

# Central Union School District

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## 2014-15 Annual District Report Card

Published January 2016



Central Union School District  
Lemoore, CA

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*Central School*



*Stratford*



Central Union School District  
Lemoore, CA

## 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 Santa Rosa Rancheria and the Lemoore Naval Air Station.

The success of our schools is 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. 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.

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.

Our students routinely surpass expectations because of the efforts of our teachers and staff and those who support them. It is often said that 'the children are our future', while this is a wonderful motivating quote, in Central we believe that 'We are the future for our children'. It is through this concept that the power of education is realized. With the recognition that our role in a child's development is paramount, and by embracing the highest commitment of every teacher, secretary, custodian, instructional aide, administrator, and support staff member, we can positively impact the future of your child. By taking this belief and combining it with the partnership of parents, guardians, family members, and the community, we can build that bright future for our students to make sure that every student is able to excel to their highest potential.

Tom Addington, Superintendent

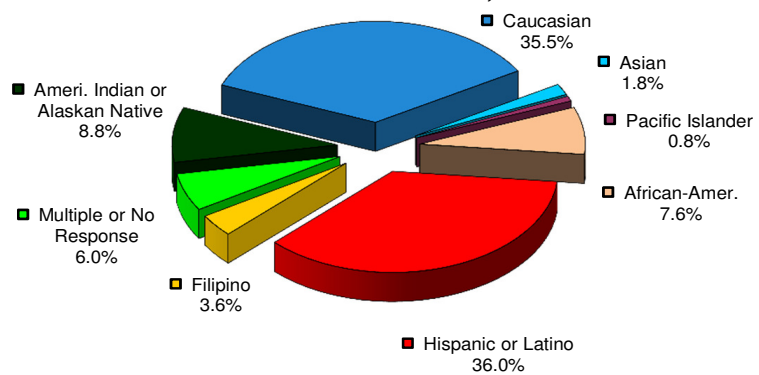
## District Description & Profile

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.

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Percentage of Students by Ethnicity  
2014-15 Enrollment: 1,748



## 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.

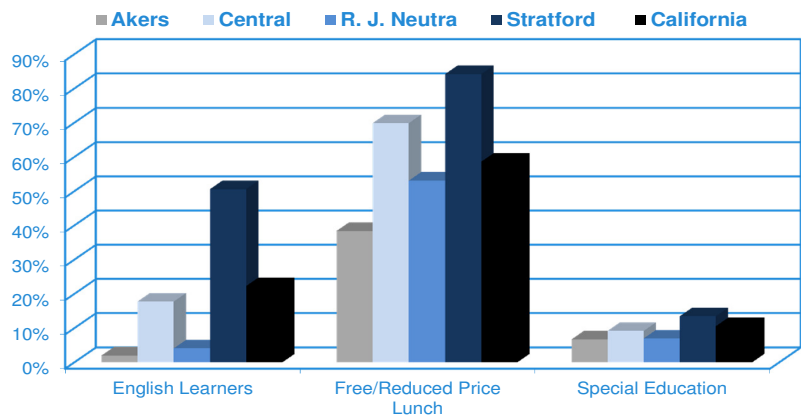
There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for schoolwide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Central Union School District 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.

## 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.

% of Student Enrollment by Program  
2014-15



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	Yes

Adequate Yearly Progress (AYP)

Overall School Results	CUSD					
	Yes	Akers	Central	R. J. Neutra	Stratford	
	Yes	Yes	Yes	Yes	Yes	
Subgroup Data - Percent Proficient						
	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient
District Wide	932	420	45.1%	930	318	34.2%
Black or African American	65	30	46.2%	65	12	18.5%
Ameri. Indian or Alaskan Native	110	13	11.8%	110	13	11.8%
Asian	21	11	52.4%	20	8	40.0%
Filipino	40	31	77.5%	40	23	57.5%
Hispanic or Latino	349	126	36.1%	349	93	26.6%
Native Hawaiian or Pac	10	--	--	10	--	--
Caucasian	311	185	59.5%	310	147	47.7%
Two or More Races	25	16	64.0%	25	15	60.0%
SED	536	202	37.7%	535	159	29.7%
English Learners	163	29	17.8%	162	27	16.7%
Special Education	100	6	6.0%	100	8	8.0%

SED = Socioeconomically disadvantaged (low income)

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

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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## District Benchmark Assessments

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

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

# California Standards Tests

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met

subgroup criteria. More information on CSTs can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://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/cal/](http://www.cde.ca.gov/ta/tg/cal/).

