

Ceres Unified School District

Report to the Community 2016



Vision Statement:

All students academically prepared to achieve their full potential,
supported by and contributing to the community.

Superintendent's Message

Over the past few years, K-12 education has dramatically evolved with the introduction of new Common Core standards, new student assessments (California Assessment of Student Performance and Progress, or CASPP), implementation of Internet-enabled devices and technology tools for every student and teacher, and a shift in the way funding is allocated to school districts through the Local Control Funding Formula. I am grateful to our district's teachers, classified staff and administrators for embracing these changes while continuing to address the fundamental needs of students, keeping excellent instruction at the forefront of all we do. I am also very proud of our award-winning student wellness and mental health program that supports students and their families in overcoming obstacles impacting educational success. Together, with the support of the Ceres community, we remain Committed to Excellence and Responsive to Every Student.

Scott Siegel, Ed.D.
Superintendent

2017 Board of Trustees

- Teresa Guerrero, President
- Faye Lane, Clerk
- Jim Kinard
- Mike Welsh
- Betty Davis
- Valli Wigt
- Lourdes Perez

The Ceres Unified School District is governed by a seven-member elected Board of Trustees. Regular meetings of the CUSD Board are open to the public and are held on Thursdays every three weeks, with exceptions as needed. Meetings begin at 7:00 p.m. and are held at the District Office, located at 2503 Lawrence Street, Ceres. For a current calendar of meeting dates visit <http://www.ceres.k12.ca.us> and click on Board of Trustees.

Mission Statement

Our students will achieve mastery of academic standards in a safe and supportive environment. We will provide a quality, balanced education that results in academic excellence, and career preparation with attitudes and skills necessary to produce self-directed, productive citizens.

CSBA honors Ceres schools mental health program

Any parent knows adolescence can be a tricky time, with tears and mini-explosions bursting forth over things that do not seem worth the fuss. Imagine then, that hormonal cauldron coping with a real crisis - death of a friend, cancer in a parent, abuse, alcoholism and worse.

At Ceres Unified campuses, however, help is just a wave away, and that ready availability has earned the district a 2016 California School Boards Association Golden Bell Award.

Student Support Specialists, with training but not counselor credentials, are the front line of Ceres' many-pronged, every-campus approach to helping kids through the mental cuts and bruises of life. The 19 specialists serve one campus each, providing a watchful eye and a willing ear, and referrals to more intensive counseling services or substance-abuse help if needed.

Additionally, six social skills facilitators step in to work on behavior issues and conflicts.

Eight staff psychologists and an as-needed number of outside therapists manage clinical mental health needs.

But for one Mae Hensley Junior High eighth grade student, the number that really matters is one.

Having a Student Support Specialist to talk to, someone students know and trust, helps with anxiety and depression,

Ceres Unified's Healthy Students, Healthy Outcomes program was cited as a model to watch by the California School Boards Association...

noted one student. "It's amazing how one person out of 7 billion on this Earth can help ease the pain away."

Now in its third year, the program represents a sizable investment for the 14,000-student district. What convinced longtime Ceres school board member Betty Davis to

spend the money, she said, was how often the need for mental health services came up in public input meetings on budgeting.

"They wanted someone to listen to (their kids), someone to talk to - not a month out, but today," Davis said. The decision to go with staff members instead of a contract with a social services agency came down to this, she said, "Needs do not erupt on a schedule."

The continuity of staff and easy, always-around presence is critical to making mental health just part of the school culture, said one Ceres Unified psychologist.

"Providing mental health services and supports to all students and their families in a primarily low socioeconomic

area is essential given that our students often live with adverse childhood experiences such as child abuse, neglect, substance abuse, parent incarceration, mental illness, spousal abuse, and/or single-parent households." notes a district report on the program.

Mental health issues, the same as a cut or an ear infection, can keep kids from paying attention to lessons. But unlike cuts and earaches, treating mental health problems is not always welcome.

