

Central Union School District

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2010-11 Annual District Report Card

Published February 2012



*Two National Blue
Ribbon Schools*



*Four California
Distinguished Schools*



Akers School

2010-2011 Board of Trustees

Dale Davidson
Laura Espinoza
Jeffrey Gilcrease
Ceil Howe, III
Pat Jerrold
Larry Jones
Heidi Wyman



R. J. Neutra School

District Administration

Ron Seaver
Superintendent

Tom Addington
Assistant Superintendent
Human Resources

Jack Boogaard
Assistant Superintendent
Business, Facilities and
Financial Services

LeeAnne Rossiter
Director of Curriculum
and Instruction



Central School



Stratford School



Superintendent's Message

The Central Union School District is very proud of its history. The Central Union School District is situated in the heart of the San Joaquin Valley, in rural Kings County, one of the nation's richest agricultural areas and the home of the Lemoore Naval Air Station. All four (4) schools, one hundred percent (100%), have been honored as California Distinguished Schools. Two (2) of the schools, R. J. Neutra and Admiral Akers, are also National Blue Ribbon Schools. These successes are directly attributable to the commitment, dedication and teamwork of the faculty, staff, parents, students, administration and the Board of Education working together.

The faculty and staff are committed to having the students achieve the state-mandated standards. Central Union School District's Academic Performance Index Scores (API) speak to the success of its teachers, students and programs. Many of Central's educators teach and lead quietly, without fanfare, unnoticed. Their highest reward coming from the realization that somewhere there is a young person whose life has been touched and changed. A young person whose future is and will continue to be better because of their humanitarian efforts.

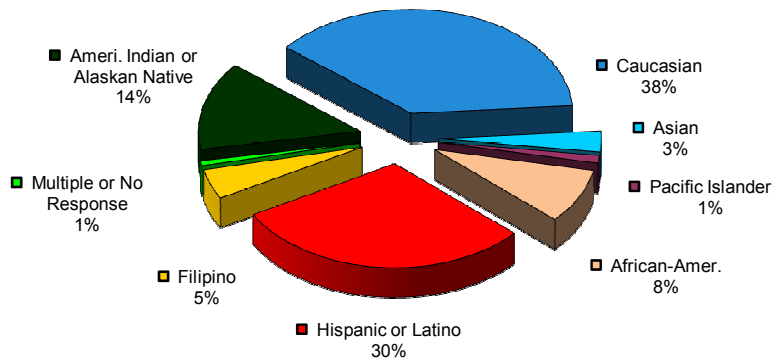
Central Union's success is the result of a well-orchestrated plan of policy, planning implementation and practice executed by administrators, teachers, support staff and the governing board. Together this team provides the best possible education for the Central student. Central Union School District is small in size but illustrious in educational programs, commitment and success.

Ron Seaver, Superintendent

District Description & Profile

Central Union School District is located in Lemoore, California, in the heart of the San Joaquin Valley about 45 minutes south of Fresno, halfway between San Francisco and Los Angeles. The communities of Central, Stratford, and the City of Lemoore are rich with history, tradition, and warm, caring people. The District resides in a rich agricultural area which has two Federal Facilities within its boundaries: the Santa Rosa Rancheria Indian Reservation and the Lemoore Naval Air Station. The economic structure of the area is based upon farming, primarily cotton, grains, some dairy, and the U.S. Military. The District is comprised of four schools; all have been California Distinguished Schools and two of the schools were honored as National Blue Ribbon Schools. All of the schools operate on a traditional calendar. The District is sensitive to the specific needs of the students it serves in kindergarten through eighth grade.

Percentage of Students by Ethnicity
2010-11 Enrollment: 1,887



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Introduction

This report provides District and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the Federal No Child Left Behind (NCLB) Act. Detailed information about Central Union School District's schools is included in individual School Accountability School Report Cards. You may obtain a copy of the School Accountability Report Card from each school or the District office. Each school's report fulfills Title I and Proposition 98 annual reporting requirements.