California Standards Test (CST) Results for All Students						
2014-15						
	Akers	Central	R.J. Neutra	Stratford	CUSD	California
	% Proficient & Above	% Proficient & Above	% Proficient & Above	% Proficient & Above	% Proficient & Above	% Proficient & Above
Science	74%	25%	82%	50%	62%	56%

California Standards Test Scores by Grade Level		
Result Type	Grade Level	
	5	8
Students Tested	161	133
% of Enrollment	89.9%	88.1%
Students with Scores	161	132
Mean Scale Score	371.3	380.7
% Advanced	27%	39%
% Proficient	37%	23%
% Basic	21%	21%
% Below Basic	11%	11%
% Far Below Basic	5%	6%

# Curriculum 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

California Assessment of Student Performance and Progress Results for All Students						
2014-15						
	Akers	Central	R.J. Neutra	Stratford	CUSD	California
	% Proficient & Above	% Proficient & Above	% Proficient & Above	% Proficient & Above	% Proficient & Above	% Proficient & Above
ELA	56%	16%	63%	21%	44%	44%
Math	38%	12%	55%	20%	33%	33%

	English Language Arts/Literacy										Mathematics							
	14-15										14-15							
	Number of Students Enrolled	Number of Students Tested	Percent of Enrolled Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Number of Students Enrolled	Number of Students Tested	Percent of Enrolled Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	All Students										All Students							
All Students Tested	1099	1024	93.2%	1022	N/A	16%	29%	24%	31%	1099	1028	93.5%	1025	N/A	11%	22%	33%	33%
Male	1099	512	46.6%	510	N/A	13%	29%	22%	36%	1099	516	47.0%	514	N/A	13%	22%	31%	34%
Female	1099	512	46.6%	512	N/A	19%	28%	27%	27%	1099	512	46.6%	511	N/A	9%	21%	36%	33%
African American	1099	73	6.6%	73	N/A	7%	41%	21%	32%	1099	73	6.6%	73	N/A	7%	14%	40%	40%
American Indian or Alaskan Native	1099	118	10.7%	117	N/A	3%	9%	24%	64%	1099	119	10.8%	118	N/A	2%	10%	19%	68%
Asian	1099	22	2.0%	22	N/A	27%	23%	23%	27%	1099	22	2.0%	21	N/A	14%	23%	36%	23%
Filipino	1099	50	4.5%	50	N/A	24%	48%	20%	8%	1099	50	4.5%	50	N/A	24%	30%	34%	12%
Hispanic or Latino	1099	376	34.2%	376	N/A	10%	25%	25%	40%	1099	379	34.5%	379	N/A	7%	19%	36%	39%
Hawaiian or Pacific Islander	1099	13	1.2%	13	N/A	15%	38%	15%	31%	1099	13	1.2%	13	N/A	15%	31%	31%	23%
White (not Hispanic)	1099	335	30.5%	334	N/A	24%	33%	26%	16%	1099	335	30.5%	334	N/A	17%	28%	35%	20%
Two or More Races	1099	28	2.5%	28	N/A	29%	32%	29%	11%	1099	28	2.5%	28	N/A	11%	43%	32%	14%
Socioeconomically Disadvantaged	1099	595	54.1%	594	N/A	11%	26%	26%	37%	1099	597	54.3%	595	N/A	7%	21%	34%	38%
English Learners	1099	124	11.3%	124	N/A	0%	10%	23%	66%	1099	127	11.6%	126	N/A	0%	16%	24%	60%
Students with Disabilities	1099	100	9.1%	100	N/A	2%	3%	20%	75%	1099	101	9.2%	101	N/A	1%	6%	15%	78%
Migrant Education	1099	17	1.5%	17	N/A	6%	18%	18%	59%	1099	17	1.5%	17	N/A	0%	18%	29%	53%
Foster Youth																		

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:

#### Math

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

#### English Language Arts

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

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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2010	Yes	MacMillan/McGraw-Hill; <i>California Treasures</i>	0%	K-5
2009	Yes	Glencoe/McGraw Hill; <i>California Literature &amp;</i>	0%	6-8
Math				
2014	Yes	McGraw-Hill; <i>My Math</i>	0%	K-5
2014	Yes	Glencoe; <i>Math: Course 1 &amp; 2, and 3</i>	0%	6-8
Science				
2007	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2007	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, &amp; 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

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.

## Instructional Materials

As the state aligns textbooks, frameworks, and instructional materials to meet the Common Core State Standards, the district is adopting textbooks and materials aligned to the California Common Core 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.

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 2015.

## Technology & Library Resources

The District has four school site library/media centers with over 8,497 books available for students to check out, 30 magazine subscriptions, and over 4,338 videos and audiotapes combined. Each school's library clerk is responsible for the following:

	Computer Resources			
	Akers	Central	R.J. Neutra	Stratford
Computers*	103	71	80	66
Students Per Computer	6.5	4.9	6.5	4.3
Classrooms Connected to Internet	43	26	30	23

\*Number of computers less than 48 months old.

