



Central Union School District
Lemoore, CA

Central Union School District
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The statistical information disclosed in this report is obtained from the California Department of Education and the Central Union School District. At the time of publication, this report meets all SARC-related state and federal requirements, using the most current data available. The data to complete the instructional materials and school facilities sections were acquired in September 2015.

2014-15 Annual School Accountability Report Card

Published January 2016

R.J. Neutra School

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Principal's Message

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

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

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

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

Mission Statement

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

The staff and parents envision R.J. Neutra School as a place of growth for the total child: intellectual, emotional, social, ethical, and

physical. Our school is where individual needs are recognized so that every student may experience success within an atmosphere of warmth, mutual respect, and caring. We monitor, adjust, and thus increase student achievement.

School Profile

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

Percentage of Students by Ethnicity/Grade Level

2014-15

Ethnic Group	%	Grade Level	#
African American	10.2%	Kindergarten	133
American Indian or Alaskan Native	1.1%	Grade 1	82
Asian	2.3%	Grade 2	89
Filipino	5.3%	Grade 3	82
Hawaiian or Pacific Islander	1.7%	Grade 4	63
Hispanic or Latino	26.5%	Grade 5	65
White (not Hispanic)	47.3%	Grade 6	0
Two or More Races	5.5%	Grade 7	0
Socioeconomically Disadvantaged	53.1%	Grade 8	0
English Learners	4.1%		
Students with Disabilities	7.0%		
Migrant Education	0.0%	Total	
Foster Youth	0.8%	Enrollment	514

A traditional school calendar is followed at R.J. Neutra School. During the 2014-15 school year, 514 students were enrolled, including 7% in special education, 53.1% enrolled in the Free or Reduced-Price Meal program, and 4.1% qualifying for English Learner support.

Local Control Accountability Plan (LCAP)

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

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

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

R.J. Neutra School recently 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.

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

School Communications

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

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

Several evening activities are scheduled each school year including Movies Under the Stars, Pumpkin Alley, Twelve Days of Christmas, and Month of the Military Child. These activities provide families with an opportunity to enjoy the company of the R.J. Neutra School community.

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. 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 3-5 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.

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	R. J. Neutra			CUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	82	84	82	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
R. J. Neutra	82
Male	93
Female	73
Hispanic or Latino	70
White (not Hispanic)	92
Students with Disabilities	78

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.

