



LEMOORE, CA.

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

www.central.k12.ca.us

2010-11 Board of Trustees

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

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

Contents

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

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

2010-11 Annual School Accountability Report Card

Published January 2012



A California
Distinguished School

Stratford School

Grades Pre-Kindergarten through Eight
Bill Bilbo, Principal
Courtney Kirchman, Assistant Principal
19348 Empire Ave, Stratford, CA 93266
Ph: (559) 925-2605 • FAX: (559) 947-3840

Principal's Message

If the concept that "child by child we build a nation" is, indeed, a truism, then it follows that educated child by educated child we build a nation strong in responsible citizens of good character who set goals and achieve objectives to their personal benefit as well as the community's.

Stratford School's goal is to prepare all students to function as informed, productive citizens; to achieve success in the work environment and to realize personal fulfillment. In order for Stratford to fulfill this goal, students must attain high levels of academic achievement. For students to attain high levels of achievement, Stratford School, its students, their parents, and the community each have responsibilities which must be fulfilled.

By working together, we can ensure that students maximize and enjoy the learning opportunities at Stratford and develop the skills necessary to make them successful learners. As always, the Stratford staff appreciates your support. Should parents need to contact Stratford's personnel, they may telephone the school office at (559) 925-2605.

Mission Statement

Stratford School's mission is to provide a positive school environment for the benefit of all students and to ensure that each student feels personally connected to the school, attains high levels of academic achievement, and develops high standards of personal behavior, based upon the six pillars of character (i.e., caring, trustworthiness, citizenship, fairness, respect, and responsibility) that are part of the District's character education program.

School Profile

Established in 1921, Stratford School has twice been recognized as a California Distinguished School. As one of four elementary schools in

the Central Union School District, Stratford School is located in the town of Stratford, six miles south of Lemoore. Many of Stratford's students' parents, grandparents, and even great-grandparents attended Stratford before them.

During the 2010-11 school year, 284 students were enrolled, including 8.8% in special education, 98.6% qualifying for the free or reduced-price meal program, and 58.8% qualifying for English learner support. Stratford School achieved a 2011 Academic Performance Index (API) score of 774.

| Percentage of Students by Ethnicity/Grade Level 2010-11 | | | |
|---|-------|--------------|-----|
| Ethnic Group | % | Grade Level | # |
| African American | 1.8% | Kindergarten | 31 |
| American Indian or Alaskan Native | 1.4% | Grade 1 | 27 |
| Asian | 0.7% | Grade 2 | 33 |
| Filipino | 0.0% | Grade 3 | 33 |
| Hawaiian or Pacific Islander | 0.4% | Grade 4 | 34 |
| Hispanic or Latino | 89.4% | Grade 5 | 30 |
| White (not Hispanic) | 6.4% | Grade 6 | 31 |
| Two or More Races | 0.0% | Grade 7 | 33 |
| | | Grade 8 | 32 |
| Total Enrollment | | | 284 |

Parent Involvement

At Stratford School, parents are encouraged to become active members of the school's learning community and assist in its goal to develop independent, self-reliant, lifelong learners. Parents are invited to volunteer in classrooms and for school committees. All volunteers must attend a mandatory District-sponsored Parent Volunteer training and obtain background clearance.

Parents are encouraged to participate in the School Site Council, GATE Advisory, English Learner Advisory Committee, Migrant Group,

and Parent Teacher Club. The principal and school staff welcome parents to participate in field trips, English as a Second Language Classes (ESL), Open House, and Back to School Night. Parent volunteers are welcome to assist school staff in the library and classrooms. Various workshops and citizenship classes are offered throughout the school year in the Family Resource Center; all parents are welcome to attend. Parents may contact their student's teacher or Principal Bilbo at (559) 925-2605 to obtain more information.

Community Involvement

Partnerships are important to Stratford School, who is indeed fortunate to have partnerships with the Kings County Sheriff's Department and the Stratford Volunteer Fire Department. Kings County Sheriffs on duty in the Stratford area drop by the school on a regular basis to visit with children and show support for the school.

School Communications

All school-to-home communication is provided in both English and Spanish. Parents are kept informed of school activities, events and announcements on a regular basis and in various formats. Global Connect, an Internet-based telephone messaging system, is used to quickly forward important messages from school staff to each student's home. Important information can be found on the school's website and marquee, in the principal's newsletters, and on the bulletin board located inside the school office. When necessary, flyers are sent home with students, and very important announcements are mailed to students' homes.