Title I Funding & School Status

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding

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.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for schoolwide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Central Union School District has one Schoolwide Title I school and no Targeted Assistance schools.

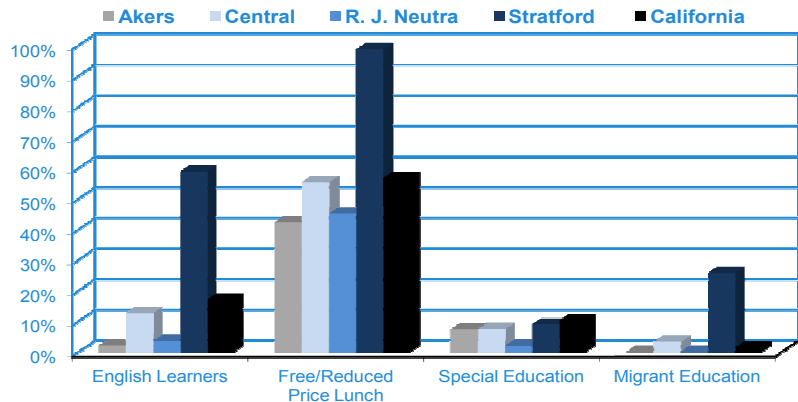
NCLB requires an annual evaluation of student performance both schoolwide and by specific subgroups within the student population. A profile of the District's enrollment, as defined by these subgroups, is provided to assist in the interpretation of data presented in this report. Enrollment information by school site can be found in each site's School Accountability Report Card.

Academic Performance Index

The strong commitment to academic success at Central Union School District was evident in the API Scores. The District established specific goals to ensure improvement in designated areas and will continue efforts to achieve year-to-year growth. The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

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

% of Student Enrollment by Program 2010-11



Title I Program Participation and PI Status

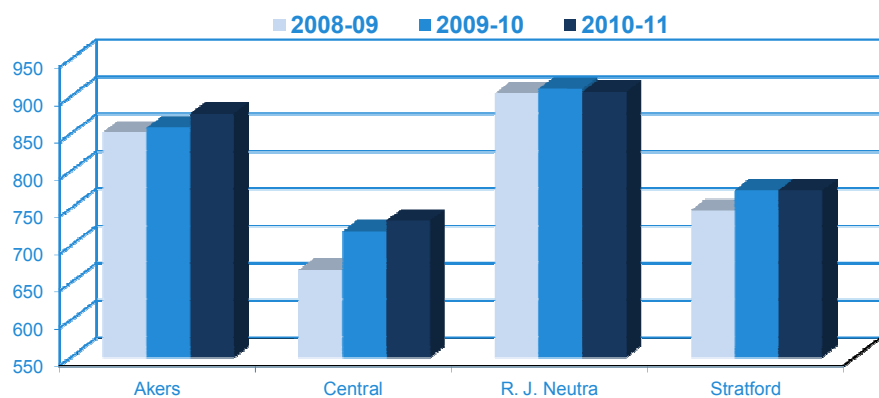
	Akers	Central	R. J. Neutra	Stratford
Title I Targeted Assistance School	No	No	No	No
Title I Schoolwide School	No	No	No	Yes
Program Improvement (PI) School	No	No	No	No

Academic Performance Index (API) API Growth

Akers School			Central School				
	From 2007-08 to 2008-09	From 2008-09 to 2009-10	From 2009-10 to 2010-11		From 2007-08 to 2008-09	From 2008-09 to 2009-10	From 2009-10 to 2010-11
API Growth Score	852	858	877	API Growth Score	667	719	733
Actual Growth	-4	5	19	Actual Growth	-24	53	15
Statewide Rank	9	8	8	Statewide Rank	2	2	2
Similar Schools Rank	10	10	10	Similar Schools Rank	7	7	7

