



Central Union School District
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www.central.k12.ca.us

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The statistical information disclosed in this report is obtained from the California Department of Education and the Central Union School District. At the time of publication, this report meets all SARC-related state and federal requirements, using the most current data available. The data to complete the instructional materials and school facilities sections were acquired in September 2011.

2010-11 Annual School Accountability Report Card

Published January 2012



A California
Distinguished School

Central School

Grades Pre-Kindergarten through Eight

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Principal's Message

Central's students, teachers, parents and community have worked together to make this a reality. The entire staff at Central School is dedicated to educating the "whole child," while at the same time preparing the students for a world of challenging standards. Central is a school that finds strength in its diversity and takes pride in its heritage. The school motto is "Student, Parent, School, Together We Achieve." Central stands by this motto, believing that its students can only achieve to their full potential if 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.

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 pre-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 2010-11 school year, 369 students were enrolled, including 7.3% in special

education, 55.3% enrolled in the Free and Reduced-Price Meal program, and 12.5% qualifying for English Language support. Central School achieved a 2011 Academic Performance Index (API) score of 733.

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 and academic events. The many parent volunteers at school serve as classroom helpers, assist with fundraisers, and organize school activities. Parents are encouraged to serve on decision-making committees such as the School Site Council (SSC), English Learner Advisory Council (ELAC), 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, school carnivals, and many other extra benefits for the school and its students.

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	3.5%	Kindergarten	42
American Indian or Alaskan Native	65.2%	Grade 1	39
Asian	0.3%	Grade 2	39
Filipino	0.3%	Grade 3	44
Hawaiian or Pacific Islander	0.0%	Grade 4	41
Hispanic or Latino	20.9%	Grade 5	42
White (not Hispanic)	9.8%	Grade 6	49
Two or More Races	0.0%	Grade 7	38
		Grade 8	35
		Total Enrollment	369

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 Elizabeth Williams-Lozano 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. Global Connect, 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. The *Firm, Fair & Consistent* newsletter is sent home monthly and features valuable guidance concerning student discipline and academics.

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 Benchmark Assessments

Central Union School District administers its own set of comprehensive assessments to all K-8 students to determine individual levels of academic proficiency in reading, writing and math. For grades 6-8, students participate in reading, writing, math, history, and science benchmark assessments. Each assessment is aligned to District and state content standards and given at the end of each trimester.

Assessment results are shared with teachers and District administration to evaluate the effectiveness of the curriculum and identify students who may need additional academic intervention. Individual student results are shared at parent conferences and mailed to each student's home. Teachers include assessment results in students' report cards (grades K-8) to increase the awareness of academic progress and to establish common individual goals. The second trimester assessment results are used to qualify and recommend students for summer school or retention.

Standardized State Assessments

Students at Central School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels on the CST exam. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Central School			CUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	26	31	36	56	58	61	50	52	54
Math	34	41	51	60	62	64	46	48	50
Science	19	20	30	55	60	65	50	53	56
History	5	17	68	35	49	55	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups									
Percentage of Students Scoring at Proficient and Advanced Levels 2010-11									
	Central School								
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races	
English-Language Arts	42	28	*	*	41		69		
Math	75	42	*	*	56		85		
Science	*	21	*	*	44		*		
History	*	6	*	*	*		*		

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups						
Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Central School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	32	39	31	34	22	*
Math	48	54	59	49	28	*
Science	42	18	*	27	*	*
History	29	19	*	25	*	*

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index

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

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

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

Adequate Yearly Progress

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

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or higher or increasing the API growth by one point.

The following AYP table illustrates the school's progress in meeting 2010-11 AYP targets. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Central School	CUSD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	Yes
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	17/17	32/33
Number of Criteria Possible		

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply,

based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. During the 2010-11 school year, Central School did not participate in the Title I program, therefore the school is not subject to comply with Title I program requirements.