"A big part of mental health is stigma reduction. That's truly the power of these Student Support Specialists. Kids know, if I need help, I'm going to get help. I don't need to hide it," said Brian Murphy, coordinator of student services and student wellness for Ceres Unified.

"Thinking back over the years, as a teacher, we could see it," said Davis, a retired teacher. "All those students who would have benefited from this."

Source: Modesto Bee, Nan Austin December 5, 2016

Test scores improve in CUSD

The results from the second year of the California Assessment of Student Performance and Progress (CAASPP) were released by the California Department of Education in August 2016, giving insight as to how students throughout the state have improved since last year's testing.

The test results show the progress made in the Ceres Unified School District but also illustrates the areas which need more improvement.

More than 3.2 million California students took part in CAASPP, which includes a number of different assessments. The most widely tested are the Smarter Balanced Summative Assessments in mathematics and English language arts/literacy, which are given in grades three through eight and grade 11.

Smarter Balanced tests consist of two parts. First, students take a computer adaptive assessment, which bases follow-up questions on a student's answers in real time and gives a more accurate picture of a student's progress than the paper and pencil test. During the test, if a student answers a question correctly, the student gets a more difficult question. If the student answers it incorrectly, then an easier question is given.

Students also complete a performance task that challenges their ability to apply their knowledge and skills to problems in a real-world setting. The two parts measure depth of understanding, writing, research and problem-

solving skills more thoroughly than the multiple-choice, paper-based tests they replaced.

Scores on the assessments fall into one of four achievement levels: standard exceeded, standard met, standard nearly met and standard not met. The state also computes the average scores of all tested students, called mean scale scores, which reflects the progress of all students rather than only those who changed achievement levels from one year to the next.

Statewide, the percentage of students meeting or exceeding standards increased at every grade. Nearly half of the students tested met or exceeded standards in English at 49 percent, and nearly four in ten students, or 37 percent, of students met or exceeded standards in mathematics.

The numbers are an improvement from last year's assessment, which saw only 44 percent of students meeting or exceeding standards for English and a mere 33 percent meeting or exceeding mathematics standards.

"The higher test scores show that the dedication, hard work, and patience of California's teachers, parents, school employees, and administrators are paying off. Together we are making progress towards upgrading our education system to prepare all students for careers and college in the 21st century," said State Superintendent of Public Instruction Tom Torlakson.

"Of course there's more work to do, but our system has momentum. I am confident that business, political and community leaders will join parents and educators to help continue supporting increased standards and resources for schools."

In the Ceres Unified School District, there was an increase in the percentage of students who met or exceeded California's Eng-

lish standards, from 35 percent in 2015 to 39 percent in 2016. Statewide, 49 percent of students met or exceeded California's English standards. In Stanislaus County that number was 41 percent. Twenty-nine percent of Ceres students nearly met state standards in English.

Ceres Unified remained the same on its mathematics scores, with the number of students meeting or exceeding state standards at 20 percent, the same as last year. By comparison, 37 percent of all California students met or exceeded state standards in math. Stanislaus County saw 25 percent meeting or exceeding state standards in math. Thirty-four percent of CUSD nearly reached the math standards.

Nine percent of English Learners tested in Ceres school met or exceeded English state standards, which is a three percent decrease from last year's assessment. Thirty-six percent of economically disadvantaged Ceres students met or exceeded English standards, while those in families considered well off tested at 57 percent as meeting or exceeding state English standards.

"We are also very pleased that the percentage of students not meeting the English language arts standards decreased in almost every grade level," said Dr. Debra Bukko, CUSD's Assistant Superintendent of Educational Services.

She said a focus on literacy has been an area of concerted effort as Ceres educators have implemented the California standards.

"No matter the grade or subject area, every Ceres teacher is teaching the literacy standards," said Bukko. "This begins in preschool and continues through 12th grade. We are very happy to see this focus on literacy reflected in the increased percentage of

students meeting or exceeding the ELA standards in every grade level."

Bukko said that when examining the change in proficiency from one grade level to the next, the percentage of students meeting or exceeding the standards has increased, even though the standards develop in depth and rigor at each grade level.