R. J. Neutra School			Stratford School				
	From 2007-08 to 2008-09	From 2008-09 to 2009-10	From 2009-10 to 2010-11		From 2007-08 to 2008-09	From 2008-09 to 2009-10	From 2009-10 to 2010-11
API Growth Score	904	910	906	API Growth Score	747	774	774
Actual Growth	33	6	-4	Actual Growth	2	25	1
Statewide Rank	9	9	9	Statewide Rank	4	4	4
Similar Schools Rank	10	10	10	Similar Schools Rank	9	10	10

Academic Performance Index (API) Scores



Adequate Yearly Progress

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

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 710 or increasing the API growth by one point.

The table below illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. 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 (AYP)										
Overall School Results	CUSD		Akers		Central		R. J. Neutra		Stratford	
	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	
Subgroups Meeting Proficiency Standards										
	Language Arts		Math		Language Arts		Math		Language Arts	
	Arts	Math	Arts	Math	Arts	Math	Arts	Math	Arts	Math
Black or African American	Yes	Yes	--	--	Yes	Yes	--	--	--	--
Ameri. Indian or Alaskan Native	Yes	Yes	--	--	Yes	Yes	--	--	--	--
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Caucasian	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
SED	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
English Learners	Yes	Yes	--	--	Yes	Yes	--	--	--	--
Special Education	Yes	Yes	--	--	Yes	Yes	--	--	--	--

"Yes" indicates student proficiency results either met or exceeded state proficiency targets.

SED = Socioeconomically disadvantaged (low income)

-- Not a numerically significant subgroup; therefore results are not required to be disclosed.

NCLB-Approved Standardized Test: California Standards Tests

The California Standards Tests (CST) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Results from the CSTs are used to identify the level of student mastery of the content standards tested and to assign proficiency levels of Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required, in accordance with NCLB guidelines, to report their CST results in comparison to the state average. In this report card, the percentage of Central Union School District's students achieving Advanced and Proficient levels is provided. Individual school results are reported in each site's *School Accountability Report Card* which may be obtained at the school or the District office. For detailed course and grade level results please visit the state web site: <http://star.cde.ca.gov>.

California Standards Test Results 2010-11				
	Language Arts	Math	Science	Social Science
	% Proficient & Above	% Proficient & Above	% Proficient & Above	% Proficient & Above
Akers	74%	67%	79%	68%
Central	36%	51%	30%	68%
R.J. Neutra	73%	81%	77%	--
Stratford	43%	52%	60%	43%
CUSD	61%	64%	65%	55%
California	54%	50%	56%	48%

District Benchmark Assessments

Central Union School District administers its own set of comprehensive assessments to all K-8 students to determine individual levels of academic proficiency in reading, writing and math. 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 also mailed to the 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.

Curriculum Development

Central Union School District and all four school sites combine efforts to provide training and curriculum development, which revolves around the California State Content Standards and Frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

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

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

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

2010-11 Staff Training Topics:

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

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

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

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

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

Instructional Materials

All textbooks used in the core curriculum throughout Central Union School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the

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

On September 12, 2011, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #M-09-12-2011 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the math, science, history-social science, English/language arts, health* (*as a component of the science curriculum), and visual and performing arts.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2010	Yes	MacMillan/McGraw-Hill; <i>California Treasures</i>	0%	K-5
2009	Yes	Glencoe/McGraw Hill; <i>Literature & Expressions</i>	0%	6-8
2003	Yes	Hampton Brown; <i>Into English</i> (ELD)	0%	K-6
2003	Yes	Hampton Brown: <i>HighPoint</i> (ELD)	0%	4-8
Math				
2008	Yes	Houghton Mifflin; <i>California Mathematics</i>	0%	K-5
2008	Yes	McDougal Littell; <i>Math: Course 1 & 2, and Algebra</i>	0%	6-8
Science				
2006	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2006	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8
Social Science				
2005	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2005	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

