



Central Union School District
Lemoore, CA

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

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 2015.

2014-15 Annual School Accountability Report Card

Published January 2016

Central School

Grades Preschool and Transitional Kindergarten through Eight

Nancy Davis, Principal

Christina Gonzales, Assistant Principal

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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 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 2014-15 school year, 292 students were enrolled, including 9.2% in special education, 54.8% enrolled in the Free and Reduced-Price Meal program, and 17.8% qualifying for English Language support.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	1.7%	Kindergarten	25
American Indian or Alaskan Native	42.3%	Grade 1	40
Asian	0.7%	Grade 2	36
Filipino	0.0%	Grade 3	25
Hawaiian or Pacific Islander	0.0%	Grade 4	35
Hispanic or Latino	44.7%	Grade 5	31
White (not Hispanic)	9.6%	Grade 6	34
Two or More Races	1.0%	Grade 7	32
Socioeconomically Disadvantaged	69.9%	Grade 8	34
English Learners	17.8%		
Students with Disabilities	9.2%		
Migrant Education	0.0%	Total	
Foster Youth	1.0%	Enrollment	292

Local Control Accountability Plan (LCAP)

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

Conditions of Learning - State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement - State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes - State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement - State Priority 3: Covered in Parent Involvement.

Pupil Engagement - State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate - State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

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 may serve on decision-making committees such as the School Site Council (SSC), District Advisory Council (DAC), 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.

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. 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-5 students to determine individual levels of academic proficiency in reading, writing and math. Teachers for students in grades 3-5 develop formative assessments for both language arts and math evaluation once each trimester. Students in grades 6-8 participate in reading, writing, math, history, and science benchmark assessments. Each assessment is aligned to District and state content standards and are given at the end of each trimester.

Assessment results are shared with teachers and District administration to evaluate the effectiveness of the curriculum and identify students who may need additional academic intervention. Individual student results are shared at parent conferences and mailed to each student's home. Teachers share assessment results with students in grades 3-8 to increase the student's awareness of his/her academic progress and to establish common individual goals.

California Standards Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. 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.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Central School			CUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	18	24	25	62	61	62	59	60	56

California Standards Test (CST) Results by Student Subgroup	
2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
CUSD	62
Central School	25
Male	33
Female	18
American Indian or Alaskan Native	20
Hispanic or Latino	16
Students with Disabilities	26

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. 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 grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. 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			
All Students			
Percentage of Students Meeting or Exceeding the State Standards			
2014-15			
	Central School	CUSD	CA
English-Language Arts/Literacy	0	44	44
Mathematics	0	33	33

Note: Students in grades 3-8 and 11 are given this test. 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.

