breakfast and lunch are served, cleaning restrooms during school hours, and addressing classroom needs. The evening custodians are responsible for comprehensive cleaning of classrooms and restrooms.

The District's maintenance department employs a work order process that enables Central School to communicate maintenance needs. Teachers and staff of Central School communicate safety issues and general maintenance needs directly with the site custodial team through written requests (work orders). 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.

School Facility Good Repair Status					
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Inspection Date: October 13, 2017					
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					
Overall Summary	Exemplary	Good	Fair		Poor
		✓			

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.

School Inspections

Central 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 Central School took place on October 13, 2017. During the 2016-17 school year, 100% of student restrooms were fully operational and available for student use at all times.

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 School allocated \$62,217 of deferred maintenance funds for the following projects:

- Flooring replacement
- Partition replacement
- Well pump
- Fire system replacement

Classroom Environment

Discipline & Climate for Learning

The Central Union School District *Student Conduct Code* outlines expected student behavior and consequences for inappropriate behavior. Central School staff have adopted the behavioral component of the Response to Intervention model to guide practices and strategies in managing student behavior.

At the beginning of the school year, each student receives their own student handbook which includes the *Student Conduct Code*. Teachers review the student handbook in the classroom during the first week of school. The *Student Conduct Code* and student handbook are also available on the District's website. In the middle of the school year, student passport days are held to review school rules and behavior expectations. The District Resource Officer, Deputy Ellis, visits the campus daily regarding bullying prevention and positive behavior and visits each classroom monthly to discuss Character Counts traits and the importance of being a good citizen and making good choices.

Throughout the year, school rules and policies are communicated as necessary at parent conferences, in morning announcements, and in the weekly calendar. Appropriate classroom and playground behavior is encouraged daily through praise and motivational incentives, assertive discipline, and conflict resolution strategies to further develop personal growth. Through the Character Counts program, students learn about the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Teachers explain and discuss each of the traits monthly.

The principal and support services staff work in close collaboration with teaching staff and parents as an early intervention strategy in minimizing poor behavior patterns. Students who are experiencing difficulties in the classroom are temporarily placed in another teacher's class to regain his/her composure and reflect upon unacceptable behavior. Before a student is referred to an administrator for behavior intervention, the teacher places a phone call to the student's parent(s) to discuss unacceptable behaviors and corrective action.

Students may complete an "incident report" at any time to report unacceptable behavior of another student to the principal for adult intervention. The District's Safe School Campaign encourages students to notify school or District personnel of any instances of bullying, harassment, discrimination, vandalism, drug abuse, and other destructive behaviors. Students and parents may submit anonymous letters/notifications through links on the District's home page at www.central.k12.ca.us.

During the 2017-18 school year, the district counselor, district resource officer, and assistant principal will be visiting Central School twice weekly to assist in developing and implementing the anti-bullying program throughout all grades at the school site.

Central School implements the Positive Behavior Interventions and Support program. The program creates a common language among students and staff to create a model of what appropriate behavior looks like. As a component of the program, students participate in one week of playground training.

Students are introduced to the rules and expected behavior for each playground activity. Throughout the year as needed, students may participate in "training days" as a reminder of what is and is not acceptable behavior on the playground.

Recess activities are structured and students play games with students within their own grade level. Based upon behavior choices, students participate in either Free Choice Recess or Structured Recess. Students having difficulties making good choices may be assigned to the Wolf Training Room (grades K-3); activities are aimed at helping students explore their behavior choices through engaging instruction, hands-on activities, and discussions. Wolf Den is a reward recess activity for fourth and fifth grade students. Students who feel good about themselves and who are given the opportunity to receive recognition for their achievements are more likely to perform well academically and socially. At monthly award programs, one student is selected from each class to receive special recognition for demonstrating one of the six character traits of the Character Counts program. K-5 recipients receive lunch with the principal in the cafeteria, and 6-8 students enjoy pizza with the principal, teachers, parents, and a friend. Math Wizard Awards are presented to qualifying students in grades 1-8. Students who increase their GPA (grade point average) by .5 in a trimester are formally recognized for their achievements (grades 6-8).

Throughout the year, students who achieve academic goals are recognized at trimester presentations. Each grade level determines the method to recognize and distribute awards. Monthly honors include Student of the Month, Honor Roll, Principal's List, Attendance Awards, Character Counts, and weekly Accelerated Reader awards. At the end of the year, Gold Academic Awards, Silver Academic Awards, Attendance Awards, and Physical Fitness Awards are presented to qualifying students.