Technology & Library Resources

The District has four school site library/media centers with over 73,771 books available for students to check out, 30 magazine subscriptions, and over 4,751 videos and audiotapes combined. Each school's library clerk is responsible for the following:

- Reading stories to primary students
- Helping with reference work
- Keeping track and maintaining all books and audio-visual equipment
- Assisting with technology curriculum implementation

Central Union School District's website hosts a home page for each school and provides a variety of resources and information for parents, staff, students, and community members. The teachers of the District carefully developed the District's technology curriculum which meets eleven measurable grade level outcomes. Computer skills and concepts provided throughout the curriculum prepare students for technological growth and opportunities. Technology resources during the 2010-11 school year included:

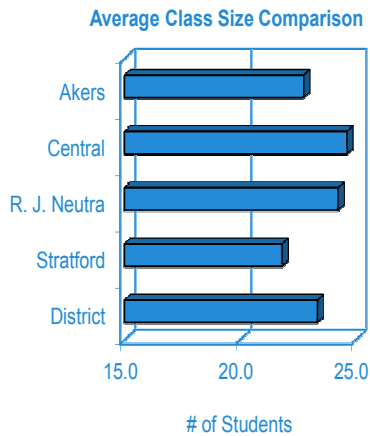
- 800 Macintosh computers, including laptops
- 16 File servers
- 8 Scanners
- 78 TV's
- 60 VCR's
- 9 DVD players
- 68 VCR/DVD combos
- 46 Digital cameras
- 203 iPads
- 814 iPods
- 6 Computer labs with 20-30 iMac computers
- 6 Mobile laptop labs (30 machines in each lab)
- 106 LCD Projectors

	Computer Resources			
	Akers	Central	R.J. Neutra	Stratford
Computers*	72	49	75	76
Students Per Computer	9.3	7.5	7.5	3.7
Classrooms Connected to Internet	72	49	75	76

*Number of computers less than 48 months old.

Class Size

Central Union School District maintained an overall (grades K-8) average class size of 21.84 students for the 2010-11 school year; the pupil-to-teacher ratio was 19:1. In grades 4-8, class size and teacher instructional preparation periods are more favorable than those found in the typical California elementary school. Central Union School District accepts students from neighboring districts provided space is available and class sizes do not exceed the District's maximum allowable class size.



School Safety

Central Union School District 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.

School Site Safety Plan

A Comprehensive School Site Safety Plan was developed for each of Central Union School District's schools in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of each 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, and dress code policy. School staff review their School Site Safety plans in the spring of each year. Before the new school term begins, each plan is updated. Throughout the year, needed changes and details of the safety plan are discussed during staff meetings. An updated copy of the each school's site safety plan is available to the public at the Central Union School District office and respective school sites.

Campus Maintenance

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. Custodians assigned to the school sites work closely with the school principal for routine maintenance, daily custodial duties, and special events. Principals and day custodians communicate daily regarding school facilities and maintenance issues; throughout the school year, principals meet with their custodial team to share and review custodial responsibilities and schedules.

Every morning before school begins, each school's 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 at school. Restrooms are checked routinely for cleanliness and cleaned as needed. Day custodians ensure the school cafeteria is cleaned thoroughly after breakfast and lunch are served. The evening custodians are responsible for cleaning administrative offices, classrooms and restrooms.

School site administration 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 adjacent School Site Inspection table identifies the most recent facilities inspections following state-designated criteria. No emergency repairs were needed at any of the schools at the end of each inspection.

School Site Inspections		
	Inspection Date	Condition of Facilities
Akers	8/12/2011	Exemplary
Central	8/12/2011	Exemplary
R.J. Neutra	8/12/2011	Exemplary
Stratford	8/12/2011	Exemplary

The District's maintenance department employs a work order process that enables school staff to communicate maintenance needs. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation. Teachers and staff communicate safety issues and general maintenance needs directly with their assigned custodial team following procedures developed by the site administrator. Requests are typically fulfilled within one to two working days. The day custodians are qualified and equipped to handle most minor repairs that the schools require.

