



Central Union School District
Lemoore, CA

Central Union School District
15783 18th Avenue
Lemoore, CA 93245
(559) 924-3405

www.central.k12.ca.us

Board of Trustees

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

District Administration

Tom Addington
Superintendent

Andrea Affrunti
Assistant Superintendent
Business, Facilities and
Financial Services

Elizabete Williams-Lozano
Assistant Superintendent of
Educational Services and
Human Resources

Contents

Principal's Message
School Mission & Profile
Parent Involvement
Student Achievement
School Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
SARC Data & Internet Access
District Expenditures

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

R.J. Neutra School

Transitional Kindergarten through Fifth Grade
Courtney Kirchman, Principal
Robert Maldonado, Assistant Principal
Community Center Drive, Bldg. 967
NAS Lemoore, CA 93245
Ph: (559) 998-6823 • FAX: (559) 998-7521

Principal's Message

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

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

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

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

Mission Statement

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

The staff and parents envision R.J. Neutra School as a place of growth for the total child: intellectual, emotional, social, ethical, and physical. Our school is where individual needs are recognized so that every student may experience success within an atmosphere of warmth, mutual respect, and caring. We monitor, adjust, and thus increase student achievement.

School Profile

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

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	9.1%	Kindergarten	134
American Indian or Alaskan Native	0.8%	Grade 1	84
Asian	0.8%	Grade 2	72
Filipino	5.6%	Grade 3	74
Hawaiian or Pacific Islander	1.0%	Grade 4	80
Hispanic or Latino	26.8%	Grade 5	79
White (not Hispanic)	44.7%	Grade 6	0
Two or More Races	11.3%	Grade 7	0
Socioeconomically Disadvantaged	50.9%	Grade 8	0
English Learners	3.8%		
Students with Disabilities	7.8%		
Migrant Education	0.0%	Total	
Foster Youth	0.4%	Enrollment	523

A traditional school calendar is followed at R.J. Neutra School. During the 2016-17 school year, 523 students were enrolled, including 7.8% in special education, 50.9% enrolled in the Free or Reduced-Price Meal program, and 3.8% qualifying for English Learner support.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

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

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

The School Site Council for R.J. Neutra School is a governing body comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council may and has elected to relinquish its duties to the School Site Council.

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

School Communications

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

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

Several family activities are scheduled each school year. These activities provide families with an opportunity to enjoy the company of the R.J. Neutra School community.

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	R. J. Neutra		CUSD		CA	
	14-15	15-16	15-16	16-17	15-16	16-17
Science (Grades 5 & 8)	82	85	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						
	R. J. Neutra		CUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	63	69	44	53	44	48
Mathematics	55	60	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	235	233	99.2%	73.0%	235	234	99.6%	61.5%
Male	124	123	99.2%	74.0%	124	123	99.2%	63.4%
Female	111	110	99.1%	71.8%	111	111	100.0%	59.5%
African American	25	25	100.0%	72.0%	25	25	100.0%	48.0%
Filipino	13	13	100.0%	84.6%	13	13	100.0%	92.3%
Hispanic or Latino	66	66	100.0%	66.7%	66	66	100.0%	56.1%
White (not Hispanic)	95	94	99.0%	73.4%	95	94	99.0%	66.0%
Two or More Races	24	24	100.0%	79.2%	24	24	100.0%	54.7%
Socioeconomically Disadvantaged	114	113	99.1%	68.1%	114	113	99.1%	57.5%
English Learners	14	13	92.9%	61.5%	14	14	100.0%	50.0%
Students with Disabilities	19	18	94.7%	44.4%	19	18	94.7%	44.4%

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.*

Student Achievement

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/.

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.

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	16.5%	15.2%	63.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Facilities & Safety

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

2016-17 Campus Improvements:

- Installation of privacy panels in the Kinder fence
- Painting of the cafeteria
- Upgrades to the front office
- Addition of fly fans in the mezzanine area
- Painting of the trim campus wide
- Replacement of outdoor tables and benches
- Painting of the blacktop area to create a "Peaceful Playground"
- Installation of new carpeting in several classrooms
- Addition of display cabinets throughout campus

2017-18 Planned Campus Improvements:

- Installation of additional campus security cameras
- Upgrades to the bell and intercom system
- Refurnish three classrooms to create a 21st Century Learning environment

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

School Inspections

R.J. Neutra School works closely with the District's maintenance department for larger projects that may require third party contractors, routine facilities maintenance projects, special projects, and school inspections. The most recent facilities inspection at R.J. Neutra School took place on October 13, 2017. During the 2016-17 school year, 100% of restrooms were fully operational and available for student use at all times.