Suspensions and Expulsions									
	Central School			CUSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	10.40%	5.50%	6.40%	2.90%	2.70%	3.90%	3.80%	3.70%	3.60%
Expulsions	1.22%	0.00%	1.53%	0.20%	0.05%	0.35%	0.09%	0.09%	0.09%

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's enrichment and extracurricular activities that promote positive attitudes and encourage achievement. Extracurricular and enrichment programs include:

- ASES Extended Day Program (Gr. K-3)
- Honor Trip (Gr. 6-8)
- Spelling Bee (Gr. 1-8)
- STEM (K-8)
- Student Leadership (Gr. 6-8)

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams and intramural sports programs. Intramural sports are a component of the physical education curriculum.

- Baseball (Gr. 6-8)
- Basketball (Gr. 6-8)
- Flag Football (Gr. 6-8)
- Softball (Gr. 6-8)
- Track (Gr. 6-8)
- Volleyball (Gr. 6-8)

Homework

Homework is a fundamental part of the learning process which 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.

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 Central 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 2016-17 school year, the actual attendance rate for all grade levels for Central School was 97%.

As part of the SARB process and to ensure academic success for students attending Central School and living in the Rancheria's community, representatives from the Santa Rosa Rancheria visit the campus daily. Representatives collaborate with students' teachers to obtain weekly attendance records and grades, and then meet individually with each student's parents to discuss student progress, academic grades, and attendance. A solid, sound education is highly valued and supported by the Rancheria's community.

Central School reinforces positive attendance through a variety of incentive programs which reward students individually and as a group.

- A schoolwide attendance rate of 98% earns students a "play day" (trimester)
- Classrooms with 100% attendance for ten consecutive days are rewarded with a popsicle for every student
- Classrooms with the highest attendance for the month enjoy a pizza party
- Students with perfect attendance for the trimester are invited to participate in a special organized activity

Class Size

The following Class Size Distribution and Teaching Load tables illustrate 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				
2014-15				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0		1	
1	20.0	2		
2	18.0	2		
3	25.0		1	
4	21.0		6	
5	27.0	1	12	2
2015-16				
K	21.0	1		
1	21.0	2		
2	19.0	2		
3	16.0	2		
4	23.0	1		
5	17.0	2		
2016-17				
K	23.0		2	
1	20.0	1		
2	23.0		1	
3	23.0		2	
4	26.0		6	
5	34.0		6	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				
2014-15				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	17.0	4	4	
Math	17.0	2	2	
Science	14.0	4	2	
History	17.0	2	2	
2015-16				
English	17.0	4	4	
Math	17.0	2	2	
Science	14.0	4	2	
History	17.0	2	2	
2016-17				
English	23.0	2	4	
Math	23.0	1	2	
Science	23.0	1	2	
History	23.0	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.

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	

Curriculum & Instruction

Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the California 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 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.

Staff 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 to that end 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.

Site-Based Staff Training

During the 2016-17 school year, Central School's individual training efforts focused on the following:

- Cafe ELA
- California Standards-English Language Arts
- Daily 5
- Depth of Knowledge
- Instructional Strategies
- Math Process
- Peer Observations
- Professional Learning Communities
- Report Cards
- Rigor & Relevance (Focused on Deeper Knowledge of Understanding)
- Student Engagement Strategies
- Strategic Intervention Planning

Professional Staff

Counseling & Support Services Staff

It is the goal of Central 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, and involvement of outside agencies when necessary are available and utilized for Central 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)

2016-17		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	0.5
Library Clerk	1	1.0
Nurse (LVN)	1	0.8
Nurse (RN)	1	0.2
Psychologist	1	0.4
School Resource Officer	1	0.5
Speech & Language Therapist	1	0.2

*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.

Teacher Assignment

During the 2016-17 school year, Central School had 16 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 and Assignments

	Central School			CUSD		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	20	17	16	100	96	99
Teachers with Full Credential	20	16	16	98	92	97
Teachers without Full Credential	0	1	0	2	4	2
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	1	1	0	1	1	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.

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). 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.)

Teacher and Administrative Salaries 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
Average Principal Salaries:		
Elementary School	\$115,568	\$116,119
Superintendent Salary	\$156,304	\$178,388
Percentage of Budget For:		
Teacher Salaries	37%	37%
Administrative Salaries	6%	6%

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

Expenditures Per Pupil and School Site Teachers Salaries 2015-16

Expenditures Per Pupil	Dollars Spent Per Student				
	Central School	CUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,405	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,113	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,292	8,727	106.5%	6,574	141.3%
Average Teacher Salary	77,537	81,264	95.4%	74,194	104.5%

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 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

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Central 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Central School's SARC and access the Internet at the Stratford Family Resource Center, the Central School Library, and any of the county's public libraries. The closest library to Central 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

Central School Library
Open during school hours
Number of Computers Available: 2
Printers Available: Yes