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

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3							Grade 3							
All Students Tested	84	74	88.1%	18.0%	23.0%	34.0%	23.0%	84	74	88.1%	18.0%	28.0%	35.0%	18.0%
Male	84	43	51.2%	19.0%	21.0%	40.0%	16.0%	84	43	51.2%	19.0%	35.0%	23.0%	23.0%
Female	84	31	36.9%	16.0%	26.0%	26.0%	32.0%	84	31	36.9%	16.0%	19.0%	52.0%	10.0%
African American	84	3	3.6%	*	*	*	*	84	3	3.6%	*	*	*	*
American Indian or Alaskan Native	84	1	1.2%	*	*	*	*	84	1	1.2%	*	*	*	*
Asian	84	3	3.6%	*	*	*	*	84	3	3.6%	*	*	*	*
Filipino	84	7	8.3%	*	*	*	*	84	7	8.3%	*	*	*	*
Hispanic or Latino	84	16	19.0%	31.0%	19.0%	25.0%	25.0%	84	16	19.0%	19.0%	44.0%	25.0%	13.0%
Hawaiian or Pacific Islander	84	1	1.2%	*	*	*	*	84	1	1.2%	*	*	*	*
White (not Hispanic)	84	38	45.2%	16.0%	29.0%	32.0%	21.0%	84	38	45.2%	21.0%	24.0%	37.0%	18.0%
Two or More Races	84	4	4.8%	*	*	*	*	84	4	4.8%	*	*	*	*
Socioeconomically Disadvantaged	84	45	53.6%	18.0%	22.0%	36.0%	22.0%	84	45	53.6%	20.0%	27.0%	36.0%	18.0%
English Learners	84	6	7.1%	*	*	*	*	84	6	7.1%	*	*	*	*
Students with Disabilities	84	4	4.8%	*	*	*	*	84	4	4.8%	*	*	*	*
Grade 4							Grade 4							
All Students Tested	69	61	88.4%	20.0%	13.0%	26.0%	41.0%	69	61	88.4%	10.0%	26.0%	31.0%	33.0%
Male	69	36	52.2%	28.0%	14.0%	25.0%	33.0%	69	36	52.2%	8.0%	28.0%	33.0%	31.0%
Female	69	25	36.2%	8.0%	12.0%	28.0%	52.0%	69	25	36.2%	12.0%	24.0%	28.0%	36.0%
African American	69	7	10.1%	*	*	*	*	69	7	10.1%	*	*	*	*
Asian	69	1	1.4%	*	*	*	*	69	1	1.4%	*	*	*	*
Filipino	69	2	2.9%	*	*	*	*	69	2	2.9%	*	*	*	*
Hispanic or Latino	69	16	23.2%	19.0%	19.0%	13.0%	50.0%	69	16	23.2%	6.0%	31.0%	38.0%	25.0%
Hawaiian or Pacific Islander	69	4	5.8%	*	*	*	*	69	4	5.8%	*	*	*	*
White (not Hispanic)	69	24	34.8%	8.0%	13.0%	38.0%	42.0%	69	24	34.8%	4.0%	17.0%	42.0%	38.0%
Two or More Races	69	5	7.2%	*	*	*	*	69	5	7.2%	*	*	*	*
Socioeconomically Disadvantaged	69	36	52.2%	14.0%	19.0%	33.0%	33.0%	69	36	52.2%	8.0%	33.0%	36.0%	22.0%
English Learners	69	3	4.3%	*	*	*	*	69	3	4.3%	*	*	*	*
Students with Disabilities	69	6	8.7%	*	*	*	*	69	6	8.7%	*	*	*	*
Grade 5							Grade 5							
All Students Tested	69	65	94.2%	9.0%	25.0%	37.0%	29.0%	69	65	94.2%	17.0%	34.0%	26.0%	22.0%
Male	69	29	42.0%	3.0%	24.0%	45.0%	28.0%	69	29	42.0%	7.0%	31.0%	28.0%	31.0%
Female	69	36	52.2%	14.0%	25.0%	31.0%	31.0%	69	36	52.2%	25.0%	36.0%	25.0%	14.0%
African American	69	4	5.8%	*	*	*	*	69	4	5.8%	*	*	*	*
Asian	69	3	4.3%	*	*	*	*	69	3	4.3%	*	*	*	*
Filipino	69	6	8.7%	*	*	*	*	69	6	8.7%	*	*	*	*
Hispanic or Latino	69	17	24.6%	12.0%	12.0%	71.0%	6.0%	69	17	24.6%	24.0%	35.0%	35.0%	6.0%
Hawaiian or Pacific Islander	69	2	2.9%	*	*	*	*	69	2	2.9%	*	*	*	*
White (not Hispanic)	69	28	40.6%	0.0%	25.0%	29.0%	46.0%	69	28	40.6%	7.0%	32.0%	25.0%	32.0%
Two or More Races	69	4	5.8%	*	*	*	*	69	4	5.8%	*	*	*	*
Socioeconomically Disadvantaged	69	33	47.8%	18.0%	30.0%	36.0%	15.0%	69	33	47.8%	21.0%	42.0%	24.0%	9.0%
English Learners	69	3	4.3%	*	*	*	*	69	3	4.3%	*	*	*	*
Students with Disabilities	69	4	5.8%	*	*	*	*	69	4	5.8%	*	*	*	*

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

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	R. J. Neutra	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.

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 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/.

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	R. J.	
	Neutra	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	7/7	15/15
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. In 2014-15, R.J. Neutra School did not participate in the Schoolwide Title I program and is therefore not subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. 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

	R. J.	
	Neutra	CUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2013-14
Year in PI	N/A	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		25.0%

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

Physical Fitness

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

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	96.7%	74.1%	43.5%

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

School Facilities & Safety

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

school site, the committee supervises school inspections and focuses on issues to prevent and reduce accidents.

2014-15 Campus Improvements:

- Replacement of mezzanine tiles
- Repairs to sidewalk
- Replacement of a window in the cafeteria
- Addition of a bell/intercom
- Replacement of woodchips with rubber in playground
- Addition of new playground equipment
- Installation of new before/after school seating and cover
- Replacement of grass in kinder playground
- Installation of a sun cover over playground
- Installation of sinks in portable rooms 23-31
- Installation of new benches in playground
- Replacement of damaged play equipment parts
- Repairs to shade structure fabric

2015-16 Planned Campus Improvements:

- Addition of and repairs to concrete/asphalt
- Replacement of flooring
- Installation of a filtered water station with bottle filter
- Installation of fencing

Campus Description

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

School Facility Good Repair Status

Item Inspected	Repair Status				
	Good	Fair	Poor	Repair Needed and Action Taken or Planned	
Inspection Date: July 20, 2015					
Systems: gas leaks, Mech/HVAC, sewer	✓			No deficiencies were found during the inspection.	
Interior Surfaces	✓				
Cleanliness: overall cleanliness, pest vermin infestation	✓				
Electrical	✓				
Restrooms/Fountains	✓				
Safety: fire safety, hazardous materials	✓				
Structural: structural damage, roofs	✓				
External: playground, school grounds, windows, doors, gates, fences	✓				
Overall Summary of School Facility Good Repair Status					
	Exemplary	Good	Fair		Poor
Overall Summary	✓				