This district-wide focus on literacy is particularly evident when examining the scores for our eleventh graders. Using the Early Assessment Program criteria, 52 percent of Ceres eleventh graders are on track to be conditionally ready or ready for college. Ceres' scores are very similar to those at the state level, said Bukko.

In addition to growth in overall achievement scores, analysis of the reading, writing, listening, and research and inquiry areas assessed indicate growth, with 62 percent to 79 percent of students above or near the standard in each area.

"Given the fact that the standards assessed were implemented less than five years ago and the students assessed in the spring of 2016 did not have the opportunity to learn all of the tested standards, we are pleased to see positive trends in the percentage of students meeting and exceeding standards as well as a decrease in the percentage of students not meeting the standards." Individual student scores are reported to parents by mail. In addition, California provides a dedicated CAASPP Results Web site, where parents and the public can view and compare aggregated results among schools, districts, and counties along with statewide results.

To view broken down test results by county, district, and schools across the state, visit caaspp.cde.ca.gov.

Original article by Jeff Benziger, featured in Ceres Courier, August 31, 2016.



CUSD Employees of the Year 2015-2016

Teachers of the Year

Maria Cuevas - Kindergarten Teacher, Lucas Elementary
Pre K-3 Grade Category

Rosio Valenzuela - Fifth Grade Teacher - La Rosa Elementary
4-6 Grade Category

SCOE Teacher of the Year Nominee - Jane Johnston Civility Award Recipient

Robin Johnson - Blaker-Kinser Junior High
7-8 Grade Category - *SCOE Teacher of the Year Nominee*

Brandi Erickson - Ceres High School
9-12 Grade Category - *SCOE Teacher of the Year Nominee*

Classified Employee of the Year

Rosalee Faught - Cafeteria Manager II - Child Nutrition

"Employees Making a Difference Award" Nominee - Stanislaus County

Confidential Employee of the Year

Jeri McDonald - Administrative Secretary IV, Educational Services

"Employees Making a Difference Award" Nominee - Stanislaus County

Administrative Assistant of the Year

Jessica Artea - Administrative Assistant, Caswell Elementary

Administrator of the Year

Chris Higle - Director, Technology Services

ACSA Region VII - Technology Administrator of the Year



Jeri McDonald



Jessica Artea



Robin Johnson



Brandi Erickson



Rosalee Faught



Maria Cuevas



Rosio Valenzuela



Chris Higle

Helping students that don't fit the mold

Not all students fit into a traditional education setting comfortably. That's why continuation schools play a vital role in helping students discover a better life.

One of the best educators in this field is Jan Gordon, principal of Argus Continuation High School and Endeavor Alternative Center in the Ceres Unified School District, a position she has held since 2008. She moved into the position after serving the schools as an assistant principal and learning director. Now Gordon is ACSA's 2016 Continuation/Educational Options Administrator of the Year.

Gordon said seeing students overcome the many challenges they face and earn their high school diplomas makes graduation the high point of every school year.

"Our staff is committed to do whatever it takes to ensure our students achieve success," she said. "We have seen a steady increase in graduation rates over the past several years. In addition, our programs have had a significant impact in decreasing the dropout rates for Ceres Unified."

Gordon said their instructional programs are aligned with the comprehensive sites, allowing easy transitions between schools.

"We maintain high expectations of our students, which have resulted in recognition and commendations of our academic programs during WASC accreditation visits,"

she said. "Student attendance is the biggest challenge we face, and we are continuing to explore new and innovative ways to bring our students to school."

Having achieved this statewide recognition, Gordon is not one to rest on her laurels. For one, she and her staff look forward to increasing student performance on CAASPP/SBAC tests.

"As an alternative education site, we are developing

for our students."

During her time at Argus/Endeavor, Gordon has seen the implementation of reforms such as Common Core State Standards and the Local Control and Accountability Plan. She's found these to be exciting challenges and said they have had a positive impact on her staff.

