

# Stratford Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Stratford Elementary School   |
| <b>Street</b>                     | 20227 1st St.   |
| <b>City, State, Zip</b>           | Stratford, CA 93266   |
| <b>Phone Number</b>               | (559) 925-2605  |
| <b>Principal</b>                  | Christina Gonzales  |
| <b>E-mail Address</b>             | cgonzale@central.k12.ca.us  |
| <b>Web Site</b>                   | <a href="http://stratford.central.k12.ca.us">http://stratford.central.k12.ca.us</a> |
| <b>CDS Code</b>                   | 16-63883-6010326  |

| <b>District Contact Information</b> |                               |
|-------------------------------------|-------------------------------|
| <b>District Name</b>                | Central Union School District |
| <b>Phone Number</b>                 | 559-924-3405                  |
| <b>Superintendent</b>               | Thomas Addington              |
| <b>E-mail Address</b>               | taddingt@central.k12.ca.us    |
| <b>Web Site</b>                     | central.k12.ca.us             |

### **School Description and Mission Statement (School Year 2018-19)**

Stratford Elementary School's mission is to provide a positive school environment for the benefit of all students. We strive to ensure that each child feels personally connected to the school, attains high levels of academic achievement, and develops high standards of personal character. With these qualities, our children will undoubtedly grow to be productive members of the local community and our society as a whole.

Established in 1921, Stratford Elementary School is one of four schools in the Central Union Elementary School District. Stratford School is located in the town of Stratford, six miles south of Lemoore. Many of our students' parents, grandparents, and even great-grandparents attended Stratford Elementary School before them. This close-knit community is grounded in customs and traditions passed on from generation to generation. During the 2017-18 school year, 297 students were enrolled in Stratford Elementary School, including 18% in Special Education, 79.5% qualifying for the free or reduced-price meal program, and 30% identified as English Learners.

The goal of Stratford Elementary School 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 to meet this goal, students must attain high levels of academic achievement. By working together with our parents and community, we can ensure that students maximize and enjoy the learning opportunities at school, while developing the skills necessary to make them successful lifelong learners. As always, the Stratford staff appreciates parental and community support. Should parents need to contact Stratford's personnel, they may telephone the school office at (559) 925-2605.

### **Student Enrollment by Grade Level (School Year 2017-18)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 41                        |
| <b>Grade 1</b>          | 38                        |
| <b>Grade 2</b>          | 32                        |
| <b>Grade 3</b>          | 39                        |
| <b>Grade 4</b>          | 25                        |
| <b>Grade 5</b>          | 31                        |
| <b>Grade 6</b>          | 36                        |
| <b>Grade 7</b>          | 31                        |
| <b>Grade 8</b>          | 24                        |
| <b>Total Enrollment</b> | 297                       |

### Student Enrollment by Group (School Year 2017-18)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.7                         |
| American Indian or Alaska Native    | 3.4                         |
| Asian                               | 0.7                         |
| Filipino                            | 1.0                         |
| Hispanic or Latino                  | 83.8                        |
| Native Hawaiian or Pacific Islander | 1.3                         |
| White                               | 8.1                         |
| Socioeconomically Disadvantaged     | 82.8                        |
| English Learners                    | 30.0                        |
| Students with Disabilities          | 13.8                        |
| Foster Youth                        | 0.0                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 15      | 18      | 18      | 99       |
| Without Full Credential  | 0       | 0       | 0       | 2        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

#### Year and month in which data were collected:

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. The District's Curriculum Selection Committee, comprised of teacher representatives, narrow the potential selections, followed by review and recommendation from all teaching staff. All textbooks are adopted from the most recent state-approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student has access to their own textbooks and instructional materials.

On September 10, 2018, 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 #R-09-10-2018 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.

| Subject                | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------|---|----------------------------------|---|
| Reading/Language Arts  | Wonders - Macmillan/McGraw Hill (TK-5th) - 2016<br>Collections - Houghton Mifflin (6th-8th) - 2016  | Yes                              | 0   |
| Mathematics            | My Math - McGraw Hill (TK-8th) - 2014   | Yes                              | 0   |
| Science                | Science- MacMillan/McGraw Hill (TK-5th) - 2007<br>Focus on Earth, Life, and Physical Science - Pearson-<br>Prentice Hall (6th-8th) - 2007   | Yes                              | 0   |
| History-Social Science | My World - Pearson (TK-5th) - 2018<br>Ancient Civilizations - National Geographic (6th) -<br>2018<br>Medieval Times - National Geographic (7th) - 2018<br>US History - National Geographic (8th) - 2018 | Yes                              | 0   |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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.

