



Central Union School District
Lemoore, CA

Central Union School District
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The statistical information disclosed in this report is obtained from the California Department of Education and the Central Union School District. At the time of publication, this report meets all SARC-related state and federal requirements, using the most current data available. The data to complete the instructional materials and school facilities sections were acquired in October 2013.

2012-13 Annual School Accountability Report Card

Published January 2014

Akers School

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Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about Akers School's instructional programs, academic achievement, materials and facilities, and staff. Parents and community play a very important role in our school. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Akers School has a history of successful academic achievement and we will continue to strive to be the best. We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, challenging environment where students are actively involved in learning academics, as well as, positive values.

Our teachers, students, parents, staff, and community members are all an integral part of our school's success and by continuing to work together our students will be challenged to reach their maximum potential.

Mission Statement

The faculty and staff at Akers School believe that education is a cooperative effort among home, school, and community. Our major goal is to prepare students to become responsible citizens and productive members of society. We believe all children are capable of learning. Akers children will be provided with an environment that is safe, caring, friendly, and educationally inspiring. Our school climate will encourage openness, trust, self-esteem, self-motivation, respect for self and respect for others. It will help children achieve social, academic, and physical excellence and allow students to succeed within their limits.

School Profile

Admiral Akers School is nestled within the Lemoore Naval Air Station and was built in 1963 to service the children of military families. The school acknowledges the importance of a student's academic success and appreciates the importance of a student's social and mental well-being. Teachers, administrators, and staff are all dedicated to providing a warm and challenging learning experience for the children.

The diversified population enables the school to embrace many different cultures and strive to create an environment that embraces all. Consistent with Central Union School District's philosophies, "while some would define having a highly diverse population as an obstacle, Akers School thrives on this multiplicity and encourages each student's unique abilities."

Percentage of Students by Ethnicity/Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African American	8.8%	Kindergarten	70
American Indian or Alaskan Native	1.3%	Grade 1	87
Asian	2.2%	Grade 2	60
Filipino	6.4%	Grade 3	60
Hawaiian or Pacific Islander	1.2%	Grade 4	57
Hispanic or Latino	21.3%	Grade 5	54
White (not Hispanic)	54.1%	Grade 6	96
Two or More Races	3.3%	Grade 7	98
		Grade 8	85
		Total Enrollment	667

A traditional calendar schedule is followed at Akers School. During the 2012-13 school year, 667 students were enrolled, including 7.8% qualifying for special education services, 1.2% qualifying for English learner support, and 43.1% enrolled in the free or reduced-price meal program. Akers School achieved a 2013 Academic Performance Index (API) score of 889.

Parent Involvement

At Akers School, parents are encouraged to become active members of the school's learning community and assist in its goal to develop independent lifelong learners. Parents are invited to volunteer in the library and classrooms or help coach sports programs. Leadership opportunities are available through the School Site Council, English Learner Advisory Council, District Advisory Council, District English Learner Advisory Council, and Parent Club.

Akers School recently 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.

The principal and school staff welcome parents to help with field trips and attend Open House, College Day, Back to School Night, annual Title I meeting, the Spring Carnival, the Spring Arts Festival, Multicultural Day, Restaurant Night Fundraisers, student performances and programs, and Eighth Grade Graduation. Parents who want to get involved in the school's learning community may contact the school office at (559) 998-5707. All volunteers must attend a mandatory District-sponsored Parent Volunteer training and obtain background clearance.

School Communications

Parents are kept informed about school activities, events and announcements on a regular basis and in various formats. Important information can be found on the school's website, school marquee, NAS Lemoore Airborne marquee, in teacher newsletters, in the Akers monthly newsletter, and the Lincoln Housing newsletter. 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. When necessary, flyers are sent home with students for important announcements and reminders. Parents and teachers of Akers School strongly support e-mail as an effective and timely communications tool.

Student Achievement

District Benchmark Assessments

Central Union School District administers its own set of comprehensive assessments to all K-5 students to determine individual levels of academic proficiency in reading, writing and math. Teachers for students in grades 3-5 develop formative assessments for both language arts and math evaluation once each trimester. Students in grades 6-8 participate in reading, writing, math, history, and science benchmark assessments. Each assessment is aligned to District and state content standards and are given at the end of each trimester.