"Our district tackled the new standards as a whole, including our alternative education sites," Gordon

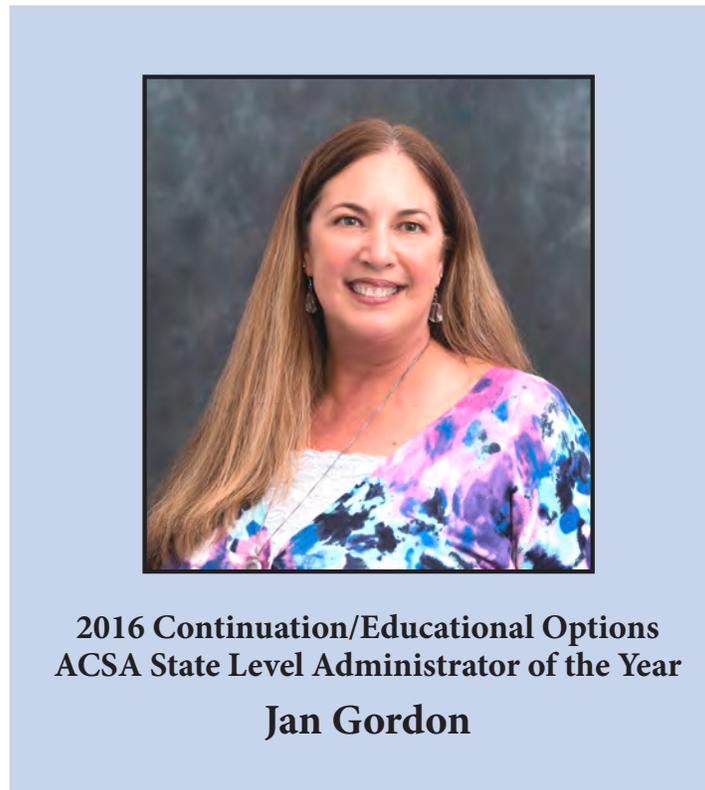
provided our site the opportunity to offer much needed programs for our students. The LCAP has brought an increase in mental health services through additional staff and outreach workers."

Gordon said she wouldn't have been able to be in a position to earn the ACSA honor without the help and support of people along the way.

"I began my alternative education career 10 years ago under a principal who believed in learning by doing," she said. "He challenged me and stretched my ability levels, while supporting me through all of my endeavors. The leaders in CUSD are a daily inspiration as well. All are committed to educating the whole child and are continually searching for innovative techniques and programs. It is truly exciting to work with a group of people always looking forward and being on the cutting edge."

And of course there is the support provided by her professional association. "ACSA has been an amazing support to my career through the variety of professional development programs that are offered," Gordon said. "I have attended many seminars and conferences where valuable information is available, as well as the opportunity to network with others. My membership in ACSA has been one of the most rewarding experiences of my career."

Original article, released by the Association of California School Administrators, Fall 2016.



curriculum and lessons to prepare our students to increase levels of achievements and compete with students at the comprehensive sites," Gordon said. "We are also focusing on college and career opportunities. Ideally, we would like to form partnerships with local businesses to provide access and exposure

said. "It has been an exciting journey participating with my colleagues in refining our skills in lesson design and delivery to assist and support our teachers. Watching teachers create and implement powerful and rigorous lessons has been very rewarding. Improved funding to the educational system has

After school program grows in popularity in all K-8 schools

It used to be that if you had to stay on the campus when the school rang its last bell for the day, it was because you were headed to sports practice or serving detention.

That hasn't been the case for over a decade. Five days a week after school, approximately 3,250 Ceres students stick around their respective campuses for an after-school program that is growing in popularity.

The After School Education and Safety (ASES) program offers a number of activities for Ceres students at 13 elementary school and the three junior high school campuses who otherwise might go home to an empty house because parents work. About 20 percent of students in ASES have parents at home but just enjoy doing things after the school day

to 300 students during sessions with the highest attendance at 350.

Students participate in a number of projects designed to keep them interested, including art, skits, projects, watching slide shows and dance. Mondays through Thursdays they can also receive help with understanding or completing homework. All Ceres campuses have Wi-Fi and students have their Chromebooks to access educational websites for small blocks of time. For the first time ASES now offers intramural sports in soccer, flag football and basketball. There are also volleyball and tetherball activities to enjoy.