**CAASPP Assessment Results Disaggregated by Student Groups
2014-15**

	English Language Arts/Literacy							Mathematics																			
	Total Enrollment			Number Tested			Achievement Level				Total Enrollment			Number Tested			Achievement Level										
							1	2	3	4							1	2	3	4							
Grade 3														Grade 3													
All Students Tested	24	24	100.0%	58.0%	25.0%	8.0%	8.0%	24	24	100.0%	38.0%	33.0%	21.0%	8.0%													
Male	24	10	41.7%	-	-	-	-	24	10	41.7%	-	-	-	-													
Female	24	14	58.3%	57.0%	36.0%	0.0%	7.0%	24	14	58.3%	43.0%	36.0%	14.0%	7.0%													
American Indian or Alaskan Native	24	12	50.0%	50.0%	33.0%	8.0%	8.0%	24	12	50.0%	50.0%	17.0%	25.0%	8.0%													
Hispanic or Latino	24	11	45.8%	64.0%	18.0%	9.0%	9.0%	24	11	45.8%	27.0%	55.0%	9.0%	9.0%													
White (not Hispanic)	24	1	4.2%	-	-	-	-	24	1	4.2%	-	-	-	-													
Socioeconomically Disadvantaged	24	17	70.8%	65.0%	18.0%	12.0%	6.0%	24	17	70.8%	41.0%	35.0%	18.0%	6.0%													
English Learners	24	3	12.5%	-	-	-	-	24	3	12.5%	-	-	-	-													
Students with Disabilities	24	1	4.2%	-	-	-	-	24	1	4.2%	-	-	-	-													
Grade 4														Grade 4													
All Students Tested	43	42	97.7%	55.0%	26.0%	14.0%	5.0%	43	41	95.3%	44.0%	37.0%	17.0%	2.0%													
Male	43	16	37.2%	63.0%	13.0%	25.0%	0.0%	43	16	37.2%	38.0%	50.0%	13.0%	0.0%													
Female	43	26	60.5%	50.0%	35.0%	8.0%	8.0%	43	25	58.1%	48.0%	28.0%	20.0%	4.0%													
African American	43	2	4.7%	-	-	-	-	43	2	4.7%	-	-	-	-													
American Indian or Alaskan Native	43	21	48.8%	76.0%	10.0%	14.0%	0.0%	43	21	48.8%	57.0%	33.0%	10.0%	0.0%													
Hispanic or Latino	43	1	2.3%	-	-	-	-	43	1	2.3%	-	-	-	-													
White (not Hispanic)	43	15	34.9%	27.0%	47.0%	20.0%	7.0%	43	14	32.6%	29.0%	43.0%	29.0%	0.0%													
Socioeconomically Disadvantaged	43	32	74.4%	53.0%	28.0%	13.0%	6.0%	43	31	72.1%	48.0%	32.0%	19.0%	0.0%													
English Learners	43	3	7.0%	-	-	-	-	43	3	7.0%	-	-	-	-													
Students with Disabilities	43	3	7.0%	-	-	-	-	43	3	7.0%	-	-	-	-													
Grade 5														Grade 5													
All Students Tested	34	32	94.1%	69.0%	19.0%	13.0%	0.0%	34	33	97.1%	73.0%	27.0%	0.0%	0.0%													
Male	34	14	41.2%	71.0%	14.0%	14.0%	0.0%	34	15	44.1%	67.0%	33.0%	0.0%	0.0%													
Female	34	18	52.9%	67.0%	22.0%	11.0%	0.0%	34	18	52.9%	78.0%	22.0%	0.0%	0.0%													
African American	34	1	2.9%	-	-	-	-	34	1	2.9%	-	-	-	-													
American Indian or Alaskan Native	34	15	44.1%	73.0%	20.0%	7.0%	0.0%	34	16	47.1%	75.0%	25.0%	0.0%	0.0%													
Hispanic or Latino	34	12	35.3%	75.0%	17.0%	8.0%	0.0%	34	12	35.3%	75.0%	25.0%	0.0%	0.0%													
White (not Hispanic)	34	4	11.8%	-	-	-	-	34	4	11.8%	-	-	-	-													
Socioeconomically Disadvantaged	34	22	64.7%	64.0%	18.0%	18.0%	0.0%	34	23	67.6%	65.0%	35.0%	0.0%	0.0%													
English Learners	34	4	11.8%	-	-	-	-	34	4	11.8%	-	-	-	-													
