



Central Union School District
Lemoore, CA

Central Union School District
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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 the school facilities sections were acquired in October 2017.

2016-17 Annual School Accountability Report Card

Published November 2017

Stratford School

Grades Transitional Kindergarten through Eight
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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 2016-17 school year, 278 students were enrolled, including 18.3% in special education, 79.5% qualifying for the free or reduced-price meal program, and 44.2% qualifying for English learner support.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	0.4%	Kindergarten	42
American Indian or Alaskan Native	6.2%	Grade 1	32
Asian	1.1%	Grade 2	31
Filipino	1.1%	Grade 3	22
Hawaiian or Pacific Islander	0.0%	Grade 4	28
Hispanic or Latino	84.2%	Grade 5	38
White (not Hispanic)	7.0%	Grade 6	30
Two or More Races	0.0%	Grade 7	24
Socioeconomically Disadvantaged	79.5%	Grade 8	31
English Learners	44.2%		
Students with Disabilities	18.3%		
Migrant Education	7.6%	Total	
Foster Youth	0.4%	Enrollment	278

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 (Basic Services) - State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-

aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) - State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement - State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement - State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) - State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate - State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) - State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes - State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

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.

Stratford School has a five session Positive Behavior Support partnership to work with parents to teach reading six times per year.

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

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Stratford		CUSD		CA	
	14-15	15-16	15-16	16-17	15-16	16-17
Science (Grades 5 & 8)	50	26	62	52	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) 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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics						
for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Stratford		CUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	21	29	44	53	44	48
Mathematics	20	22	33	40	33	36

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. An asterisk () appears in the table when the number of students tested is ten or less.*

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2016-17**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	181	179	98.9%	31.8%	181	179	98.9%	24.0%
Male	90	89	98.9%	23.6%	90	89	98.9%	23.6%
Female	91	90	98.9%	40.0%	91	90	98.9%	24.4%
Hispanic or Latino	151	150	99.3%	31.3%	151	150	99.3%	22.7%
White (not Hispanic)	14	14	100.0%	42.9%	14	14	100.0%	28.6%
Socioeconomically Disadvantaged	157	156	99.4%	32.7%	157	156	99.4%	23.1%
English Learners	102	101	99.0%	31.7%	102	101	99.0%	23.8%
Students with Disabilities	36	35	97.2%	*	36	35	97.2%	*

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

District Assessments

Building a Balanced Assessment System has been a work in progress in the District over the last several years. Training began with Administrators in deepening our understanding of Formative, Interim and Summative Assessment. Sites then shared this information with staff. During the 2016-2017 year, all K-2 Students took the MAP Growth K-2 Assessment from NWEA three times. This adaptive test administered on student iPads continues to be given Fall, Winter and Spring providing teachers with information on growth, where students are, as well as, areas of strength and weakness. Grades 3rd - 8th administered several Interim Assessment Blocks from Smarter Balance during the 2016-17 year. This provided staff with a deeper understanding of the rigor and language required of students to demonstrate their learning in Summative Assessments. For the 2017-18 year, Grade Level Teams have determined three Interim Assessment Blocks their grade level will give this year. Currently, K-5 teams are creating Common Formative Assessments in Math based on the Learning Targets of their Essential Standards while 6th - 8th is doing the same work in ELA/Literacy. In the future, the District will continue to refine its balanced assessment system.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2016-17, Stratford School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2017-18		
	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.

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 2016-17			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	35.0%	17.5%	20.0%
Seventh	13.0%	39.1%	17.4%

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.

2016-17 Campus Improvements:

- Installation of new perimeter fencing for safety purposes
- Installation of additional security cameras
- Installation of a school garden
- Installation of a drain in hallway to decrease flooding
- Installation of new concrete in some areas on campus
- Resurface the blacktop

2017-18 Planned Campus Improvements:

- Installation of a shade structure

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

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 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 October 13, 2017. During the 2016-17 school year, 100% of restrooms were fully operational and available for student use at all times.

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 departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed and updated in March 2017, and shared with school staff in September 2017. 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 that 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 custodian 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. The principal meets with custodial staff once per week to discuss general maintenance issues.

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 2016-17 school year, Stratford School allocated \$44,708 of deferred maintenance funds for the following projects:

- Flooring replacement
- Abatement

Item Inspected	School Facility Good Repair Status				
	Repair Status				
Inspection Date: October 13, 2017	Good	Fair	Poor	Repair Needed and Action Taken or Planned	
Systems: gas leaks, Mech/HVAC, sewer	✓			No deficiencies were found during the inspection.	
Interior Surfaces	✓				
Cleanliness: overall cleanliness, pest vermin infestation	✓				
Electrical	✓				
Restrooms/Fountains	✓				
Safety: fire safety, hazardous materials	✓				
Structural: structural damage, roofs	✓				
External: playground, school grounds, windows, doors, gates, fences	✓				
Overall Summary of School Facility Good Repair Status					
	Exemplary	Good	Fair		Poor
Overall Summary	✓				

Percentage Description Rating:

Exemplary: 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.

