Central Union School District
Lemoore, CA

Central Union School District
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Contents

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

Stratford School

Grades Preschool, Transitional Kindergarten through Eight
Bill Bilbo, Principal
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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 2014-15 school year, 259 students were enrolled, including 13.5% in special education, 81.9% qualifying for the free or reduced-price meal program, and 50.6% qualifying for English learner support.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	0.4%	Kindergarten	43
American Indian or Alaskan Native	4.0%	Grade 1	22
Asian	1.2%	Grade 2	25
Filipino	0.8%	Grade 3	39
Hawaiian or Pacific Islander	0.4%	Grade 4	22
Hispanic or Latino	84.9%	Grade 5	22
White (not Hispanic)	8.3%	Grade 6	30
Two or More Races	0.0%	Grade 7	27
Socioeconomically Disadvantaged	84.2%	Grade 8	29
English Learners	50.6%		
Students with Disabilities	13.5%		
Migrant Education	0.0%	Total Enrollment	259
Foster Youth	1.5%		

Local Control Accountability Plan (LCAP)

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

Conditions of Learning - State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart;

and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

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

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

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

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

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

Parent Involvement

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, District Advisory Council, English Learner Advisory Committee, Migrant Group, and Parent Teacher Club. The principal and school staff welcome parents to participate in field trips, Open House, Back to School Night, and annual Title I meeting. Parent volunteers are welcome to assist school staff in the library and classrooms.

Stratford School established a School Advisory Council in accordance with Economic Impact Aid funding requirements. This governing body is comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council has elected to relinquish its duties to the School Site Council.

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

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

California Standards Tests (CST)

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

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

California Standards Test (CST)								
All Students								
Percentage of Students Scoring at Proficient and Advanced Levels								
	Stratford			CUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	71	34	50	62	61	62	59	60	56

California Standards Test (CST) Results by Student Subgroup 2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
CUSD	62
Stratford	50
Male	40
Female	63
Hispanic or Latino	50
English Learners	27
Students with Disabilities	45