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

Standardized State Assessments

Students at Akers School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels on the CST exam. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Akers			CUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	74	75	75	61	59	59	54	56	55
Math	67	68	72	64	60	62	50	51	50
Science	79	73	76	65	68	62	57	60	59
History	68	65	58	55	47	45	48	49	49

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups										
Percentage of Students Scoring at Proficient and Advanced Levels 2012-13										
	Akers									
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts	59	*	*	94	77	*	75	*		
Math	65	*	*	75	71	*	73	*		
Science	73	*	*	73	81	*	72	*		
History	*	*	*	*	52	*	65	*		

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups						
Percentage of Students Scoring at Proficient and Advanced Levels 2012-13						
	Akers					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	72	79	*	68	53	
Math	74	69	*	66	50	
Science	89	65	*	76	*	
History	66	53	*	53	*	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Akers School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress

(AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or higher or increasing the API growth by one point.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance		
2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Akers	CUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	16/17	20/29
Number of Criteria Possible		

The AYP table above illustrates the school's progress in meeting 2012-13 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE)

website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Physical Fitness

In the spring of each year, Akers School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards			
2012-13			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	20.0%	36.0%	20.0%
Seventh	28.0%	20.0%	34.0%

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, Akers School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

Academic Performance Index Three-Year Performance Comparison									
	Akers								
	Base API Rank:								
	2010		2011		2012				
Statewide Rank	8		8		8				
Similar Schools Rank	10		10		9				
	Akers			Akers		CUSD		State	
	Increase/Decrease in API			# of Students		# of Students		# of Students	
	2010-11	2011-12	2012-13	2012-13	Growth	2012-13	Growth	2012-13	Growth
All Students	19	-1	12	431	889	1,135	821	4,655,989	790
Ethnic Subgroups									
African American				39	833	80	814	296,463	708
Asian				13	901	27	872	406,527	906
Filipino				33	908	51	920	121,054	867
Hispanic or Latino	24	11	13	92	887	363	814	2,438,951	744
White (not Hispanic)	23	-5	9	232	893	396	891	1,200,127	853
Other Subgroups									
Economically Disadvantaged	26	-8	26	178	868	670	796	2,774,640	743
English Learners				9		152	779	1,482,316	721
Students with Disabilities				38	770	125	669	527,476	615

Title I PI Status 2013-14		
	Akers	CUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2012-13
Year in PI	N/A	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		25.0%

The statistical information in this table reflects the PI status during the 2013-14 school year.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

School Facilities & Safety

Akers 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.

Campus Description	
Year Built	1963
Acreage	21 ac
Bldg. Square Footage	51,559 sq. ft.
	Quantity
# of Permanent Classrooms	26
# of Portable Classrooms	14
# of Restrooms (student use)	6 sets
Computer Lab	2
Akers Incentive Store	1
Art Room	1
Cafeteria	1
Health Office	1
Library	1
Music Room	1
Parent Club Room	1
Teacher Lounge/Work Room	1
Teacher Work Room	1

2012-13 Campus Improvement Projects

- Purchase of additional iPads for 1:1 ratio of 4-8 grade students
- Install new fence in front of office building
- Install and replace concrete in designated areas
- Install an AppleTV in seven classrooms and the cafeteria to support current wireless technology systems

2013-14 Campus Improvement Projects

- Installation of new flooring in three classrooms
- Purchase of new iPads for all teachers
- Installation of Apple TV's in all classrooms
- Remodel equipment room and change it to a snack shack

Campus Supervision

When students arrive on campus in the morning, instructional aides supervise students in the cafeteria while breakfast is served at 7:15 a.m. and then on the playground at 7:30 a.m. Beginning January 2014, a second chance breakfast will be available at 9:15 a.m. for those students who missed the 7:15 a.m. breakfast. Instructional aides supervise playground activities during recess. Lunchtime activities are supervised by instructional aides in the cafeteria and on the playground. At the end of the day, teachers supervise the student pickup area to ensure a safe and orderly departure. Students in preschool and kindergarten are met at the classroom by their parent or guardian to be escorted off campus. Akers School provides two-way radios to administrators, office staff, custodians, cafeteria personnel, the physical education coach, teachers during physical education instruction, and instructional aides to maintain open, constant communication.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, playground behavior, first aid, illness, health issues, and special services. Earthquake preparedness and drop drills are conducted once each trimester; fire drills are held once a month. All visitors are required to visit the school office upon arrival and departure.

School Inspections

Akers 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 Akers School took place on August 7, 2013. During the 2012-13 school year, 100% of restrooms were fully operational and available for student use at all times.

The District's maintenance department employs a work order process that enables Akers School to communicate maintenance needs. Teachers and staff communicate safety issues and unscheduled maintenance needs to the principal who evaluates the request and forwards appropriate direction to the custodial team. Requests are typically fulfilled within a timely manner, based upon the nature of the project. The day custodian is qualified and equipped to handle most minor repairs that the school requires. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Akers School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed and updated in June 2013, and shared with school staff in August 2013. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the school year.