Deferred Maintenance

Central Union School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school Districts with major repairs or replacement of existing school building components. During the 2010-11 school year, \$124,019.66 in deferred maintenance funds were allocated to:

- Akers School - \$7,284.91 to replace the carpeting in Rooms 12 and 41
- Stratford School - \$116,734.75 to replace the roof on the gym

Professional Staff

Teacher Assignment

Central Union School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, the District had 102 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English Language Learners.

	Teacher Credentials & Assignments				
	2010-11				
	Akers	Central	R.J. Neutra	Stratford	CUSD
Total Teachers	37	20	27	16	102
Teachers with Full Credential	37	20	27	16	102
Teachers Teaching Outside Subject Area	0	0	0	0	0
Teacher Misassignments - Total	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0

Stratford Family Resource Center (FRC)

The Stratford Family Resource Center (FRC) provides valuable services to the entire community of Stratford and include: CARES Program Parent workshops, Healthy Smiles Dental Services, KCAO Food Distribution, Healthy Family Applications, Clothes Closet, and Adult Education classes.

Central Union School District Stratford Family



In 2007-08 Central Union School District was awarded a four-year Safe School/Healthy Student (SS/HS) federal grant for \$692,861 per year. As a joint venture of three federal departments, the SS/HS Initiative is a unique approach for the federal government in working with local schools, agencies, and communities to foster systems of change. As of September 2007, the SS/HS Initiative had awarded grants to over 260 local education agencies in a range of rural, urban and suburban communities - Central Union School District being one of those communities.

The primary mission of the SS/HS initiative is to link and integrate existing and new services and activities into a comprehensive approach to mental health and safe school promotion, violence prevention, and healthy development which reflects the overall vision of the community. The intent of the Central Union SS/HS Project is to unify and enhance existing programs and services and develop a systematic approach for sustaining those activities, curricula, programs, and services that prove to be effective. The Central Union School District plan emphasizes the use of a continuum of evidence-based strategies within five categories to fulfill the grant's mission:

1. Safe school environments and violence prevention activities
2. Alcohol, tobacco and other drug prevention activities
3. Student behavioral, social and emotional supports
4. Mental health services

Teacher Education Levels 2010-11

	Akers	Central	R.J. Neutra	Stratford	CUSD
Doctorate	0.0%	0.0%	0.0%	0.0%	0.0%
Master's Degree	24.3%	25.0%	37.0%	43.8%	31.0%
Bachelor's Degree plus 30 or more semester hours	73.0%	70.0%	63.0%	50.0%	66.0%
Bachelor's Degree	2.7%	5.0%	0.0%	6.3%	3.0%
Less than a Bachelor's Degree	0.0%	0.0%	0.0%	0.0%	0.0%

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.

Percentage of Classes Taught by NCLB-Compliant Teachers 2010-11

	%
Akers	100
Central	92.98
R.J. Neutra	100
Stratford	100
High-Poverty Schools in District	100
Low-Poverty Schools in District	0.0

Specialized Instruction

Central Union School District believes in early identification and intervention of underperforming students prior to testing for learning disabilities - ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based upon their learning level, individual education plan, or Student Study Team guidelines. Teachers, special education teachers, resource specialists, and bilingual aides work together in coordinating instruction to meet the needs of each student within the general education environment. Instructional programs are aligned with state and District standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

To address the needs of all students, Central Union School District offers many individualized programs for GATE, Title I, English learners, migrant, special needs, and at-risk students. Each site offers one or more of the following types of support:

- Resource specialists (in-class)
 - Special day classes
 - Individualized instruction
 - Differentiated instruction
 - Teacher-initiated tutoring
 - Advancement Via Individual Determination
 - ExCEL (Excellence: A Commitment to Every Learner)
 - ASES (After School Education and Safety)
 - Before-school, lunchtime, and after-school intervention sessions
 - SAS (Strategies for Academic Success)
- (A program which assists in preparing students for four-year college eligibility)

Central Union School District's Special Education program is staffed by special education teachers, special education instructional aides, resource specialist teachers, and intervention specialists. Students are mainstreamed into the general education classroom and receive in-class support and instruction based upon their Individual Education Plan.