Percentage Description Rating:

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

School Inspections

R.J. Neutra School works closely with the District's maintenance department for larger projects that may require third party contractors, routine facilities maintenance projects, special projects, and school inspections. The most recent facilities inspection at R.J. Neutra School took place on July 20, 2015. During the 2014-15 school year, 100% of restrooms were fully operational and available for student use at all times.

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for R.J. Neutra School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, and dress code policy. The most current school site safety plan was reviewed and updated in May 2015. The updated plan was shared with school staff in August 2015. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the year. An updated copy of the school site safety plan is available to the public at the Central Union School District office and the school site.

Campus Maintenance

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

school facilities, maintenance, and safety issues. Once a month custodial support staff meet with district representatives to discuss custodial responsibilities and safety concerns.

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

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

Deferred Maintenance

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, R.J. Neutra School allocated \$38,945 of deferred maintenance funds for the following projects:

- Flooring replacement
- HVAC replacement
- Parking lot resurfacing

Classroom Environment

Discipline & Climate for Learning

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

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

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

	Suspensions and Expulsions								
	R. J. Neutra			CUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	14	16	9	138	120	58	329,370	279,383	243,603
Expulsions (#)	0	0	0	11	8	4	8,266	6,611	5,692

Homework

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

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at R.J. Neutra School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities. During the 2014-15 school year, the actual attendance rate for all grade levels for R.J. Neutra School was 97%. A School Attendance Review Board (SARB) was established in 2014 in conjunction with the Kings County Office of Education.

Extracurricular & Enrichment Activities

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

- Community Service Projects
- Dance Troupe
- Holiday Performances
- Mad Scientists (Gr. 3)
- Peach Blossom Festival (Gr. 1-5)
- Read Across America Day
- Red Ribbon Week Activities
- Spirit Assemblies
- Spring Program (highlighting Fine Arts)
- Student Council

Class Size

The Class Size Distribution table below illustrates the distribution of class sizes by grade level and subject area, the average class size for each, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	2	4	
1	21.0		5	
2	21.0	1	3	
3	20.0	4		
4	26.0		2	
5	24.0		2	
2013-14				
K	20.0	1	5	
1	19.0	1	5	
2	20.0	1	4	
3	18.0	1	3	
4	22.0		3	
5	19.0		2	
2014-15				
K	22.0		6	
1	20.0	4		
2	22.0		4	
3	21.0	2	2	
4	20.0	20	10	
5	21.0	2	29	

*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, 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:

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	
			Materials	Grade
Reading/Language Arts				
2010	Yes	MacMillan/McGraw-Hill; <i>California Treasures</i>	0%	K-5
Math				
2014	Yes	McGraw-Hill; <i>My Math</i>	0%	K-5
Science				
2006	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
Social Science				
2005	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5

- 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

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

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

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, R. J. Neutra School's individual training efforts took place on early release days and focused on planning and implementation of the new California State Standards for reading and mathematics.

Professional Staff

Teacher Assignment

R.J. Neutra School recruits and employs highly qualified credentialed teachers. For the 2014-15 school year, the school had 28 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English language learners. 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.

Teacher Credentials and Assignments

	R. J. Neutra			CUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	27	28	28	95	97	99
Teachers with Full Credential	27	28	28	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	0	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.*

Counselors and Support Personnel (Nonteaching Professional Staff)

2014-15

	No. of Staff	FTE*
Academic Counselor	0	0
Library Clerk	1	1.0
Psychologist	1	0.4
Nurse (LVN)	1	0.2
Nurse (RN)	1	0.8
Occupational Therapist	As Needed	
Probation Officer	1	0.2
Speech & Language Specialist	1	0.6
Adaptive PE Specialist	As Needed	
Speech & Language Aide	1	0.2
KCOE Speech	1	0.4

*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.

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				
	R. J. Neutra	CUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,127	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,013	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,114	7,549	94.2%	5,348	133.0%
Average Teacher Salary	73,873	76,400	96.7%	69,086	106.9%

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

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about R.J. Neutra School and comparisons of the school to the District, the county, and the state. DataQuest provides reports for school accountability including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

Public Internet Access Location

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

Lemoore Branch Library
(559) 924-2188

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

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

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

Number of Computers Available: 9

Printers Available: Yes

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

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

Number of Computers Available: 3