Title I PI Status 2011-12		
	Central School	CUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		0
% Schools Currently In PI		0%

The statistical information in this table reflects the PI status during the 2011-12 school year.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

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

Academic Performance Index Three-Year Performance Comparison									
	Central School Base API Rank:								
	2008		2009		2010				
	Statewide Rank	Similar Schools Rank	2	7	1	1	2	7	
	Central School		Central School		CUSD		State		
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	-24	53	15	269	733	1,237	834	4,683,676	778
Ethnic Subgroups									
American Indian or Alaskan Native	-17	60	4	175	688	188	695	33,774	733
Hispanic or Latino	-37	43	46	56	755	390	810	2,406,749	729
Other Subgroups									
Economically Disadvantaged	-40	58	17	168	723	701	805	2,731,843	726

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 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	12%	20%	16%
Seventh	24%	29%	24%

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.

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 3 sets
# of Restrooms (student use)	3 unisex
Computer Lab	1
Cafeteria/Multipurpose Room	1
Health Office	1
Library	1
Teacher Lounge/Work Room	1
Teacher Work Room	1

2010-11 Campus Improvement Projects:

- Installation of new water storage tank completed
- Completion of water well
- Installation of new fire suppressor system and six new fire hydrants
- Replaced asphalt with concrete in area south of Rooms 1 and 2
- Moved visitor entrance to school office

2011-12 Campus Improvement Projects:

- Installation of solar panel/covered parking structure

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. 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, two teachers for grades K-3 and two teachers for grades 4-8 escort students to the bus loading area and are assigned to that area until the bus departs to monitor departure activities. One teacher and one instructional aide for grades K-3 and two teachers from grades 4-8 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 department from school, sexual harassment policy, and dress code policy. The most current school site safety plan was reviewed, updated, and shared with school staff in September 2011 at a staff meeting. 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.

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 August 12, 2011. During the 2010-11 school year, 100% of student restrooms were fully operational and available for student use at all times.

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 three 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 a month, 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

School Facility Good Repair Status					
Item Inspected	Repair Status				
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned	
August 12, 2011					
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	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.

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.

Deferred Maintenance

Central Union School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Central School did not receive deferred maintenance funds for campus improvements.

Note: The California Department of Education requires the most recent information to be provided regarding school safety and facilities; data collected and disclosed in this report regarding school safety and facilities was acquired in September 2011.

Classroom Environment

Discipline & Climate for Learning

The Central Union School District *Student Conduct Code* outlines expected student behavior and consequences for inappropriate 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, discipline assemblies are held to review school rules and behavior expectations. Officer Ellis visits the campus once a month to visit each classroom 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 as a thematic unit, integrating character education lessons into the standard academic curriculum.

The principal, support services staff, and the community liaison 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.

Suspensions and Expulsions			
	Central School		
	08-09	09-10	10-11
Suspensions (#)	106	43	104
Suspensions (%)	28.04%	11.62%	28.18%
Expulsions (#)	4	2	7
Expulsions (%)	1.06%	0.54%	1.90%
	CUSD		
	All Elementary Schools		
	08-09	09-10	10-11
Suspensions (#)	182	126	151
Suspensions (%)	9.75%	6.65%	8.00%
Expulsions (#)	8	4	7
Expulsions (%)	0.43%	0.21%	0.37%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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.

Central School is in its second year of 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.

Students who feel good about themselves and given the opportunity to receive recognition for their achievements are more likely to perform well academically and socially. At 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, and parents or 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 monthly presentations. Each grade level determines the method to recognize and distribute awards. In the fall, students are recognized for outstanding performance on the STAR exam. Monthly honors include Student of the Month, Honor Roll, Principal's List, Attendance Awards, and Character Counts. At the end of the year, Gold Academic Awards, Silver Academic Awards, Attendance Awards, and Physical Fitness Awards are presented to qualifying students.

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)
- GATE (Gr. 6-8)
- Honor Bell Choir (Gr. 6-8)
- Honor Trip (Gr. 6-8)
- Poster Contests
- Spelling Bee (Gr. 1-8)
- Student Council (Gr. 7-8)

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.

- Basketball (Gr. 6-8)
- Flag Football (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.