2017-18 Campus Improvements:

- Repair/reseal asphalt in playground area
- Replacement of stage curtains

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 8/20/2018 |               |  |
|--|---------------|--|
| System Inspected   | Repair Status | Repair Needed and<br>Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC,<br>Sewer  | Good          |  |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 8/20/2018 |               |   |
|--|---------------|---|
| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Interior:</b> Interior Surfaces   | Good          |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/<br>Vermin Infestation   | Good          |   |
| <b>Electrical:</b> Electrical  | Good          |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains   | Good          |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials  | Good          |   |
| <b>Structural:</b> Structural Damage, Roofs  | Good          |   |
| <b>External:</b> Playground/School Grounds,<br>Windows/ Doors/Gates/Fences                                       | Good          |   |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 8/20/2018 |           |
|---|-----------|
| Overall Rating  | Exemplary |
|   |           |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 32.0  | 44.0    | 52.0     | 56.0    | 48.0    | 50.0    |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 24.0  | 33.0    | 39.0     | 45.0    | 37.0    | 38.0    |

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 183              | 181           | 98.91          | 43.65                   |
| Male  | 93               | 91            | 97.85          | 35.16                   |
| Female  | 90               | 90            | 100.00         | 52.22                   |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 149              | 149           | 100.00         | 42.95                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 17               | 16            | 94.12          | 50.00                   |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 149              | 148           | 99.33          | 42.57                   |
| English Learners                              | 93               | 93            | 100.00         | 43.01                   |
| Students with Disabilities                    | 35               | 34            | 97.14          | 8.82                    |
| Students Receiving Migrant Education Services | 11               | 11            | 100.00         | 45.45                   |

Note: ELA test results include the Smarter Balanced Summative 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 183              | 180           | 98.36          | 33.33                   |
| Male  | 93               | 90            | 96.77          | 32.22                   |
| Female  | 90               | 90            | 100            | 34.44                   |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 149              | 148           | 99.33          | 31.76                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 17               | 16            | 94.12          | 50                      |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 149              | 147           | 98.66          | 30.61                   |
| English Learners                              | 93               | 93            | 100            | 30.11                   |
| Students with Disabilities                    | 35               | 34            | 97.14          | 11.76                   |
| Students Receiving Migrant Education Services | 11               | 11            | 100            | 27.27                   |

Note: Mathematics test results include the Smarter Balanced Summative 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                              | Percentage of Students Meeting or Exceeding the State Standard |         |          |         |         |         |
|--------------------------------------|--|---------|----------|---------|---------|---------|
|                                      | School   |         | District |         | State   |         |
|                                      | 2016-17  | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>Science (grades 5, 8, and 10)</b> | N/A  | N/A     | N/A      | N/A     | N/A     | N/A     |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 19.4  | 29.0                  | 35.5                 |
| 7           | 19.4  | 22.6                  | 25.8                 |

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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

At Stratford Elementary 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 and all parents are welcome to attend. Parents may contact their child’s teacher or Principal Gonzales 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 he drops by the school on a regular basis to visit with children and show support for the school. Stratford School has a PBS (Public Broadcast System) partnership to assist parents with helping their children in the area of reading.

**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.

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| <b>Suspensions</b> | 1.7     | 2.8     | 2.8     | 2.7      | 3.9     | 2.6     | 3.7     | 3.7     | 3.5     |
| <b>Expulsions</b>  | 0.0     | 0.3     | 0.0     | 0.1      | 0.4     | 0.0     | 0.1     | 0.1     | 0.1     |

**School Safety Plan (School Year 2018-19)**

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 is reviewed annually and any changes or modifications are presented to the School Board by March 1. Annually, the plan is also reviewed, discussed, and shared with school staff in September 2018 at a staff meeting. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the school year.

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.



### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16         |                   |       |     | 2016-17         |                   |       |     | 2017-18         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     |
|             |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |
| K           | 21              | 1                 | 1     |     | 21              | 1                 | 1     |     | 20              | 2                 |       |     |
| 1           | 18              | 2                 |       |     | 24              |                   | 1     |     | 18              | 2                 |       |     |
| 2           | 22              |                   | 1     |     | 19              | 1                 | 1     |     | 21              | 1                 | 1     |     |
| 3           | 24              |                   | 1     |     | 20              | 1                 |       |     | 21              |                   | 1     |     |
| 4           | 18              | 2                 |       |     | 30              |                   | 1     |     | 26              |                   | 1     |     |
| 5           | 25              |                   | 1     |     | 19              | 2                 |       |     | 30              |                   | 1     |     |

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2015-16         |                      |       |     | 2016-17         |                      |       |     | 2017-18         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 16.0            | 4                    | 4     |     | 15.0            | 7                    | 2     |     | 12.0            | 8                    | 2     |     |
| Mathematics    | 19.0            | 1                    | 2     |     | 18.0            | 2                    | 1     |     | 18.0            | 2                    | 1     |     |
| Science        | 19.0            | 1                    | 2     |     | 28.0            |                      | 2     |     | 28.0            |                      | 2     |     |
| Social Science | 28.0            | 0                    | 2     |     | 18.0            | 2                    | 1     |     | 28.0            |                      | 2     |     |

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

### Academic Counselors and Other Support Staff (School Year 2017-18)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  |                                  |   |
| Counselor (Social/Behavioral or Career Development) | .5                               | N/A   |
| Library Media Teacher (Librarian)                   |                                  | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1                                | N/A   |
| Psychologist  | .5                               | N/A   |
| Social Worker                                       |                                  | N/A   |
| Nurse   | 1                                | N/A   |
| Speech/Language/Hearing Specialist                  | .4                               | N/A   |
| Resource Specialist (non-teaching)                  |                                  | N/A   |
| Other   | .5                               | N/A   |

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$3,291,517            | \$612,330                | \$2,679,187         | \$83,992               |
| District                                     | N/A                    | N/A                      | \$21,389,355        | \$83,178               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -155.5              | 1.0                    |
| State  | N/A                    | N/A                      | \$7,125             | \$76,046               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 198.3               | 9.9                    |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

In addition to general state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2017-18 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

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

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$49,862        | \$48,064                                     |
| Mid-Range Teacher Salary                      | \$78,115        | \$75,417                                     |
| Highest Teacher Salary                        | \$98,290        | \$94,006                                     |
| Average Principal Salary (Elementary)         | \$115,475       | \$119,037                                    |
| Average Principal Salary (Middle)             | \$0             | \$123,140                                    |
| Average Principal Salary (High)               | \$0             | \$135,974                                    |
| Superintendent Salary                         | \$158,649       | \$183,692                                    |
| Percent of Budget for Teacher Salaries        | 32.0            | 36.0   |
| Percent of Budget for Administrative Salaries | 6.0             | 6.0  |

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

### Professional Development (Most Recent Three Years)

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 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 continues to focus on the Professional Learning Communities (PLC). Grade Level Teams have work to identify Essential Standards Districtwide to ensure that all students are achieving. The District continues to partner with Solution Tree to support our learning community process through training and coaching for our educators.

A Multi-Tiered System of Supports (MTSS) Leadership Team was developed in 2017-18. This team did extensive research and received training through participation in a successful grant application. This group began with a focus on the Social-Emotional and Behavioral needs of students. Based on their findings, they provided training on Connectedness to administrators and staff. An ongoing needs assessment was conducted at each site to provide information for next steps. Over time, we can expect to see continued improvement in school culture as well as student achievement as a result of this research-based practice.

Central partners with local County Offices of Education and content experts to provide staff training and coaching to support the full implementation and sustainability of State Standards. This year, the included:

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

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 as well as providing opportunities for staff to attend trainings outside the District. Teachers chose to attend those that best meet their needs for personal professional growth. Optional Trainings for 2017-18 focused on Student Engagement through the use of Collaboration and Cooperative Strategies in the classroom.

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/ CPR, English Learners, Technology 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 training on 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.

Sites also differentiate for staff based on the needs of their site, providing training through Staff Meetings, Instructional Aides Meetings and additional site professional development including such topics as:

- Math Model & Coaching
- English Language Development
- Collaboration

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” and a comprehensive MTSS for academics, social-emotional and behavioral will continue to be a primary focus.

During the 2017-18 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