School Facility Good Repair Status					
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Inspection Date: August 7, 2013					
Systems: gas leaks, Mech/HVAC, sewer	✓			No deficiencies were found during the inspection.	
Interior Surfaces	✓				
Cleanliness: overall cleanliness, pest vermin infestation	✓				
Electrical	✓				
Restrooms/Fountains	✓				
Safety: fire safety, hazardous materials	✓				
Structural: structural damage, roofs	✓				
External: playground school grounds, windows, doors, gates, fences	✓				
Overall Summary of School Facility Good Repair Status					
	Exemplary	Good	Fair		Poor
Overall Summary		✓			

Percentage Description Rating:

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

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 four full-time evening custodians are assigned to Akers 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 Akers School and Neutra School. The principal and day custodian communicate daily regarding school facilities and maintenance issues. Every Friday, the principal conducts a staff meeting with the day custodian, the lead cook, and site support staff to discuss the school schedule, upcoming events, and current facilities needs or concerns.

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 arriving to school. Throughout the school day, restrooms are checked for cleanliness and cleaned as needed. The day custodian ensures the cafeteria is cleaned thoroughly after breakfast and lunch are served and is responsible for routine maintenance, grounds keeping, and minor maintenance projects. The evening custodians are responsible for comprehensive cleaning of classrooms and restrooms.

Deferred Maintenance

Central Union School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, Akers School received \$49,285 of deferred maintenance funds which were used for asphalt sealing & repair, concrete replacement, HVAC replacement, lighting retrofit, and flooring replacement.

The California Department of Education requires the most recent information to be provided regarding school safety and facilities; data collected and disclosed in this report regarding school safety and facilities were acquired in October 2013.

Classroom Environment

Discipline & Climate for Learning

The Central Union School District Student Conduct Code, which is sent home with each student at the beginning of the school year, outlines expected student behavior and the consequences for inappropriate behavior. Akers School's code of conduct and school rules are in alignment with District policies and outlined in the student handbook. During the first week of school, behavior expectations and discipline policies are verbally shared with students at schoolwide assemblies. Teachers review individual classroom rules and expectations with students during the first few days of school. Throughout the year, school rules and policies are communicated as necessary on the school's website, in the school's monthly newsletter, and in personal e-mails to parents/guardians of students. The Student Conduct Code and student handbook are available on the District's website.

Suspensions and Expulsions			
	Akers		
	10-11	11-12	12-13
Suspensions (#)	20	28	18
Suspensions (%)	2.99%	3.95%	2.70%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
CUSD			
	All Elementary Schools		
	10-11	11-12	12-13
Suspensions (#)	151	130	138
Suspensions (%)	8.00%	6.86%	7.59%
Expulsions (#)	7	5	11
Expulsions (%)	0.37%	0.26%	0.61%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Peer mediators, Safe School personnel, the sheriff, and mental health therapist work in close collaboration with teaching staff and parents as an early intervention strategy in minimizing poor behavior patterns. A Districtwide Safe School campaign encourages students to notify school or District personnel of any instances of bullying, harassment, discrimination, vandalism, drug abuse, and other destructive behaviors. Students and parents may submit anonymous letters/notifications through the District's home page at www.central.k12.ca.us.

Character Counts is the foundation of Akers School's discipline model. The Character Counts curriculum emphasizes six attributes of good citizenship. Students learn about the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship through class discussions integrated into the standard academic curriculum.

In the 2012-13 school year, Akers School began its sponsorship for Rachel's Challenge, a unique program designed to promote kind, caring, and respectful behavior with the

support to make positive differences in their environment by defusing bullying, disrespect, and prejudice. Motivational events engage students in grades 6-8 special presentations, service learning projects, school activities planning, and club membership focused on anti-bullying philosophies and compassion.

Akers School's progressive discipline program provides students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Disciplinary action may take the form of mandatory parent conferences, discipline packets, and/or Saturday School.