Student Achievement

District Benchmark Assessments

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

Standardized State Assessments

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

California Standards Tests (CST)

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

| STAR Results All Students | | | | | | | | | |
|--|-----------|-------|-------|-------|-------|-------|-------|-------|-------|
| Percentage of Students Scoring at Proficient and Advanced Levels | | | | | | | | | |
| | Stratford | | | CUSD | | | CA | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| English-Language Arts | 38 | 41 | 43 | 56 | 58 | 61 | 50 | 52 | 54 |
| Math | 50 | 55 | 52 | 60 | 62 | 64 | 46 | 48 | 50 |
| Science | 36 | 47 | 60 | 55 | 60 | 65 | 50 | 53 | 56 |
| History | 7 | 29 | 43 | 35 | 49 | 55 | 41 | 44 | 48 |

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

| STAR Results Ethnic Subgroups | | | | | | | | | |
|--|------------------|-----------------------------------|-------|----------|--------------------|------------------------------|----------------------|-------------------|--|
| Percentage of Students Scoring at Proficient and Advanced Levels | | | | | | | | | |
| 2010-11 | | | | | | | | | |
| | Stratford | | | | | | | | |
| | African American | American Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Hawaiian or Pacific Islander | White (not Hispanic) | Two or More Races | |
| English-Language Arts | * | * | * | | 42 | * | 65 | | |
| Math | * | * | * | | 52 | * | 59 | | |
| Science | * | * | * | | 63 | * | * | | |
| History | * | * | * | | 42 | * | * | | |

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

| STAR Results Other Subgroups | | | | | | |
|--|-----------|--------|------------------|----------------------------|----------------------------|-------------------|
| Percentage of Students Scoring at Proficient and Advanced Levels | | | | | | |
| 2010-11 | | | | | | |
| | Stratford | | | | | |
| | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
| English-Language Arts | 35 | 53 | 33 | 42 | 22 | 41 |
| Math | 50 | 55 | 50 | 51 | 39 | 40 |
| Science | 62 | 59 | 47 | 61 | * | 57 |
| History | 21 | 62 | * | 38 | * | * |

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

Academic Performance Index

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

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

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

Adequate Yearly Progress

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

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

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

The AYP table above illustrates the school's progress in meeting 2010-11 AYP target rates. 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/.

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 2010-11, Stratford School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

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

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

Physical Fitness

In the spring of each year, Stratford 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

| Academic Performance Index Three-Year Performance Comparison | | | | | | | | | | |
|---|--|-----------------------------|---------|---------------|---------|---------------|---------|---------------|-----------|-----|
| | | Stratford Base API Rank: | | | | | | | | |
| | | 2008 | 2009 | | 2010 | | | | | |
| Statewide Rank | | 4 | 3 | | 4 | | | | | |
| Similar Schools Rank | | 9 | 9 | | 10 | | | | | |
| | | Stratford | | Stratford | | CUSD | | State | | |
| | | Increase/Decrease in API | | # of Students | | # of Students | | # of Students | | |
| | | 2008-09 | 2009-10 | 2010-11 | 2010-11 | 2010-11 | 2010-11 | 2010-11 | 2010-11 | |
| All Students | | 2 | 25 | 1 | 213 | 774 | 1,237 | 834 | 4,683,676 | 778 |
| Ethnic Subgroups | | | | | | | | | | |
| Hispanic or Latino | | 7 | 24 | 4 | 190 | 774 | 390 | 810 | 2,406,749 | 729 |
| White (not Hispanic) | | | | | 15 | 820 | 466 | 893 | 1,258,831 | 845 |
| Other Subgroups | | | | | | | | | | |
| Economically Disadvantaged | | -1 | 35 | -2 | 192 | 769 | 701 | 805 | 2,731,843 | 726 |
| English Learners | | 4 | 29 | 4 | 146 | 77 | 211 | 774 | 1,521,844 | 705 |

in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11 | | | |
|--|--------------------------|--------|--------|
| Grade(s) Tested | Number of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Fifth | 19% | 37% | 7% |
| Seventh | 29% | 29% | 23% |

School Facilities & Safety

Stratford School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. "Think Safety" is the District Safety Committee's primary goal. Comprised of one administrator and one custodian from each school site, the committee supervises school inspections and focuses on issues to prevent and reduce accidents.

| Campus Description | |
|------------------------------|-----------------|
| Year Built | 1957 |
| Acreage | 5 ac. |
| Bldg. Square Footage | 30,504 sq. ft |
| | Quantity |
| # of Permanent Classrooms | 11 |
| # of Portable Classrooms | 9 |
| # of Restrooms (student use) | 3 sets |
| Computer Lab | 1 |
| Family Resource Center | 1 |
| Library | 1 |
| Teacher Lounge/Work Room | 1 |
| Health Office | 1 |