"Many families work until 5 p.m. and ASES provides our families with a great opportunity to keep their children safe until 6 p.m.," said Plaa. "It's nice and free to everybody."

Not all participants are latchkey children. Plaa said there are some parents who like their kids playing in the new intramural sports program, with practices conducted by high school volunteers. Games are played at individual sites on Mondays and Fridays with champion teams bussed to other ASES sites

to compete against other school champions. The championship game is played at Hanline Elementary School where a DJ and pizza party are added bonuses.

"Parents keep their children in the program so they can participate in different activities," said Plaa. "The students get to play and hang out with their friends and it's just a cool place for some children to go."

ASES students have also participated in the Healthy Air Living program and team-building exercises to combat bullying.

For 90 minutes each Tuesday, Wednesday and Thursday all ASES sites offer an academic intervention program taught by 80 credentialed teachers. The first 45 minutes is devoted to intervention instruction and the remaining 45 minutes is focused on homework support. The junior highs and high schools also offer after school tutoring support for the students who struggle in academics.

Another 120 employees help with homework, recreation and enrichment programs.

The recreation staff vary from recent high school graduates, to those attending CSU Stanislaus and Modesto Junior College.

The ASES program provides a snack and milk to each participating student. Ten after school program sites provide a meal consisting of a main food entree, fruit, vegetables and milk. One of the sites offers the CHEF program where families can learn how to cook healthy meals. These families are also able to take food bags home as a benefit for participating in the program.

ASES operates on a \$2 million budget which receives a \$1.3 million ASES state grant, coupled with Local Control Funding Formula (LCAP) funds and Title I funds. Plaa said there are no income qualifications and the district, unlike others, does not charge families.

Most school districts cap enrollment in ASES at 86 students, the maximum the state ASES grant will fund. Ceres Unified does not cap its ASES enrollment, rather the program is open to all interested students and families.

The ASES program is offered at each elementary and junior high school in Ceres, as well as Whitmore Charter. The program operates from the time school is dismissed until 6 p.m.

Original article by Jeff Benziger, featured in Ceres Courier, October 26, 2016



ends. Dallas Plaa, the director of ASES, said each site engages 200

Congressman Denham nominates Ceres High student for Annapolis

Ceres High School student Elijah Stugelmeyer has been nominated by Congressman Jeff Denham to compete for appointment to the U.S. Naval Academy, U.S Merchant Marine Academy.

Denham nominated 25 students from cities across the 10th Congressional District to apply for the nation's prestigious military academies.

"One of my greatest honors representing the Valley is nominating these young men and women to our nation's service academies," said Rep. Denham.

"Their patriotism and commitment to our country's future is commendable, and I look forward to seeing their accomplishments in the years to come."

Students were nominated to the United States Naval Academy in Annapolis, Md., the United States Military Academy in West Point, N.Y., the United States Air Force Academy in Colorado Springs, Colo. and the United States Merchant Marine Academy in Kings Point, N.Y.

Students seeking attendance at one of the military academies

must be nominated by a U.S. Representative, U.S. Senator or the Vice President. Nominees are selected through a rigorous application and interview process and are chosen based on factors including academic achievement, leadership ability, physical aptitude, participation in extra-curricular activities and demonstration of character. Students may seek acceptance to more than one academy. The U.S. Coast Guard Academy does not require a nomination to attend.

Academy students commit

to serving in the military for a minimum of five years active duty upon graduation. If their nominations are accepted, students receive notice from the individual service academies in April 2017.



Source: Ceres Courier, Dec 21, 2016

Career Technical Education Program Spotlight

CERES HIGH STUDENTS GET UP-CLOSE LOOK AT POLICE WORK

• Ceres Police Department offers job shadowing program

Eleven students from Ceres High teacher Randy Cerny's criminal justice classes gained valuable insight into the law enforcement field last week while participating in the Ceres Police Department's Ride-Along Program.