Students who are found to exemplify the good behaviors stressed in Character Counts are recognized at Good Behavior Assemblies and Trimester Awards Assemblies. Individual recognition includes Character Counts Awards, Honor Roll (grades 4-8), Eagle Bucks Awards, Perfect Attendance Awards, and Student of the Month Awards based on character counts behaviors. Students may earn "Eagle Bucks" for maintaining perfect attendance, good citizenship, and academic performance. Eagle Bucks may be redeemed at the Akers Incentive Store where students may purchase items such as refurbished computers (7 computers and 15 tablets were available in 2012-13), iPods, Game Boys, clothing, etc.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities. Extracurricular activities, clubs, and enrichment programs include:

- Accelerated Reader Program
- Band
- California Junior Scholastic Federation
- Chess Team
- Cross-age Peer Tutoring
- Exhibitions
- GATE (Gr. 4-8)
- Jazz Bands (Gr. 6-8)
- Multicultural Day
- Peach Blossom Festival (Gr. 1-3)
- Peer Academic Coaches (Gr. 6-8)
- Peer Mediation (student-to-student)
- Poster Contests
- Rachel's Challenge Events
- Reading Team
- SAS (Strategies for Academic Success)
- School Dances (Gr. 4-8)
- Science and Technology Fair (Gr. 4-8)
- Spelling Bee
- Spring Fine Arts Festival
- Student Council
- Young Master's Art Contest (Gr. K-8)

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams and intramural sports programs where teams compete against other schools in their league/area.

- Baseball
- Basketball (Gr. 4-8)
- Softball (Gr. 6-8)
- Girls' Volleyball (Gr. 4-8)
- Track (Gr. 3-8)
- Boys' Volleyball (Gr. 6-8)
- Flag Football (Gr. 4-8)

Class Size

The Class Size Distribution and Teaching Load tables below illustrate the distribution of class sizes by grade level and subject area, the average class size for each, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2010-11				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	21.5	4		
1	20.0	4		
2	20.0	3		
3	20.3	3		
4	19.3	1	2	
5	29.0		2	
2011-12				
K	20.8	4		
1	18.8	4		
2	21.7	3		
3	20.3	3		
4	27.0		2	
5	22.3	1	2	
6	27.0		4	
2012-13				
K	23.0		3	
1	22.0		4	
2	15.0	3	1	
3	15.0	3	1	
4	30.0		2	
5	27.0		2	
6	30.0		4	

Teaching Load Distribution Departmentalized Instruction				
2010-11				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	20	11	11	
Math	18.1	7	5	
Science	23.6	4	6	
History	22.1	4	5	
2011-12				
English	18.5	11	10	
Math	19.6	8	3	
Science	24	3	6	
History	23.8	1	7	
2012-13				
English	9	15	6	
Math	22	4	4	1
Science	29	1	5	1
History	26	3	2	2

Homework

Homework is a fundamental part of the learning process that helps students develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, Monday through Thursday. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the

best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at Akers School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities, including the District's School Attendance Review Board (SARB). During the 2012-13 school year, the actual attendance rate for all grade levels at Akers School was 96.85%.

Curriculum & Instruction

Instructional Materials

All textbooks used in the core curriculum throughout Central Union School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 9, 2013, 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 #J-09-09-2013 which certifies, as required by Education Code section

60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the math, science, history-social science, English/language arts, health* (*as a component of the science curriculum), and visual and performing arts.

Note: Central Union School District is not subject to certifying instructional materials acquisition for foreign language courses, health courses, and lab science equipment typically offered in grades 9-12. The California Department of Education requires the most recent information to be provided regarding textbooks and instructional materials, data collected and disclosed in this report regarding instructional materials were acquired in October 2013.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the California State Content Standards and Frameworks and Common Core State Standards for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, beginning with the 2010-11 school year, Central Union School District is making great strides to align instructional programs with Common Core State Standards (CCSS) and prepare for full implementation by June 2015. District administration has developed a comprehensive plan to develop leadership teams, train teachers, update instructional resources, and implement standards-based changes to:

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	
			Grade	
Reading/Language Arts				
2010	Yes	MacMillan/McGraw-Hill; <i>California Treasures</i>	0%	K-5
2009	Yes	Glencoe/McGraw Hill; <i>Literature & Expressions</i>	0%	6-8
2003	Yes	Hampton Brown; <i>Into English</i> (ELD)	0%	K-6
2003	Yes	Hampton Brown; <i>HighPoint</i> (ELD)	0%	4-8
Math				
2008	Yes	Houghton Mifflin; <i>California Mathematics</i>	0%	K-5
2008	Yes	McDougal Littell; <i>Math: Course 1 & 2, and Algebra</i>	0%	6-8
Science				
2006	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2006	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8
Social Science				
2005	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2005	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

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

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

Throughout the 2012-13 year, the District supported four afternoon staff development sessions; teachers from each school participated in staff development activities based upon the District's instructional focus areas.