Students with Disabilities	34	2	5.9%	-	-	-	-	34	3	8.8%	-	-	-	-													
Migrant Education	34	2	5.9%	-	-	-	-	34	2	5.9%	-	-	-	-													
Grade 6														Grade 6													
All Students Tested	35	32	91.4%	72.0%	16.0%	13.0%	0.0%	35	33	94.3%	70.0%	27.0%	3.0%	0.0%													
Male	35	17	48.6%	88.0%	6.0%	6.0%	0.0%	35	18	51.4%	78.0%	17.0%	6.0%	0.0%													
Female	35	15	42.9%	53.0%	27.0%	20.0%	0.0%	35	15	42.9%	60.0%	40.0%	0.0%	0.0%													
African American	35	2	5.7%	-	-	-	-	35	2	5.7%	-	-	-	-													
American Indian or Alaskan Native	35	11	31.4%	91.0%	9.0%	0.0%	0.0%	35	11	31.4%	100.0%	0.0%	0.0%	0.0%													
Hispanic or Latino	35	17	48.6%	65.0%	12.0%	24.0%	0.0%	35	18	51.4%	61.0%	33.0%	6.0%	0.0%													
White (not Hispanic)	35	1	2.9%	-	-	-	-	35	1	2.9%	-	-	-	-													
Two or More Races	35	1	2.9%	-	-	-	-	35	1	2.9%	-	-	-	-													
Socioeconomically Disadvantaged	35	28	80.0%	71.0%	14.0%	14.0%	0.0%	35	29	82.9%	66.0%	31.0%	3.0%	0.0%													
English Learners	35	4	11.4%	-	-	-	-	35	5	14.3%	-	-	-	-													
Students with Disabilities	35	5	14.3%	-	-	-	-	35	5	14.3%	-	-	-	-													
Grade 7														Grade 7													
All Students Tested	30	29	96.7%	55.0%	28.0%	17.0%	0.0%	30	29	96.7%	52.0%	38.0%	3.0%	3.0%													
Male	30	10	33.3%	-	-	-	-	30	10	33.3%	-	-	-	-													
Female	30	19	63.3%	63.0%	16.0%	21.0%	0.0%	30	19	63.3%	63.0%	32.0%	5.0%	0.0%													
African American	30	1	3.3%	-	-	-	-	30	1	3.3%	-	-	-	-													
American Indian or Alaskan Native	30	16	53.3%	75.0%	13.0%	13.0%	0.0%	30	16	53.3%	75.0%	19.0%	0.0%	0.0%													
Hispanic or Latino	30	1	3.3%	-	-	-	-	30	1	3.3%	-	-	-	-													
White (not Hispanic)	30	8	26.7%	-	-	-	-	30	8	26.7%	-	-	-	-													
Socioeconomically Disadvantaged	30	25	83.3%	56.0%	28.0%	16.0%	0.0%	30	25	83.3%	52.0%	36.0%	4.0%	4.0%													
English Learners	30	1	3.3%	-	-	-	-	30	1	3.3%	-	-	-	-													
Students with Disabilities	30	1	3.3%	-	-	-	-	30	1	3.3%	-	-	-	-													
Grade 8														Grade 8													
All Students Tested	31	29	93.5%	31.0%	52.0%	14.0%	3.0%	31	29	93.5%	66.0%	21.0%	10.0%	3.0%													
Male	31	15	48.4%	33.0%	47.0%	20.0%	0.0%	31	15	48.4%	73.0%	7.0%	13.0%	7.0%													
Female	31	14	45.2%	29.0%	57.0%	7.0%	7.0%	31	14	45.2%	57.0%	36.0%	7.0%	0.0%													
African American	31	1	3.2%	-	-	-	-	31	1	3.2%	-	-	-	-													
American Indian or Alaskan Native	31	19	61.3%	42.0%	53.0%	5.0%	0.0%	31	19	61.3%	68.0%	21.0%	11.0%	0.0%													
Hispanic or Latino	31	6	19.4%	-	-	-	-	31	6	19.4%	-	-	-	-													
White (not Hispanic)	31	2	6.5%	-	-	-	-	31	2	6.5%	-	-	-	-													
Two or More Races	31	1	3.2%	-	-	-	-	31	1	3.2%	-	-	-	-													
Socioeconomically Disadvantaged	31	18	58.1%	28.0%	50.0%	22.0%	0.0%	31	18	58.1%	61.0%	28.0%	6.0%	6.0%													
English Learners	31	7	22.6%	-	-	-	-	31	7	22.6%	-	-	-	-													
Migrant Education	31	1	3.2%	-	-	-	-	31	1	3.2%	-	-	-	-													