2010-11 Campus Improvement Projects:

- Installation of a walk-in freezer in cafeteria
- Installation of new flag pole
- Replacement of some HVAC units
- Removal of trees (causing safety hazards due to dropping branches)
- Installation of concrete in bus barn

Campus Supervision

After students arrive on campus through one main gate in the morning, instructional aides supervise students on the playground and in the cafeteria where 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 and instructional aides supervise the bus loading area to ensure students depart safely. Students in grades K-3 are received at one of the designated main gates by their parent or guardian

and escorted off campus. Stratford School provides two-way radios to those who are supervising students to quickly facilitate routine and urgent communications.

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. All visitors are required to visit the school office upon arrival and departure of school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Stratford School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, and dress code policy. The most current school site safety plan was reviewed, updated, and shared with school staff in September 2011. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the school 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.

School Inspections

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

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 full-time day custodian and three part-time evening custodians are assigned to Stratford School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily regarding school facilities and maintenance issues; once a week the principal holds a plant meeting which includes all custodial staff, office staff, cafeteria staff, and the Family Resource representative to share and review custodial concerns, responsibilities, and activities schedules.

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. Twice a day during school hours, restrooms are checked for cleanliness and supplies. As required by law, an inspection and cleaning log is maintained in each bathroom. The day custodian ensures the cafeteria is cleaned thoroughly after breakfast and lunch are served. The evening custodians are responsible for cleaning classrooms and restrooms.

The District's maintenance department employs a work order process that enables Stratford School to communicate maintenance needs. Teachers and staff of Stratford School communicate safety issues and general maintenance needs directly with the site custodial team by placing requests on the custodian's clipboard. 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.

| Item Inspected | School Facility Good Repair Status | | | |
|---|------------------------------------|------|------|---|
| | Good | Fair | Poor | Repair Status |
| Inspection Date: August 12, 2011 | | | | Repair Needed and Action Taken or Planned |
| Systems: gas leaks, Mech/HVAC, sewer | ✓ | | | |
| Interior Surfaces | ✓ | | | |
| Cleanliness: overall cleanliness, pest vermin infestation | ✓ | | | |
| Electrical | ✓ | | | |
| Restrooms/Fountains | ✓ | | | |
| Safety: fire safety, hazardous materials | ✓ | | | |
| Structural: structural damage, roofs | ✓ | | | |
| External: playground, school grounds, windows, doors, gates, fences | ✓ | | | |
| | | | | |
| Overall Summary | Exemplary | Good | Fair | Poor |

Percentage Description Rating:

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

Deferred Maintenance

Central Union School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Stratford School received \$116,734.75 of deferred maintenance funds which were used to replace the roof on the gym.

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

Classroom Environment

Discipline & Climate for Learning

Stratford School strives to ensure that all its students enjoy maximum learning opportunities within a safe and orderly environment by providing an academically stimulating, yet disciplined, learning climate for all students. Discipline fosters respect - respect for self, for others, for authority, and for rules that support a positive learning environment. The Central Union School District *Student Conduct Code*, which is available on the District's website and sent home with each student at the beginning of the school year, outlines expected student behavior and the consequences for inappropriate behavior.

The principal holds grade level assemblies, one with grades K-3 and one with grades 4-8, at the beginning of the school year to review the student handbook and discuss behavior expectations. Schoolwide behavior management policies and discussions emphasize the three R's: Respect for self, Respect for others, Respect for property. Throughout the year, school rules and policies are communicated as necessary in daily morning announcements, through notes sent home to parents, and at parent conferences.

Each morning after students settle into their first class of the day, the principal delivers his daily bulletin which helps set a positive tone for the rest of the day (Project Wisdom). Students look forward to the principal's animated delivery of thought-provoking messages designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

Stratford's teachers and principal practice a counseling approach to student discipline which reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions. Through the Character Counts program, students learn about the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and

citizenship. Stratford encourages positive student behavior through informal counseling by staff members; formal counseling, when needed, by the principal, assistant principal, and/or psychologist; referral to the Student Study Team; detention; and/or suspension.