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				
2008-09				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	20.0	2		
1	19.5	2		
2	20.0	1		
3	17.0	2		
4	25.0		1	
5	22.0		1	
Combo K-3	20.0	2		
Combo 4-5	23.0		2	
2009-10				
K	19.5	2		
1	20.0	2		
2	21.5		2	
3	20.5	1	1	
4	21.5		2	
5	22.5		2	
6	27.0		1	
Combo K-3	20.4	4	4	
Combo 3-4	21.0		4	
Combo 4-8	24.0		8	
2010-11				
K	21.0	2		
1	19.5	2		
2	19.5	2		
3	21.5	2		
4	29.0		1	
5	27.5		2	
6	30.5		2	

Combo classes are any combination of K-3, 3-4, and 4-5 grades.

Teaching Load Distribution Departmentalized Instruction				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	18.8	8	3	
Math	22.4	3	2	
Science	23.3	2	2	
History	23.3	2	2	
2009-10				
English	22.6		3	
Math	22.6		3	
Science	22.6		3	
History	22.6		3	
2010-11				
English	28.3		4	
Math	29.5		2	
Science	29.5		2	
English	29.5		2	

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 2010-11 school year, the actual attendance rate for all grade levels for Central School was 96.67%.

As part of the SARB process and to ensure academic success for students attending Central School and living in the Rancherías community, a representative from the Santa Rosa Rancherías visits the campus daily. The representative collaborates with students' teachers to obtain weekly attendance records and grades. The representative meets 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 Rancherías 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 earn the privilege to display the "attendance banner" and enjoy a pizza party
- Students with perfect attendance for the trimester are invited to participate in a special organized activity

Curriculum & Instruction

Instructional Materials

All textbooks used in the core curriculum throughout Central Union School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 12, 2011, 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-09-12-2011 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

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade	
Reading/Language Arts					
2010	Yes	MacMillan/McGraw-Hill; <i>California Treasures</i>	0%	K-5	
2009	Yes	Glencoe/McGraw Hill; <i>Literature & Expressions</i>	0%	6-8	
2003	Yes	Hampton Brown; <i>Into English</i> (ELD)	0%	K-6	
2003	Yes	Hampton Brown; <i>HighPoint</i> (ELD)	0%	4-8	
Math					
2008	Yes	Houghton Mifflin; <i>California Mathematics</i>	0%	K-5	
2008	Yes	McDougal Littell; <i>Math: Course 1 & 2, and Algebra</i>	0%	6-8	
Science					
2006	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5	
2006	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8	
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	

this report regarding instructional materials were acquired in September 2011.

Staff Development

Central Union School District and all four school sites combine efforts to provide training and curriculum development, which revolves around the California State Content Standards and 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 writing and implementation of Central Union School District's curriculum is an ongoing process, designed to meet the changing needs in the areas of instructional improvement and implementation of state standards and instructional materials. Teachers and administrators at each school site serve on curriculum committees. The committees review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, develop benchmark tests, determine staff development needs, analyze test results, prompt grade level collaboration, and select textbooks and supplementary teaching materials based on the state standards.

Teams of teachers and administrators analyze state standards and results from STAR testing as a preliminary step in developing methods to evaluate how well students are doing on a regular basis. Teachers and administrators use "Backwards Design" strategies to break down essential standards which are most important to teach and assess. Teachers collaboratively develop regular assessments using the District's adopted textbooks and materials.

During the 2010-11 school year, five afternoon staff development sessions (referred to as "five o'clock days") were sponsored by the District; teachers from each school participated in staff development activities based upon the District's instructional focus areas.