"The concept has been around for years," Cerny said. "We've been doing it on and off for as long as I've been teaching here. You can learn so much through a classroom setting. Being able to ride along with a police officer gives students a more realistic, first-hand perspective of what goes on in law enforcement."

Hannah Smith, Callie Nunes and Saul Mendoza shadowed officers Charles Rushing, Ron Collins and Coey Henson, respectively, on May 1.

"I'm pretty honored that they picked me," Mendoza said. "It was a great opportunity. I want to help people. I've always been taught to do the right thing. And I like challenges. I tried the ride-along to see if this is something

I'd be interested in doing."

Zach Smith, Bianca Perez and Wyatt Ogden shadowed Matthew Berlier, Randy Moore and Krandall Vandagriff, respectively, on May 2.

Monica Cummins, Lizabeth Prado and Elijah Stugelmeyer shadowed Vaandagriff, Berlier and Moore, respectively, on Wednesday.

Ana Peres shadowed Bill Carter on Thursday.

Each ride-along lasted two hours, starting at 10:45 a.m. and ending at 12:45 p.m.

Cortez shadowed Kiashira Ruiz for an entire shift, from 2 p.m. to 1 a.m., on Friday.

Each student will be required to write a summary of their experience.

"The reputation for law enforcement in the United States has taken a hit the last couple years," Cerny said. "This type of positive interaction benefits the students and community. They get to really see police officers at their best. It's a win-win for all of us."

Lieutenant Chris Perry and Sergeant Keith Griebel served as Student Ride-Along Program

coordinators.

Perry and Griebel are former students of Cerny.

"I know firsthand how important programs like this are to young students," Griebel said. "I also know how important these types of programs are to law enforcement, in that it interests people to this profession who eventually become the next generation of law enforcement officers. The first time I ever rode with a

police officer in Ceres was while doing a job-shadow ride along as a student at Ceres High School. Shortly thereafter, I became an Explorer and then an officer. That was over 20 years ago. What an impact that ride-along had on my life. Even though I have worked for over 18 years as an officer I can still remember that particular ride out and the events that took place that day."

"Lt. Perry was in my first class

when I started teaching," said Cerny.

Cerny has been teaching at Ceres High for 24 years.

Eight of his former students are



Ceres Police Officer Coey Henson showed CHS student Saul Mendoza a few things about the life of a patrol officer during a job shadowing event last week that started out at the Ceres Police headquarters.

Ceres Police officers.

"We have about 200 students that have come out of this program that have successful careers," said Cerny, who worked for the Sheriff's Department for 12 years prior to becoming a criminal-justice teacher in 1993. "The results speak for themselves."

By Dale Butler
Ceres Courier Staff Reporter
dbutler@cerescourier.com

THIRD-GRADERS SEE AG UP CLOSE at Ceres High

Approximately 2,000 Ceres students got an up-close look at barnyard animals and manufacturing industry jobs in March when the farm came to the city - specifically the Ceres High School campus.

Third-graders from all Ceres schools were bussed to Ceres High School's annual Farm to Factory Tour to view robotics demonstrations, get close to cows, draft horses, goats, sheep, rabbits and chickens, and hear about almond production and career information. In the afternoon Ceres High students were rotated through the exhibits.

Ceres High junior Sierra Mote helped organize fellow FFA members and the small animals in the petting zoo pen.

"I love it," said Mote. "It's what I look forward to every school year because we get to have all these animals here. Not only does it help us learn how to handle and care for these animals but it also helps us to teach other kids how to do it. The highlight of it is when these little kids come in. They're happy. They're excited. I saw a girl cry last year because she got to hold a chick."

The event was staged on an area behind the Phil de la Porte Gymnasium. Dominating the blacktop was a large \$750,000 John Deere 8800 Forage Harvester loaned out by Belcorp Ag of south Modesto. Garton Tractor brought out a Kubota tractor and Flory Industries demonstrated some of their new almond shakers and equipment models and best practices.

