

# Central Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Central Elementary School
Street	15783 18th Avenue
City, State, Zip	Lemoore, CA 93245
Phone Number	(559) 924-7797
Principal	Anne Gonzales
Email Address	agonzale@central.k12.ca.us
Website	<a href="http://central.central.k12.ca.us">http://central.central.k12.ca.us</a>
County-District-School (CDS) Code	16-63883-6010300

Entity	Contact Information
<b>District Name</b>	Central Elementary School District
<b>Phone Number</b>	(559) 924-3405
<b>Superintendent</b>	Thomas Addington
<b>Email Address</b>	taddingt@central.k12.ca.us
<b>Website</b>	www.central.k12.ca.us/district

## School Description and Mission Statement (School Year 2019-20)

The Central school staff believe in making learning a positive and rewarding experience in our children's lives, both academically and in their social-emotional development. At Central, all staff are committed to creating a safe and supportive learning environment. Staff create this environment by modeling and sharing school wide expectations that emphasize safety, responsibility and respectful behavior for all.

The Central staff is child-centered focused and recognizes every student has individual needs. At Central, we explore and pursue multiple pathways for student engagement and enthusiasm for learning. The use of technology and ease of access through equipment and applications, for example, helps our students participate in lessons that are interactive, collaborative, and assist in learning about the changing world around them. As educators, we all strive to make school an enjoyable place and promote the important message of daily attendance to our students and families as being a vital key to student learning and achievement. Central staff venture in fostering positive character and celebrate diversity and school pride amongst the student body. Most of all, the entire staff appreciate the wonderful ties to a community and Central family network that is exceptionally devoted and supportive of our students.

We understand that parents and the community expect us to provide a safe learning environment, as well as a quality education. The Central staff believes that concerned and involved parents are the most important factor in creating academic success for our students. We will keep parents informed as to their child's school progress throughout the year. At Central we believe that students achieve their full potential when there is a partnership between the home and school. If you would like further information on how to get involved in your child's classroom or volunteer at Central, please call the school office at (559) 924-7797.

Our goal is to make each student's educational experience at Central Union Elementary School positive, challenging, and rewarding.

### Mission Statement

Our mission at Central Union Elementary School is to provide a safe school environment, build positive character, celebrate diversity, and support academic excellence.

Central School staff is committed to building and strengthening family and community partnerships for the purpose of student success and enabling students to function as productive and successful citizens in a changing society.

### School Profile

Central School, located in Lemoore, takes pride in its diverse student population comprised of grades kindergarten through eight. Students are encouraged to meet the challenges of the present in order to succeed in the future. The cooperative efforts that are exemplified by the staff, students, parents, and community help to ensure the best possible learning environment for the students at Central School. Students are encouraged to reach their highest potential and present themselves in a positive manner.

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	27
Grade 1	35
Grade 2	31
Grade 3	34
Grade 4	27
Grade 5	33
Grade 6	30
Grade 7	24
Grade 8	33
<b>Total Enrollment</b>	<b>274</b>

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	32.8
Hispanic or Latino	52.9
White	8.8
Two or More Races	5.5
Socioeconomically Disadvantaged	62
English Learners	6.9
Students with Disabilities	9.9
Foster Youth	0.4
Homeless	0.4

**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 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	16	16	14	96
<b>Without Full Credential</b>	0	0	2	3
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

### 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 9, 2019, 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-09-09-2019 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders - Macmillan/McGraw Hill (TK-5th) - 2016 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 Focus on Earth, Life, and Physical Science - Pearson-Prentice Hall (6th-8th) - 2007	Yes	0
History-Social Science	My World - Pearson (TK-5th) - 2018 Ancient Civilizations - National Geographic (6th) - 2018 Medieval Times - National Geographic (7th) - 2018 US History - National Geographic (8th) - 2018	Yes	0

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

Central 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 Central School was conducted during the month of August (2019). Central 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.

Campus Maintenance Site custodial staff and the District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept very clean, safe and functioning for students, staff, visitors and community organizations that frequently use the campus facilities. One full-time day custodian and a team of evening custodians are assigned to the school and work closely with the principal for routine maintenance, daily custodial duties, and special events. The evening team of custodians is responsible for daily cleaning of both Central School and Stratford School. The principal and day custodian communicate daily regarding school facilities and maintenance issues.

The custodian inspects facilities every day for safety hazards or other conditions that need attention prior to students and staff entering school grounds. During the school day, all staff members survey grounds as a part of their daily routines to keep facilities safe and secure. The custodian performs routine room-by-room inspections to identify conditions that require correction. Any graffiti or signs of vandalism are removed prior to students

### Recent Campus Improvements:

- New Roof Installation for Cafeteria/Multipurpose room
- Refurbishment and redesign of Central School Office
- Replacement of Stage Curtains

### Planned Improvement -

Central Union is working with the State Water Resources Control Board to address and mitigate water well issues. The District has received a grant under the Drinking Water for Schools Program, and will be purchasing and replacing drinking fountains throughout the school, as well as installing point of use filtration systems as an interim solution for the water quality issues. The District continues to work with the State Water Resources Control Board for a long term solution for the water quality issues.

In the interim, the District continues to provide clean, potable drinking water for all students and staff, as there is the utmost desire for safety of our community with clean drinking water provision.