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

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 2014-15 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.

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/.

Title I PI Status 2015-16		
	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/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	67.8%	48.4%	35.5%
Seventh	51.7%	34.5%	6.9%

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.

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. 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 2014-15

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?

AYP Criteria	Central School	CUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes

AYP Performance Level

Number of AYP Criteria		
Met Out of the Total	9/9	15/15
Number of Criteria Possible		

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.

2014-15 Campus Improvement Projects:

- Addition of new playground equipment in kinder area
- Repair tiles in cafeteria
- Repairs to sidewalk
- Replace door hardware throughout the school
- Addition of new perimeter fencing around the campus
- Addition of iPad mobile carts for grades K-2
- Replacement of HVAC units

2015-16 Planned Campus Improvement Projects:

- Replacement of flooring
- Addition of covers to dugouts
- Installation of a filtered water station with water bottle filler
- Replacement of HVAC units
- Installation of fencing

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

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 6, 2015. During the 2014-15 school year, 100% of student restrooms were fully operational and available for student use at all times.

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 at 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. 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 bus departs 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 was reviewed, updated, and shared with school staff in September 2015 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.

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

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: August 6, 2015				
Systems: gas leaks, Mech/HVAC, sewer	✓			
Interior Surfaces	✓			
Cleanliness: overall cleanliness, pest vermin infestation	✓			
Electrical	✓			No deficiencies were found during the inspection.
Restrooms/Fountains	✓			
Safety: fire safety, hazardous materials	✓			
Structural: structural damage, roofs	✓			
External: playground, school grounds, windows, doors, gates, fences	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage Description Rating:

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

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 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.

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 2014-15 school year, Central School allocated \$11,170 of deferred maintenance funds for the following projects:

- Flooring replacement
- Concrete repairs

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, discipline assemblies are held to review school rules and behavior expectations. Deputy Ellis visits the campus daily 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 as a thematic unit, integrating character education lessons into the standard academic curriculum.

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 2015-16 school year, the District Counselor 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 is in its fourth year of implementing 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 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. 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	63	70	34	138	120	58	329,370	279,383	243,603
Expulsions (#)	6	8	4	11	8	4	8,266	6,611	5,692

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)
- Spelling Bee (Gr. 1-8)
- 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 2014-15 school year, the actual attendance rate for all grade levels for Central School was 96%.

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 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

Teaching Load Distribution Departmentalized Instruction				
2012-13				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	18	8	2	
Math	15	6		
Science	18	4	1	
History	18.0	4	1	
2013-14				
English	11.0	14		
Math	15.0	5		
Science	15.0	5		
History	15.0	5		
2014-15				
English	17.0	4	4	
Math	17.0	2	2	
Science	14.0	4	2	
History	17.0	2	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.

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				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	17.0	1	1	
1	17.0	1	1	
2	22.0		2	
3	19.0	2		
4	22.0		1	
5	23.0		2	
2013-14				
K	24.0		2	
1	16.0	2		
2	13.0	2		
3	22.0		2	
4	19.0	1		
5	22.0		1	
2014-15				
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

*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 Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by

the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 14, 2015, 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 #L-09-14-2015 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.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the Common Core State Standards (CCSS) and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, Central Union School District has been making strides to align instructional programs with Common Core State Standards. District administration has developed a comprehensive plan to develop leadership teams, train teachers, update instructional resources, and implement standards-based changes to:

- Math Frameworks and Adoptions
- Language Arts Frameworks and Adoptions
- Writing Frameworks
- Student Assessment
- English Learner Strategies & Techniques

The writing and implementation of Central Union School District's curriculum is an ongoing process designed to meet the changing needs in the areas of instructional improvement,

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	
			Grade	
Reading/Language Arts				
2010	Yes	MacMillan/McGraw-Hill; <i>California Treasures</i>	0%	K-5
2009	Yes	Glencoe/McGraw Hill; <i>California Literature & Expressions</i>	0%	6-8
Math				
2014	Yes	MacMillan/McGraw Hill; <i>My Math</i>	0%	TK-8
2014	Yes	Glencoe; <i>Math Course 1</i>	0%	6
2014	Yes	Glencoe; <i>Math Course 2</i>	0%	7
2014	Yes	Glencoe; <i>Math Course 3</i>	0%	8
Science				
2007	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2007	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8
Social Science				
2006	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2006	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

implementation of state standards, and adoption of instructional materials. Teachers and administrators at each school site serve on curriculum committees. The committees review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, develop benchmark tests, determine staff development needs, analyze test results, prompt grade level collaboration, select textbooks and supplementary teaching materials, and review 21st century learning.