The event also allowed CHS to introduce projects of the Manufacturing Production & Green Technology (MPGT) Academy. Manufacturing students demonstrated how 3-D printers work

after a Bulldog was designed on the computer.

Students watched a display of torch welding and some got a chance to pound nails into a board and use an portable screwdriver.

Also at the event were representatives of the City of Ceres, Frito Lay, Kohl's Distribution Center, California Department of Water Resources, the California Department of Boating and Waterways and Stanislaus Farm Supply.

By Jeff Benziger
Ceres Courier
jeffb@cerescourier.com

Visit the Ceres Unified CTE webpage for more information and to view the CTE Annual Report at www.ceres.k12.ca.us.

Fundraiser nears \$25k for Ceres students

by Beth Jimenez

By all accounts, the Fifth Annual *Helping Students Today & Tomorrow* fundraiser was the most successful yet. Wine, cheese and nut tasting were added to this year's event, which also featured dinner and a live auction. More than \$24,000 was raised to benefit the CUSD Foundation, which provides resources to supplement the learning experience for current K-12 students, as well as scholarships for graduating Ceres seniors. The fundraiser took place on Saturday, October 8, 2016 at the Ceres Community Center, with 200 business and community leaders in attendance.

"Support from the community was unprecedented," said CUSD Foundation President Stan Sinclair. "It's rewarding to see businesses, community organizations, friends and neighbors enjoying a meal together and supporting our students in such a direct and meaningful way."

La Rosa Elementary teachers Rosio Valenzuela and Kelly Linhares presented a video on a field trip to the Monterey Bay Aquarium, funded by a CUSD Foundation teacher mini-grant. The evening also offered an opportunity to recognize honorees who, through their giving of time and resources, have had a profoundly positive impact on students.

Central Valley High School parent Irma Barajas was named the 2016 Volunteer of the Year, while photographer Alex Shoob was the Friend of Education-Business, and Ceres Christian Church was the Friend of Education-Community.

Irma Barajas is well known

around Central Valley High School as both an inspiring parent and an advocate for students. A devoted volunteer, Irma is a member of Band Boosters, Parents for a Better Future, the English Language Learner Committee, the Wellness Committee, and the Ceres Community Collaborative.

"Alex Shoob is always trying to find ways to support the District, teachers, and students in Ceres," said Libby Holmes, Principal of Beaver Elementary and one of two principals who nominated Mr. Shoob for this recognition. He also was a tremendous support to the District's Young Authors' and Artists' Faire, donating materials, photos, posters, and more.

For the past six years, Ceres Christian Church has provided brand new backpacks filled with school supplies to Walter White Elementary students who might otherwise go without. "Throughout the year, the



church is in close contact with us and is ready and willing to assist with anything we need," said Walter White Principal Edith Narayan.

Thanks to everyone - staff, students, sponsors, volunteers, donors, and guests - who made this event a resounding success. The Sixth Annual *Helping Students Today & Tomorrow* fundraiser is scheduled for Saturday, October 7, 2017.

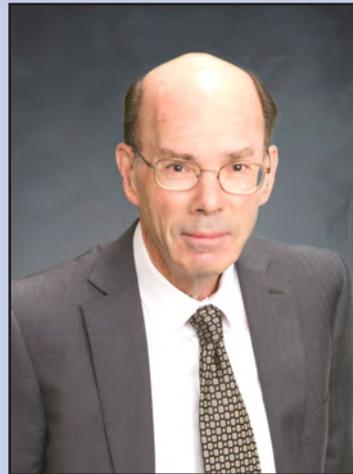
Fifty percent of the proceeds for student-generated auction items is donated back to the respective school program such as Art, Choir, and Manufacturing.

Since the inaugural fundraiser in 2012, more than \$80,000 has been raised through ticket sales, sponsorships, auction proceeds and cash donations.