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 and the assistant principal visit each classroom 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.

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.

Suspensions and Expulsions									
	Stratford			CUSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	1.30%	1.70%	2.80%	2.90%	2.70%	3.90%	3.80%	3.70%	3.60%
Expulsions	0.00%	0.00%	0.31%	0.20%	0.05%	0.35%	0.09%	0.09%	0.09%

Students who feel good about themselves and who are 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)
- 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 2016-17 school year, the actual attendance rate for all grade levels for Stratford School was 96%.

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.

Class Size Distribution Self-Contained Classrooms				
Grade	2014-15			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0	1	1	
1	22.0		1	
2	24.0		1	
3	19.0	2		
4	20.0	6	3	
5	17.0	9	4	
2015-16				
K	21.0	1	1	
1	18.0	2		
2	22.0		1	
3	24.0		1	
4	18.0	2		
5	25.0		1	
2016-17				
K	21.0	1	1	
1	24.0		1	
2	19.0	1	1	
3	20.0	1		
4	26.0	1		
5	17.0	20		2

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2014-15			
	Average	Number of Classes*		
	Class Size	1-22	23-32	33+
English	16.0	4	4	
Math	19.0	1	2	
Science	19.0	1	2	
History	28.0		2	
2015-16				
English	16.0	4	4	
Math	19.0	1	2	
Science	19.0	1	2	
History	28.0		2	
2016-17				
English	15.0	7	2	
Math	18.0	2	1	
Science	28.0		2	
History	18.0	2	1	

*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.

Curriculum & Instruction

Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On October 16, 2017, 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-10-16-2017 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.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the California Standards and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the

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				
2016	Yes	MacMillan/McGraw-Hill; <i>Wonders</i>	0%	K-5
2016	Yes	Houghton Mifflin Harcourt: <i>California Collections</i>	0%	6-8
Math				
2014	Yes	MacMillan/McGraw Hill; <i>My Math</i>	0%	K-8
Science				
2007	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2007	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8
Social Science				
2006	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2006	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The CUSD Vision focuses on "empowering every student to excel to their highest potential." We seek "to be an exemplary learning community," as stated in our mission. With this in mind, the District's Professional Development Plan, beginning in the 2016-17 year, has focused on the development of Professional Learning Communities. Grade Level Teams have worked to identify Essential Standards Districtwide to ensure equitability and appropriate rigor across sites. The District is partnering with Solution Tree to support the journey in the PLC process through training and coaching. "PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators," according to DuFour. Over time, we can expect to see improvement in school culture as well as student achievement as a result of this research-based practice.

Just as teachers differentiate for their students, the District strives to differentiate learning for staff. To that end, it hosts several optional trainings each year. Teachers chose to attend those that best meet their needs for personal professional growth. The District also provides opportunities for staff to attend trainings outside the District to that end as well. Training topics for 2016-17 included the following:

- Next Generation Science Standards (NGSS)
- Math Model & Coaching
- 21st Century Teaching & Learning Capacity Building
- English Language Development

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/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.

As we plan for the future of our District, continuing to build our capacity in the PLC Process so we can ensure all students "excel to their highest potential" will continue to be a primary focus.

Site-Based Staff Training

During the 2016-17 school year, Stratford School's individual training efforts focused on:

- Common Core State Standards - Mathematics
- English Language Development
- Best Practices to Serve English Language Learners
- Next Generation Science Standards (NGSS)
- Professional Learning Communities
- Technology Training

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.

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

During the 2016-17 school year, Stratford School had 15 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Counselors and Support Personnel (Nonteaching Professional Staff)

2016-17

	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	1	0.4
Nurse (LVN)	1	0.4
Nurse (RN)	1	0.2

*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.

Teacher Credentials and Assignments

	Stratford			CUSD		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	16	15	18	100	96	99
Teachers with Full Credential	16	15	18	98	92	97
Teachers without Full Credential	0	0	0	2	4	2
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	1	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.

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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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

Phone: (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.

Sat. & Sun.: Closed

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 2015-16 school year, Central Union School District spent an average of \$13,732 to educate each student (Current Expense of Education per ADA, based on 2015-16 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.)

Teacher and Administrative Salaries 2015-16		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,125	\$47,034
Mid-Range Teacher Salary	\$76,961	\$73,126
Highest Teacher Salary	\$95,337	\$91,838
Average Principal Salaries:		
Elementary School	\$115,568	\$116,119
Superintendent Salary	\$156,304	\$178,388
Percentage of Budget For:		
Teacher Salaries	37%	37%
Administrative Salaries	6%	6%

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

Expenditures Per Pupil and School Site Teachers Salaries 2015-16

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	11,985	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,914	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,071	8,727	115.4%	6,574	153.2%
Average Teacher Salary	84,960	81,264	104.5%	74,194	114.5%

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 2015-16 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS on Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I, II, III