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

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and

CAASPP Assessment Results Disaggregated by Student Groups 2014-15

| | English Language Arts/Literacy | | | | | | | Mathematics | | | | | | |
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3														
All Students Tested	45	43	95.6%	70.0%	21.0%	5.0%	5.0%	45	43	95.6%	58.0%	19.0%	21.0%	2.0%
Male	45	23	51.1%	74.0%	13.0%	4.0%	9.0%	45	23	51.1%	65.0%	22.0%	9.0%	4.0%
Female	45	20	44.4%	65.0%	30.0%	5.0%	0.0%	45	20	44.4%	50.0%	15.0%	35.0%	0.0%
American Indian or Alaskin Native	45	4	8.9%	*	*	*	*	45	4	8.9%	*	*	*	*
Asian	45	1	2.2%	*	*	*	*	45	1	2.2%	*	*	*	*
Hispanic or Latino	45	36	80.0%	67.0%	22.0%	6.0%	6.0%	45	36	80.0%	53.0%	19.0%	25.0%	3.0%
White (not Hispanic)	45	2	4.4%	*	*	*	*	45	2	4.4%	*	*	*	*
Socioeconomically Disadvantaged	45	39	86.7%	69.0%	21.0%	5.0%	5.0%	45	39	86.7%	54.0%	21.0%	23.0%	3.0%
English Learners	45	26	57.8%	69.0%	23.0%	8.0%	0.0%	45	26	57.8%	54.0%	15.0%	31.0%	0.0%
Students with Disabilities	45	5	11.1%	*	*	*	*	45	5	11.1%	*	*	*	*
Migrant Education	45	2	4.4%	*	*	*	*	45	2	4.4%	*	*	*	*
Grade 4														
All Students Tested	24	23	95.8%	39.0%	30.0%	26.0%	4.0%	24	23	95.8%	43.0%	26.0%	26.0%	4.0%
Male	24	6	25.0%	*	*	*	*	24	6	25.0%	*	*	*	*
Female	24	17	70.8%	41.0%	24.0%	29.0%	6.0%	24	17	70.8%	47.0%	29.0%	18.0%	6.0%
American Indian or Alaskin Native	24	2	8.3%	*	*	*	*	24	2	8.3%	*	*	*	*
Filipino	24	1	4.2%	*	*	*	*	24	1	4.2%	*	*	*	*
Hispanic or Latino	24	18	75.0%	39.0%	33.0%	28.0%	0.0%	24	18	75.0%	44.0%	33.0%	22.0%	0.0%
White (not Hispanic)	24	2	8.3%	*	*	*	*	24	2	8.3%	*	*	*	*
Socioeconomically Disadvantaged	24	18	75.0%	39.0%	33.0%	22.0%	6.0%	24	18	75.0%	44.0%	28.0%	22.0%	6.0%
English Learners	24	12	50.0%	42.0%	33.0%	25.0%	0.0%	24	12	50.0%	42.0%	25.0%	33.0%	0.0%
Students with Disabilities	24	6	25.0%	*	*	*	*	24	6	25.0%	*	*	*	*
Migrant Education	24	3	12.5%	*	*	*	*	24	3	12.5%	*	*	*	*
Grade 5														
All Students Tested	23	23	100.0%	48.0%	17.0%	22.0%	13.0%	23	23	100.0%	43.0%	39.0%	17.0%	0.0%
Male	23	13	56.5%	5400.0%	23.0%	15.0%	8.0%	23	13	56.5%	54.0%	31.0%	15.0%	0.0%
Female	23	10	43.5%	*	*	*	*	23	10	43.5%	*	*	*	*
African American	23	1	4.3%	*	*	*	*	23	1	4.3%	*	*	*	*
Hispanic or Latino	23	19	82.6%	53.0%	21.0%	16.0%	11.0%	23	19	82.6%	47.0%	37.0%	16.0%	0.0%
White (not Hispanic)	23	3	13.0%	*	*	*	*	23	3	13.0%	*	*	*	*
Socioeconomically Disadvantaged	23	20	87.0%	50.0%	20.0%	20.0%	10.0%	23	20	87.0%	50.0%	35.0%	15.0%	0.0%
English Learners	23	13	56.5%	62.0%	23.0%	15.0%	0.0%	23	13	56.5%	62.0%	23.0%	15.0%	0.0%
Students with Disabilities	23	5	21.7%	*	*	*	*	23	5	21.7%	*	*	*	*
Grade 6														
All Students Tested	31	31	100.0%	61.0%	29.0%	6.0%	3.0%	31	31	100.0%	48.0%	42.0%	6.0%	3.0%
Male	31	16	51.6%	63.0%	25.0%	13.0%	0.0%	31	16	51.6%	38.0%	56.0%	0.0%	6.0%
Female	31	15	48.4%	60.0%	33.0%	0.0%	7.0%	31	15	48.4%	60.0%	27.0%	13.0%	0.0%
American Indian or Alaskin Native	31	3	9.7%	*	*	*	*	31	3	9.7%	*	*	*	*
Asian	31	1	3.2%	*	*	*	*	31	1	3.2%	*	*	*	*
Hispanic or Latino	31	25	80.6%	56.0%	32.0%	8.0%	4.0%	31	25	80.6%	44.0%	44.0%	8.0%	4.0%
White (not Hispanic)	31	2	6.5%	*	*	*	*	31	2	6.5%	*	*	*	*
Socioeconomically Disadvantaged	31	27	87.1%	56.0%	33.0%	7.0%	4.0%	31	27	87.1%	41.0%	48.0%	7.0%	4.0%
English Learners	31	15	48.4%	60.0%	40.0%	0.0%	0.0%	31	15	48.4%	53.0%	40.0%	7.0%	0.0%
Students with Disabilities	31	7	22.6%	*	*	*	*	31	7	22.6%	*	*	*	*
Migrant Education	31	4	12.9%	*	*	*	*	31	4	12.9%	*	*	*	*
Grade 7														
All Students Tested	30	28	93.3%	64.0%	21.0%	11.0%	4.0%	30	29	96.7%	66.0%	21.0%	10.0%	3.0%
Male	30	10	33.3%	*	*	*	*	30	11	36.7%	64.0%	9.0%	18.0%	9.0%
Female	30	18	60.0%	61.0%	28.0%	11.0%	0.0%	30	18	60.0%	67.0%	28.0%	6.0%	0.0%
American Indian or Alaskin Native	30	0	0.0%	*	*	*	*	30	0	0.0%	*	*	*	*
Hispanic or Latino	30	24	80.0%	67.0%	17.0%	13.0%	4.0%	30	25	83.3%	60.0%	24.0%	12.0%	4.0%
White (not Hispanic)	30	3	10.0%	*	*	*	*	30	3	10.0%	*	*	*	*
Socioeconomically Disadvantaged	30	24	80.0%	58.0%	25.0%	13.0%	4.0%	30	25	83.3%	60.0%	24.0%	12.0%	4.0%
English Learners	30	10	33.3%	*	*	*	*	30	10	33.3%	*	*	*	*
Students with Disabilities	30	2	6.7%	*	*	*	*	30	2	6.7%	*	*	*	*
Migrant Education	30	3	10.0%	*	*	*	*	30	3	10.0%	*	*	*	*
Grade 8														
All Students Tested	29	29	100.0%	41.0%	17.0%	34.0%	7.0%	29	29	100.0%	52.0%	24.0%	17.0%	7.0%
Male	29	17	58.6%	59.0%	12.0%	29.0%	0.0%	29	17	58.6%	71.0%	18.0%	12.0%	0.0%
Female	29	12	41.4%	17.0%	25.0%	42.0%	17.0%	29	12	41.4%	25.0%	33.0%	25.0%	17.0%
Asian	29	1	3.4%	*	*	*	*	29	1	3.4%	*	*	*	*
Hispanic or Latino	29	27	93.1%	41.0%	19.0%	33.0%	7.0%	29	27	93.1%	52.0%	26.0%	15.0%	7.0%
White (not Hispanic)	29	1	3.4%	*	*	*	*	29	1	3.4%	*	*	*	*
Socioeconomically Disadvantaged	29	25	86.2%	48.0%	20.0%	28.0%	4.0%	29	25	86.2%	60.0%	20.0%	12.0%	8.0%
English Learners	29	15	51.7%	60.0%	27.0%	13.0%	0.0%	29	15	51.7%	80.0%	13.0%	7.0%	0.0%
Students with Disabilities	29	7	24.1%	*	*	*	*	29	7	24.1%	*	*	*	*
Migrant Education	29	2	6.9%	*	*	*	*	29	2	6.9%	*	*	*	*