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

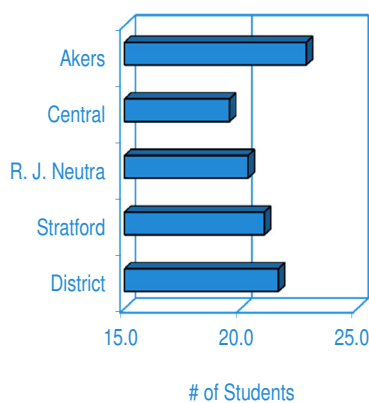
Central Union School District's website hosts a home page for each school and provides a variety of resources and information for parents, staff, students, and community members. The teachers of the District carefully developed the District's technology curriculum which meets eleven measurable grade level outcomes. Computer skills and concepts provided throughout the curriculum prepare students for technological growth and opportunities. Technology resources during the 2014-15 school year included:

- 320 Macintosh computers, including laptops
- 16 File servers
- 8 Scanners
- 65 TV's
- 38 VCR's
- 11 DVD players
- 68 VCR/DVD combos
- 36 Digital cameras
- 1199 iPads
- 810 iPods
- 6 Computer labs with 20-30 iMac computers
- 4 Mobile laptop labs (30 machines in each lab)

## Class Size

Central Union School District maintained an overall (grades K-8) average class size of 19.2 students for the 2014-15 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.

Average Class Size Comparison



## 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.

### School Resource Officer

In conjunction with the Kings County Sheriff's Office, the District operated a School Resource Officer under a Federal grant under the Community Oriented Policing Services (COPS Office). With the COPS grant, the Central Union School District employees a full time School Resource Officer (SRO) to provide services to develop and expand crime prevention efforts for students and to educate our youth in about safety.

### 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.

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.

School Site Inspections		
	Inspection Date	Condition of Facilities
Akers	7/20/2015	Exemplary
Central	8/6/2015	Exemplary
R.J. Neutra	7/20/2015	Exemplary
Stratford	8/6/2015	Exemplary

### Deferred Maintenance

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Central Union School District allocated \$77,786 of deferred maintenance funds for the following projects:

- Akers School - \$11,540 for restroom door & floor replacement, parking lot resurfacing, and entryway carpets.
- Central School - \$11,170 for flooring replacement and concrete repair.
- R. J. Neutra School - \$38,945 for flooring replacement, HVAC replacement, and parking lot resurfacing.
- Stratford School - \$16,131 for cafeteria repairs and parking lot resurfacing.

# Professional Staff

## Teacher Assignment

Central Union School District recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, the District had 97 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 2014-15					
	Akers	Central	R.J. Neutra	Stratford	CUSD
Total Teachers	36	19	28	14	97
Teachers with Full Credential	36	19	28	14	97
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

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 2014-15	
	%
Akers	100
Central	100
R.J. Neutra	100
Stratford	100
High-Poverty Schools in District	100
Low-Poverty Schools in District	100

## 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 Success 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 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 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 Success Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance.

## 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.

The FRC is housed at Stratford School and has a clerk for the primary point of contact working within this department. The Stratford Assistant Principal oversees the administrative responsibilities of the FRC.

Current FRC Services:

- Kings View Counseling Services
- 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.

### Central Union School District Stratford Family



# 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). Detailed information regarding expenditures can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/).

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 Accounts
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

## Grants

To expand services to students and schools, the District works with a grant writing company to pursue grant opportunities which may enhance program operations or support facility and operation expansion.

During the 2014-15 School Year, the District was successful in acquiring the following grants:

CDE American Indian Early Childhood Education - \$263,925

Monsanto Grow Rural Education - \$25,000

CDE Equipment Assistance (Freezer) - \$20,000

These grant awards have added to prior grant programs which have included a School Resource Officer, rubber play bark to replace wood chip bark in all Kindergarten play areas in the District, a Physical Education Grant under the Department of Defense Education Authority, and was awarded a science and agricultural grant for Stratford School.

In total, over the past two years, the District has received over \$1.2 million toward implementation of services. The District continues to pursue grant opportunities which align with District goals to support student achievement; health, wellness, and safety; energy efficiency and conservation, and 21st century learning.

### Salary Comparison

2013-14

	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$46,015	\$42,723
Mid-Range Teacher Salary	\$72,088	\$65,936
Highest Teacher Salary	\$89,301	\$84,545
Avg. Principal Salary - Elem.	\$108,928	\$106,864
Superintendent Salary	\$128,301	\$159,133
Percentage of General Fund Expenditures For:		
Teacher Salaries	38.0%	40.0%
Administrative Salaries	7.0%	6.0%

### Current Expense of Education per Pupil

2013-14

Dollars Spent per Student			
General Fund Expenditures	CUSD	State Average for Districts in Same Category	State Average for all Districts
\$14,823,326	\$10,797	\$7,880	\$5,348

# 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.*

*Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. As a District, we challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.*