2010-11 Staff Training Topics:

- California Treasures (Language Arts)
- Collaboration on Creating Differentiated Lessons
- Data Analysis
- Data Director
- ELD Strategies
- Interpreting Data with Corey Greenlaw (Math and Social Science)
- Language Arts Assessments
- Step Up to Writing
- Technology
- Thinking Maps
- Traits of Writing

As part of the growth process, supplemental training for new and ongoing programs are held at the beginning and throughout the school year. During the 2010-11 school year, supplemental training topics included:

- Activity Planning In Class
- Apple iPad Training for Classroom
- California Treasures

- Computer-Using Educators
- CPR
- Data Director
- FRISK Workshop
- Google Certified Teacher Update
- Grade Level Collaboration
- Launching Common Core Standards
- Planning Curriculum Using Frameworks
- PowerSchool University
- Targeted Oral Language Development
- The Arts in School
- Thinking Maps for English Learners

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aide/CPR, ExCEL (direct instruction), and Reading Mastery. Staff members continue to learn new teaching concepts by participating in conferences and workshops throughout the year. Site-based conferences are held to discuss the quality of instruction and to provide suggestions for teachers to improve classroom practices.

Nonteaching staff acquire job-related training through in-house sponsored workshops provided by department supervisors or vendors. New teachers (new to the District or new to teaching) receive intensive support and training through the county BTSA (Beginning Teacher Support and Assessment) program. For beginning teachers and new teachers recruited from out-of-state, BTSA provides support and skill-building through formative assessment and individualized support based on assessment.

Site-Based Staff Training

During the 2010-11 school year, Central School's individual training efforts focused on:

- English/Language Arts Program (diagnosis and assessments)
- Instructional Strategies

- Positive Behavior Interventions and Support
- Student Engagement Strategies
- Strategic Intervention Planning

Professional Staff

Teacher Assignment

Central School recruits and employs highly qualified credentialed teachers. For the 2010-11 school year, the school had 20 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English Language Learners. All teachers assigned outside their teaching credential area have completed appropriate coursework or training in the subject(s) that they are assigned to teach.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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

Teacher Credentials and Assignments								
	Central School				CUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	22	20	20		109	103	102	
Teachers with Full Credential	22	20	20		109	103	102	
Teachers without Full Credential	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		0	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
Central School	92.98%	7.02%
District Totals		
All Schools	98.28%	1.72%
High-Poverty Schools	100.00%	0.00%
Low-Poverty Schools	0.00%	0.00%

Teacher Education Levels 2010-11		
	Central School	CUSD
Doctorate	0.0%	0.0%
Master's Degree Plus 30 or More Semester Hours	0.0%	0.0%
Master's Degree	25.0%	31.0%
Bachelor's Degree Plus 30 or More Semester Hours	70.0%	66.0%
Bachelor's Degree	5.0%	3.0%
Less Than a Bachelor's Degree	0.0%	0.0%

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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	0	0.0
Community Liaison	1	0.8
Librarian	1	1.0
Nurse (LVN)	1	0.4
Nurse (RN)	1	0.2
Probation Officer	1	0.2
Psychologist	1	0.2
School Resource Officer	1	0.2
Speech & Language Therapist	1	0.2

FTE = Full-Time Equivalent

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.

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 API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

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

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 2009-10 school year, Central Union School District spent an average of \$10,172 to educate each student (Current Expense of Education per ADA, based on 2009-10 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 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.)

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Central School	CUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	
Total Restricted and Unrestricted	7,771	7,774	100.0%	N/A	N/A
Restricted (Supplemental)	1,934	1,397	138.4%	N/A	N/A
Unrestricted (Basic)	5,837	6,377	91.5%	5,455	107.0%
Average Teacher Salary	70,944	74,398	95.4%	65,524	108.3%

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training, & Student Assistance
- Indian Education
- Lottery: Instructional Materials
- Other Federal Funds
- School Safety & Violence Prevention
- Special Education
- Title I, II, III
- Transportation

Safe Schools/Healthy Student Grant

Central Union Elementary School District has been awarded a Safe Schools/Healthy Students (SS/HS) federal grant and has been allotted \$692,861 for four consecutive years, as long as progress is achieved and federal funds are available. The grant draws on the best practices of community education, justice, social service and mental health resources to provide integrated and comprehensive resources for prevention programs and pro-social services for youth. Parenting classes and implementation of new instructional programs will be administered through Stratford School. The plan focuses on six elements:

- Safe school environments
- Violence prevention activities
- Alcohol and other drug prevention
- Student behavioral, social and emotional supports
- Mental health services