Premier sponsors of this year's event were: FF&J Architects and JL Bray & Son. Major sponsors were Ceres Rotary Club; Ceres Unified School District Cabinet members; Cost Less Foods Co.; Scott Gaylor of Northwestern Mutual; Kronick, Moskovitz, Tiedemann & Girard; AMS.Net; Inc.; Charter Communications; Parson's Embroidery Plus; Danis, Woliver Kelley Law Firm; Houghton Mifflin Harcourt; E & J Gallo Winery; G3, Bronco Wine Company; Casey Moving Systems; and Mo-Cal Office Solutions.

For more information or to make a donation, please contact Julie Lynn Martin-Borba, CUSD Foundation Representative at 209-556-1555.

2016 Honorees of the Year



Irma Barajas (above left), a dedicated Central Valley High school parent, was honored as the 2016 Volunteer of the year. Photographer Alex Shoob (center) was named the 2016 Friend of Education - Business, while Ceres Christian Church was recognized as the Friend of Education-Community.

DISTRICT TELEPHONE NUMBERS**Departments**

Superintendent's Office	556-1500
Business Services	556-1560
Child Nutrition Office	556-1580
Child Welfare & Attendance	556-1540
Curriculum & Instruction	556-1520
Educational Services	556-1520
Educational Options	556-1550
Personnel Services	556-1510
Special Education	556-1530
State Pre-School/Head Start	556-1545
Student Support Services	556-1533
Transportation Office	556-1595
ASES After School Program Office	556-1548
Adult Education	556-1557



Superintendent
Scott Siegel, Ed.D.

Deputy Superintendent, Personnel Services
Denise Wickham, Ed.D.

Assistant Superintendent, Educational Services
Debra Bukko, Ed.D.

Assistant Superintendent, Business Services
Amy Peterman, Ed.D.

Assistant Superintendent, Student Support Services
Jay Simmonds

Staff DATA 2016-2017

Number of Credentialed Staff	703
Number of Classified Support Staff	773
Number of Full-Time Administrators	114

CUSD District Demographics 2016-2017

21 School Campuses

- (13) Elementary Schools
- (3) Junior High Schools
- (2) High Schools
- (1) Continuation and Alternative High School
- (1) Charter Campus (housing three Charter Schools)
- (1) Adult Education

14,065 Students (2016-2017)

- 7,877 Elementary
- 6,188 Secondary

82.1% Free and Reduced Meals Program Participation**Student Ethnicity**

- 75% Hispanic/Latino
- 16% White/Caucasian
- 6% Asian
- 2% African American
- 1% Other

29.2% English Learners

2016-2017 School Site Information	Principal	Telephone Number
Elementary Schools		
Adkison Elementary School	Antony Little	556-1600
Caswell Elementary School	Alfonso Navarro	556-1620
Don Pedro Elementary School #	Tami Garcia	556-1630
Carroll Fowler Elementary School	Bruce Clifton	556-1640
Joel J. Hidahl Elementary School	Vaughn Williams	556-1650
La Rosa Elementary School	Lori Mariani	556-1660
Lucas Elementary - Dual Language Academy	Israel Gonzalez	556-1720
Patricia K. Beaver Elementary School	Libby Holmes	556-1730
Virginia Parks Elementary School * • #	Jennifer Backman	556-1670
Sinclear Elementary School	Connie Stark	556-1680
Sam Vaughn Elementary School * #	Jesse Campbell	556-1690
Westport Elementary School § # * •	Jennifer Cervantes	556-1700
Walter White Elementary School *	Edith Narayan	556-1710
Junior High Schools		
Blaker-Kinser Junior High School * #	Paul Rutishauser	556-1810
Mae Hensley Junior High School	Carol Lubinsky	556-1820
Cesar Chavez Junior High School	Rosemarie Kloepper	556-1830
High Schools/Alternative Schools		
Central Valley High School	Dan Pangrazio	556-1900
Ceres High School	Linda Stubbs	556-1920
Argus/Endeavor High Schools <	Jan Gordon	556-1800
Charter Schools		
Whitmore Charter School of Technology *	Sarah Olson	556-1610
Whitmore Charter High School	Sarah Olson	556-1617
Whitmore Charter School Personalized Learning	Sarah Olson	556-1610