Students whose behavior is seriously and/or repeatedly inappropriate may be placed in an alternate educational setting or expelled from the District. The principal is the primary counseling resource for students. Those who need a little extra help with their behavior are given the opportunity to meet with the principal to discuss and examine their behavior, their choices, and positive alternative choices. On occasion, small group counseling sessions are conducted by the principal with students who need focused assistance with communication and conflict resolution.

| Suspensions and Expulsions | | | |
|----------------------------|--------|--------|-------|
| Stratford | | | |
| | 08-09 | 09-10 | 10-11 |
| Suspensions (#) | 55 | 46 | 27 |
| Suspensions (%) | 19.50% | 16.31% | 9.51% |
| Expulsions (#) | 4 | 2 | 0 |
| Expulsions (%) | 1.42% | 0.71% | 0.00% |

| CUSD | | | |
|------------------------|-------|-------|-------|
| All Elementary Schools | | | |
| | 08-09 | 09-10 | 10-11 |
| Suspensions (#) | 182 | 126 | 151 |
| Suspensions (%) | 9.75% | 6.65% | 8.00% |
| Expulsions (#) | 8 | 4 | 7 |
| Expulsions (%) | 0.43% | 0.21% | 0.37% |

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

Students 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 the end of each trimester, students are recognized for attaining both academic and behavioral goals. At the end of each month, students who achieve a perfect attendance record are rewarded with a special school certificate and a gift certificate to Sizzler. For those students who successfully complete the trimester without receiving any discipline tickets or conduct referrals may participate in special student reward days. Students who reach Advanced and Proficient levels of performance on trimester assessments in reading, writing, math, and/or science receive a special certificate. Ongoing, daily recognition of positive student behavior and achievements is encouraged and practiced by all Stratford School staff. Other honors and awards include:

- Annual Perfect Attendance Awards
- Student of the Month Awards
- Sports Awards
- STAR Dinner Guest
- Word of the Day Prize Drawings
- Character Counts Awards

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and enrichment programs include:

- Student Council
- Peach Blossom Festival (Grades 1-6)
- Young Master's Art Contest (Grades K-8)
- Winter Festival and Spring Festival
- ASES (After School Education & Safety)

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams. Practices for competitive sports programs take place before school, during lunch, and after school.

- Volleyball - Boys and Girls, Grades 4-8
- Track - Boys and Girls Grades 4-8
- Basketball - Boys and Girls Grades 4-8
- Flag Football - Grades 4-8

Homework

Homework is a fundamental part of the learning process that 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. Third through eighth grade students will have assignment books in their binders that list homework to be completed on a nightly basis, Monday through Thursday. 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, be responsible for reviewing homework assignments with their child, and check with the student's teacher immediately should there be no evidence of homework.

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at Stratford School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities, including the District's School Attendance Review Board (SARB). During the 2010-11 school year, the actual attendance rate for all grade levels for Stratford School was 96.86%.

Class Size

Stratford School maintained an overall (grades K-8) average class size of 23.2 students for the 2010-11 school year. The Class Size Distribution and Teaching Load 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 | | | | |
|--|--------------------|-------------------|-------|-----|
| 2008-09 | | | | |
| Grade | Average Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ |
| K | 17.0 | 2 | | |
| 1 | 17.0 | 2 | | |
| 2 | 5.0 | 2 | | |
| 3 | 15.5 | 2 | | |
| 4 | 17.5 | 1 | | |
| Combo 4-8 | 23.8 | 1 | 4 | |
| 2009-10 | | | | |
| K | 22.0 | | 1 | |
| 1 | 22.0 | | 2 | |
| 2 | 16.0 | 2 | | |
| 3 | 16.0 | 2 | | |
| 4 | 28.0 | | 1 | |
| 5 | 21.0 | 1 | 1 | |
| 6 | 23.0 | | 1 | |
| 2010-11 | | | | |
| K | 19.5 | 2 | | |
| 1 | 18.0 | 1 | | |
| 2 | 17.0 | 2 | | |
| 3 | 20.0 | 2 | | |
| 4 | 27.0 | | 1 | |
| 5 | 31.0 | | 1 | |
| 6 | 30.0 | | 1 | |

| Teaching Load Distribution Departmentalized Instruction | | | | |
|--|--------------------|-------------------|-------|-----|
| 2008-09 | | | | |
| Subject | Average Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ |
| Science | 20 | 3 | 3 | |
| 2009-10 | | | | |
| Science | 29 | | 2 | |
| 2010-11 | | | | |
| English | 23.3 | 3 | 4 | 1 |
| Math | 12.6 | 5 | | |
| Science | 30.5 | | 2 | |
| English | 30.5 | | 2 | |

Curriculum & Instruction

Instructional Materials

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

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

Note: Central Union School District is not subject to certifying instructional materials acquisition for foreign language courses, health courses, and lab science equipment typically offered in grades 9-12. The California Department of Education requires the most recent information to be provided regarding textbooks and instructional materials, data collected and disclosed in this report regarding instructional materials were acquired in September 2011.