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for R.J. Neutra School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, and dress code policy. The most current school site safety plan was reviewed and updated in April 2017. The updated plan was shared with school staff in August 2017. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the year. An updated copy of the school site safety plan is available to the public at the Central Union School District office and the school site.

Campus Maintenance

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

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

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

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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

Deferred Maintenance

Central Union School District 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, R.J. Neutra School allocated \$8,658 of deferred maintenance funds for furnace replacement projects.

Classroom Environment

Discipline & Climate for Learning

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

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

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

Suspensions and Expulsions									
	R. J. Neutra			CUSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	1.50%	1.00%	3.40%	2.90%	2.70%	3.90%	3.80%	3.70%	3.60%
Expulsions	0.00%	0.17%	0.00%	0.20%	0.05%	0.35%	0.09%	0.09%	0.09%

Homework

Homework is assigned on a regular basis for all grade levels and major subject areas, Monday through Thursday. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and is a priority at R.J. Neutra School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities. During the 2016-17 school year, the actual attendance rate for all grade levels for R.J. Neutra School was 97%. A School Attendance Review Board (SARB) was established in 2014 in conjunction with the Kings County Office of Education.

Extracurricular & Enrichment Activities

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

- Color Guard
- Community Garden
- Community Service Projects
- Dance Troupe
- Dr. Seuss Birthday Celebration
- Drama
- Holiday Performances
- Monthly Mileage Club Runs
- Peach Blossom Festival (Gr. 1-5)
- Read Across America Day
- Recycling Program
- Red Ribbon Week Activities
- Spelling Bee
- Spirit Assemblies
- Spring Program (highlighting Fine Arts)
- Student Council

Class Size

The adjacent Class Size Distribution table 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				
2014-15				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0		6	
1	20.0	4		
2	22.0		4	
3	21.0	2	2	
4	20.0	20	10	
5	21.0	2	29	
2015-16				
K	21.0	2	4	
1	17.0	4		
2	19.0	4		
3	19.0	4		
4	25.0		3	
5	23.0		3	
2016-17				
K	20.0	3	4	
1	21.0	1	3	
2	23.0		3	
3	19.0	4		
4	26.0	2	18	1
5	35.0		18	2

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

Curriculum & Instruction

Instructional Materials

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

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
Math				
2014	Yes	McGraw-Hill; <i>My Math</i>	0%	K-5
Science				
2006	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
Social Science				
2005	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2005	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

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, R. J. Neutra School's individual training efforts took place on Monday early release days and focused on the following:

- Planning and Implementation of the California Standards for Reading and Mathematics
- Social Emotional Needs Due to Military Students
- Data Driven Instruction Formative & Summative Assessments
- Professional Learning Communities

Professional Staff

Counseling & Support Services Staff

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE*
Academic Counselor	0	0
Library Clerk	1	1.0
Psychologist	1	0.4
Nurse (LVN)	1	0.2
Nurse (RN)	1	0.8
Occupational Therapist	As Needed	
Probation Officer	1	0.2
Family Forces Therapist	1	0.2
Adaptive PE Specialist	As Needed	
Speech & Language Aide	1	0.2
KCOE Speech & Language Specialist	As Needed	

*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.

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

Teacher Assignment

During the 2016-17 school year, R.J. Neutra School had 27 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					
	R. J. Neutra			CUSD		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	27	27	27	100	96	99
Teachers with Full Credential	26	27	26	98	92	97
Teachers without Full Credential	1	0	1	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	0	0	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/>.

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 R.J. Neutra School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

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

Lemoore Branch Library
(559) 924-2188

Hours: Mon.-Wed.: 10:00 a.m. - 8:00 p.m.

Th.: 10:00 a.m. - 6:00 p.m.

Fr.-Sa.: 12 noon - 5:00 p.m.

Number of Computers Available: 9

Printers Available: Yes

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

Hours: Mon.-Fr. 7:30 a.m. - 3:30 p.m.

Number of Computers Available: 3

Expenditures Per Pupil and School Site Teachers Salaries 2015-16					
Expenditures Per Pupil	Dollars Spent Per Student				
	R. J. Neutra	CUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,095	N/A	N/A	N/A	N/A
Restricted (Supplemental)	693	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,401	8,727	96.3%	6,574	127.8%
Average Teacher Salary	83,948	81,264	103.3%	74,194	113.1%

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