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

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

	Stratford	CUSD	CA
English-Language Arts/Literacy	0	44	44
Mathematics	0	33	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Stratford	CUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	9/9	15/15

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Stratford School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I PI Status 2015-16		
	Stratford	CUSD
PI Status	In PI	In PI
First Year of PI Implementation	2012-13	2013-14
Year in PI	Year 1	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		25.0%

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

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	82.6%	52.2%	17.4%
Seventh	37.0%	18.5%	0.0%

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

School Facilities & Safety

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.

2014-15 Campus Improvement Projects:
- Purchased iPads for grades 1-5
- Installation of new LCD projectors in all classrooms
- Finish filtered drinking fountain system in cafeteria
- Replace, repair, and repaint gym ceiling
- Addition of HVAC units in kitchen and gym
- Repairs to playground equipment for safety purposes
- Addition of storage for the garden equipment
- Addition of a cooler in the cafeteria

2015-16 Planned Campus Improvement Projects:
- Replacement of HVAC systems
- Replacement of flooring and windows
- Upgrades and repairs to gym
- Installation of fencing

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
Satellite Classroom	1

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

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

Percentage Description Rating:

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

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. A second chance breakfast is available at recess. Instructional aides supervise playground activities during recess. Lunchtime activities are supervised by instructional aides in the cafeteria and on the playground. At the end of the day, teachers supervise 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, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed, updated, and shared with school staff in September 2015. 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.

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 a team of 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 or submitting requests by e-mail. Requests are typically fulfilled within one to two working days. The day custodian is qualified and equipped to handle most minor repairs that the school requires. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation.

Deferred Maintenance

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Stratford School allocated $16,131 of deferred maintenance funds for the following projects:

- Cafeteria repairs
- Parking lot resurfacing

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. During the first couple weeks of school, the principal and vice principal perform classroom visits. 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.

Stratford's teachers, assistant principal, 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			CUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	43	6	4	138	120	58	329,370	279,383	243,603
Expulsions (#)	5	0	0	11	8	4	8,266	6,611	5,692

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, school site dog tag, and school lunch. For those students who successfully complete the trimester without receiving any discipline tickets or conduct referrals

for attendance and behavior, may participate in special student reward days. 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
• 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:

• 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 6-8
• Track - Boys and Girls Grades 4-8
• Basketball - Boys and Girls Grades 4-8
• Flag Football - Grades 6-8

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 2014-15 school year, the actual attendance rate for all grade levels for Stratford School was 96%.

Class Size Distribution Self-Contained Classrooms

	2012-13			
	Average Class	Number of Classes*		
Grade	Size	1-20	21-32	33+
K	28.0		1	
1	21.0	1	1	
2	21.0	1		
3	25.0		1	
4	30.0		2	
5	27.0		2	
	2013-14			
K	26.0		1	
1	24.0		1	
2	21.0		2	
3	21.0		2	
4	25.0		1	
5	29.0		2	
	2014-15			
K	22.0	1	1	
1	22.0	1	1	
2	24.0		1	
3	19.0	2		
4	20.0	6	3	
5	17.0	9	4	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Class Size

The Class Size Distribution and Teaching Load table in this report 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.