2012-13 Afternoon Staff Training

- Align Lesson Pacing with Benchmarks and Revise Reading/Language Arts Benchmark Stories
- Aligning Writing with the Common Core
- Analysis of Benchmarks for the Common Core
- Common Core State Standards - ELA
- Common Core State Standards - Math
- Common Core State Standards - Writing
- Creating an Apps Bank
- Creating Common Formative Assessments
- Creating Pacing Guides
- Creating Writing Assessments Aligned with Common Core
- Instructional Rounds
- Project Based Learning
- Step-Up to Writing and Good Teaching Practices
- Technology
- "Text Complexity" with the Common Core State Standards
- Thinking Maps
- Treasures Reading Series, Activities, and Learning Centers

Site-based conferences are held to discuss the quality of instruction and to provide suggestions for teachers to improve classroom practices based upon evaluation of student performance data. Certificated staff attend workshops, conferences, and training programs offered by neighboring districts, county offices of education, and professional consultants. External training activities enable access to research-based strategies relative to individual areas of expertise and responsibility. Participation in third-party training during the 2012-13 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment.

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aide/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. New teachers (new to the District or new to teaching) receive intensive support and training through the county BTSA (Beginning Teacher Support and Assessment) program. For beginning teachers and new teachers recruited from out-of-state, BTSA provides support and skill-building through formative assessment and individualized support based on assessment.

Site-Based Staff Training

Site-based professional development activities are identified by the school leadership team based upon analysis of student performance data and parent survey results. Akers School's certificated staff attend workshops and training events provided by the District, other school districts, county offices of education, and professional organizations. Subsequently, during weekly grade level collaboration time and common prep periods, teachers share knowledge and strategies acquired from district-sponsored workshops and external resources. During the 2012-13 school year, teaching staff emphasized training and collaboration:

- Common Core Standards
- ExCEL (explicit direct instruction)
- Technology Training

Professional Staff

Teacher Assignment

Akers School recruits and employs highly qualified credentialed teachers. For the 2012-13 school year, the school had 33 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English language learners. All teachers assigned outside their teaching credential area have completed appropriate coursework or training in the subject(s) that they are assigned to teach.

	Teacher Credentials and Assignments							
	Akers				CUSD			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	37	37	33		102	100	92	
Teachers with Full Credential	37	37	33		102	100	92	
Teachers without Full Credential	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		0	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

	NCLB Compliance Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
	2012-13	
Akers	100%	0%
District Totals		
All Schools	100%	0%
High-Poverty Schools	100%	0%
Low-Poverty Schools	-	-

Counseling & Support Services Staff

It is the goal of Akers School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making or handling peer pressure. Diagnostic and prescriptive teachings, the resource specialist program, counseling by a teacher or other staff member, and involvement of outside agencies when necessary are available and utilized for Akers School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

Counselors and Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Intern Counselor	1	0.40
Family Forces Counselor	1	0.40
Library Clerk	1	1.00
Nurse (LVN)	1	0.20
Nurse (RN)	1	0.80
Psychologist	1	0.20
School Resource Officer	1	0.25
Speech & Language Pathologist	1	0.80

FTE = Full-Time Equivalent

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Akers School and comparisons of the school to the District, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Akers School's SARC and access the Internet at the Stratford Family Resource Center and at any of the county's public libraries. The closest library to Akers School is Lemoore Branch Library located at 457 "C" Street, Lemoore.

Lemoore Branch Library
(559) 924-2188

Hours: Mon.-Wed.: 10:00 a.m. - 8:00 p.m.
Th.: 10:00 a.m. - 6:00 p.m.
Fr.-Sa.: 12 noon - 5:00 p.m.

Number of Computers Available: 9
Printers Available: Yes

Stratford Family Resource Center

Phone: (559) 925-2660

Hours: Mon.-Fr. 7:30 a.m. - 3:30 p.m.
Number of Computers Available: 3

District Expenditures

Salary & Budget Comparison

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

Expenditures Per Student

For the 2011-12 school year, Central Union School District spent an average of \$10,197 to educate each student (Current Expense of Education per ADA, based on 2011-12 audited financial statements and calculated in accordance with Ed Code 41372). The table

below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2011-12		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,010	41,327
Mid-Range Teacher Salary	70,514	63,903
Highest Teacher Salary	87,351	81,573
Average Principal Salaries:		
Elementary School	106,784	103,887
Superintendent Salary	125,500	155,551
Percentage of Budget For:		
Teacher Salaries	39	40
Administrative Salaries	7	6

Current Expense of Education Per Pupil 2011-12					
Expenditures Per Pupil	Dollars Spent Per Student				
	Akers	CUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,393	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,221	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,171	7,359	97.5%	5,537	129.5%
Average Teacher Salary	75,328	74,575	101.0%	66,594	113.1%

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- Economic Impact Aid
- Education Jobs Fund
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, VI
- Transportation