English Learners (EL) are identified through the California English Language Development Test and home language survey. English Language Development (ELD) instruction focuses on vocabulary development, language fluency, and language acquisition.

Students in grades fifth through eight may qualify for the Gifted and Talented Education (GATE) program through District testing. GATE students receive accelerated, intensive instruction during regular class time.

Students qualifying for the migrant education program are supported in the classroom by a migrant aide. The migrant aide coordinates instruction efforts with the student's teacher and works with students on reading and English language acquisition.

Using various tools such as District assessment results, state assessment results, teacher input, parental input, homework status, and end-of-chapter test scores, teachers and school site administrators evaluate testing results and classwork to identify students who are struggling or at risk of falling behind. For those students who need extra help in any subject area, Student Study Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance.

A broader vision of the SS/HS Initiative encourages SS/HS partnerships to serve as catalysts for change within their communities, while creating safer schools and healthier students through effective systems of change.

The grant office is housed at Stratford School and has a staff of five with an additional three employees from outside agencies working directly with and paid by the grant. Those agencies represented are Kings County Sheriff, Kings County Probation, and Kings County Behavior Health.

Current FRC Services:

- ESL classes 11:30 a.m. - 2:00 p.m. on Tuesdays and Wednesdays
- CARES Program Parent Workshop Every other month
- Healthy Smiles Dental Services - annually
- Thanksgiving and Holiday Food Baskets distributed by the Salvation Army
- KCAO Food Distribution 2:30 p.m.- 4:30 p.m. Third Thursday of each month

Daily Services:

- Employment Application/Benefits Assistance
- Healthy Families Applications
- Copier and Fax Services (free)
- Computer resources/access
- Mental health counseling referrals
- Doctor Appointment Scheduling Assistance for Spanish-speaking individuals

Parent Activity Calendars listing available services and activity dates are available at the FRC as well as distributed to students at the beginning of each month.

Expenditures Per Student

For the 2009-10 school year, Central Union School District spent an average of \$10,172 to educate each student (Current Expense of Education per ADA, based on 2009-10 audited financial statements and calculated in accordance with Ed Code 41372). Detailed information regarding expenditures can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/.

Current Expense of Education per Pupil			
2009-10			
Dollars Spent per Student			
General Fund Expenditures	CUSD	State Average for Districts in Same Category	State Average for all Districts
\$18,433,342	\$10,172	\$7,973	\$8,452

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

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

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.

Salary Comparison		
2009-10		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,010	\$41,183
Mid-Range Teacher Salary	\$70,514	\$63,647
Highest Teacher Salary	\$87,351	\$80,955
Avg. Principal Salary - Elem.	\$105,434	\$102,400
Superintendent Salary	\$129,403	\$151,742
Percentage of General Fund Expenditures For:		
Teacher Salaries	38.0%	41.0%
Administrative Salaries	7.0%	6.0%

Board of Trustees' Message

The Central Union School District takes seriously its responsibility to develop students to the maximum of their potential, to be sensitive to the unique needs of each individual student and to develop students with moral responsibility and academic readiness that will prepare them for happy and productive living in our democratic society.

The Central Union School District and its schools take pride in offering many instructional programs which are tailored to its students, regardless of race, culture, prior level of achievement or special needs.

The Board invites you to read Central Union School District's 2010-11 Annual District Report Card.

We invite you to be one of the District's many hard working and dedicated volunteers. By working together we can help our students achieve.