Throughout the 2014-15 year, each teacher was provided ten days of professional development. Three days (Math - two days; ELA - one day) were dedicated to reviewing and digging deeper to develop understanding of teaching and learning expectations. The remaining seven days were devoted to unit development in ELA and Math. Session topics for these trainings covered the following areas:

Math

- Overview of the California Common Core State Standards (CCSS) Initiative
- Key Instructional Shifts
- CCSS for Mathematics - Structure & Highlights
- A Closer Look at Grade Level Standards
- Progressions and Illustrative Tasks
- Standards for Mathematical Practice
- Number Talks
- Content Standards
- Mathematical Practices
- Tape Diagrams
- Illustrative Tasks
- SBAC Sample Test

English Language Arts

- Instructional Shifts
- Essential Questions
- Rigor & Relevance
- Depth of Knowledge (DOK)
- Anchor Standards
- Performance Tasks
- SBAC - English Language Arts/Literacy
- ELA/ELD Framework
- Learning Progressions
- 21st Century Skills
- Curriculum Mapping
- "Big 5" of Unit Design
- Analyze and Evaluate Units
- Explore Templates
- Beginning Mapping Units

Site-based conferences are held to discuss the quality of instruction and to provide suggestions for teachers to improve classroom practices based upon evaluation of student performance data. Certificated staff attend workshops, conferences, and training programs offered by neighboring districts, county offices of education, and professional consultants. External training activities enable access to research-based strategies relative to individual areas of expertise and responsibility. Participation in third-party training during the 2014-15 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment.

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aide/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. 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.

Site-Based Staff Training

During the 2014-15 school year, Central School's individual training efforts focused on:

- California Standards-English Language Arts
- Depth of Knowledge
- Instructional Strategies
- Peer Observations
- Positive Behavior Interventions and Support
- Rigor & Relevance (Focused on Deeper Knowledge of Understanding)
- Student Engagement Strategies
- Strategic Intervention Planning

Professional Staff

Teacher Assignment

Central School recruits and employs highly qualified credentialed teachers. For the 2014-15 school year, the school had 19 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.

	Central School			CUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	19	19	20	95	97	99
Teachers with Full Credential	19	19	20	95	97	99
Teachers without Full Credential	0	0	0	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	1	0	0	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.*

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the 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/.

	NCLB Compliance Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
Central School	100%	0%
District Totals		
All Schools	100%	0%
High-Poverty Schools	100%	0%
Low-Poverty Schools	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Services Staff

It is the goal of 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)
2014-15**

	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.

**Salary Comparison
2013-14**

	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$46,015	\$42,723
Mid-Range Teacher Salary	\$72,088	\$65,936
Highest Teacher Salary	\$89,301	\$84,545
Average Principal Salaries:		
Elementary School	\$108,928	\$106,864
Superintendent Salary	\$128,301	\$159,133
Percentage of Budget For:		
Teacher Salaries	38%	40%
Administrative Salaries	7%	6%

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

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 AYP, CST, CAASPP, enrollment, and staffing.

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

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 2013-14 school year, Central Union School District spent an average of \$10,797 to educate each student (Current Expense of Education per ADA, based on 2013-14 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.)

**Current Expense of Education Per Pupil
2013-14**

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	10,249	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,381	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,868	7,549	117.5%	5,348	165.8%
Average Teacher Salary	70,961	76,400	92.9%	69,086	102.7%

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 2013-14 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Ongoing & Major Maintenance Account
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III