Curriculum & Instruction

Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most

Teaching Load Distribution Departmentalized Instruction

	2012-13			
	Average	Number of Classes*		
Subject	Class Size	1-20	21-32	33+
English	13	10	4	
Math	12	5		
Science	30.0		2	
History	20.0	1	2	
	2013-14			
English	20.0	4	5	
Math	19.0	2	1	
Science	29.0		2	
History	19.0	1	2	
	2014-15			
English	16.0	4	4	
Math	19.0	1	2	
Science	19.0	1	2	
History	28.0		2	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

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

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; *California Treasures*	0%	K-5
2009	Yes	Glencoe/McGraw Hill; *California Literature & Expressions*	0%	6-8
		Math		
2014	Yes	MacMillan/McGraw Hill; *My Math*	0%	TK-8
2014	Yes	Glencoe; *Math Course 1*	0%	6
2014	Yes	Glencoe; *Math Course 2*	0%	7
2014	Yes	Glencoe; *Math Course 3*	0%	8
		Science		
2007	Yes	MacMillan/McGraw-Hill; *California Science*	0%	K-5
2007	Yes	Pearson-Prentice Hall; *Focus on Earth, Life, & Physical Science*	0%	6-8
		Social Science		
2006	Yes	Pearson Scott Foresman; *History-Social Science for CA*	0%	K-5
2006	Yes	Teachers' Curriculum Institute; *History Alive!*	0%	6-8

aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the math, science, history-social science, English/language arts, health* (*as a component of the science curriculum), and visual and performing arts.

Staff Development

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

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

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

The writing and implementation of Central Union School District's curriculum is an ongoing process designed to meet the changing needs in the areas of instructional improvement, implementation of state standards, and adoption of instructional materials. Teachers and administrators at each school site serve on curriculum committees. The committees review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, develop benchmark tests, determine staff development needs, analyze test results, prompt grade level collaboration, select textbooks and supplementary teaching materials, and review 21st century learning.

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

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

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

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

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aide/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. Newly credentialed and/or beginning teachers receive formative assessment, individualized support and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

Site-Based Staff Training

During the 2014-15 school year, Stratford School's individual training efforts focused on:
• Common Core Standards - English Language Arts, Mathematics, Science & Technology
• English Language Development
• Best Practices to Serve English Language Learners
• Language Arts - Observation, Modeling

Professional Staff

Teacher Assignment

Stratford School recruits and employs highly qualified credentialed teachers. For the 2014-15 school year, the school had 14 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.

Teacher Credentials and Assignments						
	Stratford			CUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	14	14	14	95	97	99
Teachers with Full Credential	14	14	14	95	97	99
Teachers without Full Credential	0	0	0	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	1	1

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.*

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

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

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

Counseling & Support Services Staff

It is the goal of 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.

Diagnostic and prescriptive teachings, the resource specialist program, counseling by a teacher or other staff member, and involvement of outside agencies when

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Adaptive PE Specialist	As Needed	
Library Clerk	1	1.0
Occupational Therapist	As Needed	
Counselor	1	0.5
PE Teacher	1	0.5
Psychologist	1	0.5
School Resource Officer	1	0.5
Speech & Language Specialist	2	0.4
Nurse (LVN)	2	0.8
Nurse (RN)	1	0.2
Counselor	1	0.5

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

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.

District Expenditures

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

Expenditures Per Student
For the 2013-14 school year, Central Union School District spent an average of $10,797 to educate each student (Current Expense of Education per ADA, based on 2013-14 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2013-14		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$46,015	$42,723
Mid-Range Teacher Salary	$72,088	$65,936
Highest Teacher Salary	$89,301	$84,545
Average Principal Salaries:		
Elementary School	$108,928	$106,864
Superintendent Salary	$128,301	$159,133
Percentage of Budget For:		
Teacher Salaries	38%	40%
Administrative Salaries	7%	6%

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

Current Expense of Education Per Pupil 2013-14					
	Dollars Spent Per Student				
Expenditures Per Pupil	Stratford	CUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	11,149	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,026	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,123	7,549	120.8%	5,348	170.6%
Average Teacher Salary	69,052	76,400	90.4%	69,086	100.0%

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

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

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

SARC Data & Internet Access

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about 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 AYP, CST, CAASPP, enrollment, and staffing.

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 the Stratford Branch Library located at 20300 Main Street, Stratford.

Stratford Branch Library • (559) 947-3003
Hours: Sun. & Mon.: Closed
Tues.-Thurs.: 1:00 p.m. - 6:00 p.m.
Fri. & Sat.: Closed
Number of Computers Available: 5
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