### 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

**Year and month of the most recent FIT report:** August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	35	28	56	52	50	50
<b>Mathematics (grades 3-8 and 11)</b>	23	23	45	45	38	39

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	188	184	97.87	2.13	27.72
Male	91	90	98.90	1.10	27.78
Female	97	94	96.91	3.09	27.66
Black or African American					
American Indian or Alaska Native	66	64	96.97	3.03	15.63
Filipino					
Hispanic or Latino	98	96	97.96	2.04	33.33
Native Hawaiian or Pacific Islander					
White	18	18	100.00	0.00	44.44
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	119	116	97.48	2.52	26.72
English Learners	30	28	93.33	6.67	39.29
Students with Disabilities	25	25	100.00	0.00	16.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	188	186	98.94	1.06	22.58
Male	91	91	100.00	0.00	21.98
Female	97	95	97.94	2.06	23.16
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	66	64	96.97	3.03	20.31
Filipino					
Hispanic or Latino	98	98	100.00	0.00	22.45
Native Hawaiian or Pacific Islander					
White	18	18	100.00	0.00	38.89
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	119	118	99.16	0.84	22.03
English Learners	30	30	100.00	0.00	16.67
Students with Disabilities	25	25	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.



## 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 2019-20)

The parents of Central School students support their children, the school, and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, and athletic/academic events. The many parent volunteers at school serve as classroom helpers, assist with fundraisers, and organize school activities. Parents may serve on decision-making committees such as the School Site Council (SSC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Migrant Committee, and Indian Education Committee (IEC). The Parent-Teacher Club provides funds and support for assemblies, uniforms, playground equipment, and many other extra benefits for the school and its students.

Central 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 may and has elected to relinquish its duties to the School Site Council.

Central School staff encourage parents to get involved in their child's educational experience by participating in activities such as Portfolio Day and Outdoor Education. All volunteers must attend a mandatory District-sponsored training workshop and obtain a background clearance. Those parents who wish to volunteer their time and talents or would like more information may contact John Raven at (559) 924-3405.

School-to-home communication regarding school activities, special events, and student progress is achieved through multiple resources and is provided in both English and Spanish. A weekly calendar of school activities is sent home with students. School Messenger, an Internet-based telephone messaging system, is used to quickly forward important messages (in English and Spanish) from school staff to each student's home. Flyers are occasionally distributed regarding special events or announcements.

Progress reports for at-risk students in grades K-3 are hand carried home by students, and progress reports for grades 4-8 are mailed to students' homes mid-trimester. At the end of each trimester, report cards for grades 4-8 are mailed to students' homes, and report cards for grades K-3 are sent home with students. Periodically when necessary, teachers may prepare informal progress reports on student performance for parent review.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	6.4	4.9	2.0	3.9	2.6	1.9	3.6	3.5	3.5
<b>Expulsions</b>	1.5	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Central 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, updated, and shared with school staff in August 2019 at a staff meeting. Components of the safety plan are regularly reviewed at weekly plant meetings, instructional aide meetings and faculty meetings. 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. In addition, exercises or drills (i.e. fire drills, lockdown drills, earthquake drills, etc.) are also reviewed and held during 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		2		23		2		22	1	1	
1	20	1			20	1			19	1		
2	23		1		20	1			20	1		
3	23		2		19	2			23	1	1	
4	26		6		21		6		27		7	
5	34		6	2	24		12	1	19	8		1
6	35		7	1	25		6		23		13	
Other**												

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	1.0

\*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 2017-18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$2,993,505	\$245,873	\$2,747,632	\$79,970
<b>District</b>	N/A	N/A	\$21,389,355	\$83,969.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	-154.5	-3.9
<b>State</b>	N/A	N/A	\$7,506.64	\$77,619.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	198.3	5.0

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 2018-19)**

In addition to general fund 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
- Teacher Recruitment/Incentives
- Title I, II, III

Throughout the year, students who achieve academic goals are recognized at trimester presentations. Each grade level determines the method to recognize and distribute awards. Awards include Student of the Month, A and B Honor Roll, Principal's List, Perfect and Outstanding Attendance Awards, Character Counts, and weekly Accelerated Reader awards. At the end of the year, Gold Academic Awards, Silver Academic Awards, Attendance Awards, and Physical Fitness Awards are presented to qualifying students.

Students are encouraged to participate in the school's enrichment and extracurricular activities that promote positive attitudes and encourage achievement. Extracurricular and enrichment programs include:

- ASES Extended Day Program (Gr. K-3)
- Honor Trip (Gr. 6-8)
- Spelling Bee (Gr. 1-8)
- STEM (K-8)
- Student Leadership (Gr. 6-8)

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams and intramural sports programs. Intramural sports are a component of the physical education curriculum.

- Baseball (Gr. 6-8)
- Basketball (Gr. 6-8)
- Flag Football (Gr. 6-8)
- Softball (Gr. 6-8)
- Track (Gr. 6-8)
- Volleyball (Gr. 6-8)

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,610	\$49,378
Mid-Range Teacher Salary	\$79,287	\$77,190
Highest Teacher Salary	\$99,764	\$96,607
Average Principal Salary (Elementary)	\$117,671	\$122,074
Average Principal Salary (Middle)	\$0	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$161,028	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

#### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2018-19 school year, Central School’s individual training efforts and professional development focused on the following:

- Cafe ELA
- California Standards-English Language Arts
- Daily 5
- Depth of Knowledge
- Instructional Strategies
- Math Process
- Peer Observations
- Professional Learning Communities
- Report Cards
- Rigor & Relevance (Focused on Deeper Knowledge of Understanding)
- Student Engagement Strategies
- Strategic Intervention Planning
- Trauma Informed Training for School-Wide Personnel