Staff Development

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

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

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

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

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

2010-11 Staff Training Topics:

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

| 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 |
| | | | | |
| 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 |

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

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

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

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

Site-Based Staff Training

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

- ELDR (English Language Development Retell Assessment), a specially-designed program to help English learners improve reading comprehension skills
- English Language Development
- Best Practices to Serve English Language Learners
- Language Arts - Observation, Modeling

Professional Staff

Counseling & Support Services Staff

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

| Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11 | | |
|---|--------------|-----|
| | No. of Staff | FTE |
| Academic Counselor | 0 | 0.0 |
| Counselor* | 1 | 0.2 |
| Library Technician | 1 | 1.0 |
| Parent Student Liaison | 1 | 0.8 |
| Probation Officer | 1 | 0.2 |
| Psychologist | 1 | 0.2 |
| School Resource Officer | 1 | 0.2 |
| Speech & Language Specialist | 2 | 0.4 |
| Average Number of Students per Academic Counselor | | 284 |

FTE = Full-Time Equivalent

*The assistant principal holds the appropriate credential to serve as counselor as needed.

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 Stratford School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

Teacher Assignment

Stratford School recruits and employs highly qualified credentialed teachers. For the 2010-11 school year, the school had 16 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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

SARC Data & Internet Access

DataQuest

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

Teacher Credentials and Assignments

| | Stratford | | | | CUSD | | | |
|---|-----------|-------|-------|-------|-------|-------|-------|-------|
| | 08-09 | 09-10 | 10-11 | 11-12 | 08-09 | 09-10 | 10-11 | 11-12 |
| Total Teachers | 19 | 19 | 16 | | 109 | 103 | 102 | |
| Teachers with Full Credential | 19 | 19 | 16 | | 109 | 103 | 102 | |
| Teachers without Full Credential | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Teacher Misassignments for English Learners | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Vacancies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NCLB Compliance Percentage of Classes in Core Academic Subjects:

| | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers |
|----------------------|-----------------------------------|---------------------------------------|
| | 2010-11 | |
| Stratford | 100.0% | 0.0% |
| District Totals | | |
| All Schools | 98.28% | 1.72% |
| High-Poverty Schools | 100.0% | 0.0% |
| Low-Poverty Schools | 0.0% | 0.0% |

Teacher Education Levels 2010-11

| | Stratford | CUSD |
|--|-----------|-------|
| Doctorate | 0.0% | 0.0% |
| Master's Degree Plus 30 or More Semester Hours | 0.0% | 0.0% |
| Master's Degree | 43.8% | 31.0% |
| Bachelor's Degree Plus 30 or More Semester Hours | 50.0% | 66.0% |
| Bachelor's Degree | 6.3% | 3.0% |
| Less Than a Bachelor's Degree | 0.0% | 0.0% |

Public Internet Access Location

Parents may access Stratford School's SARC and access the Internet at the Stratford Family Resource Center and at any of the county's public libraries. The closest library to Central School is Lemoore Branch Library located at 457 "C" Street, Lemoore, CA 93245.

Lemoore Branch Library
(559) 924-2188

Hours: Mon.-Wed.: 10:00 a.m. - 8:00 p.m.
Th.: 10:00 a.m. - 6:00 p.m.
Fr.-Sa.: 12 noon - 5:00 p.m.

Number of Computers Available: 9
Printers Available: Yes

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

Hours: Mon.-Fr. 7:30 a.m. - 3:30 p.m.
Number of Computers Available: 3

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2009-10 school year, Central Union School District spent an average of \$10,172 to educate each student (Current Expense of Education per ADA, based on 2009-10 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| 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 |
| Average Principal Salaries: | | |
| Elementary School | 105,434 | 102,400 |
| Superintendent Salary | 129,403 | 151,742 |
| Percentage of Budget For: | | |
| Teacher Salaries | 38 | 41 |
| Administrative Salaries | 7 | 6 |

| Current Expense of Education Per Pupil 2009-10 | | | | | |
|---|---------------------------|--------|--|--|---------------------------------------|
| Expenditures Per Pupil | Dollars Spent Per Student | | | | |
| | Stratford | CUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 9,460 | 7,774 | 121.7% | N/A | N/A |
| Restricted (Supplemental) | 2,034 | 1,397 | 145.6% | N/A | N/A |
| Unrestricted (Basic) | 7,426 | 6,377 | 116.4% | 5,455 | 136.1% |
| Average Teacher Salary | 76,787 | 74,398 | 103.2% | 65,524 | 117.2% |

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

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

Safe Schools/Healthy Student Grant

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

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