



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 September 2014.

2013-14 Annual School Accountability Report Card

Published December 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 2013-14 | | | |
|---|-------|------------------|-----|
| Ethnic Group | % | Grade Level | # |
| African American | 8.7% | Kindergarten | 71 |
| American Indian or Alaskan Native | 1.6% | Grade 1 | 61 |
| Asian | 1.9% | Grade 2 | 76 |
| Filipino | 5.7% | Grade 3 | 61 |
| Hawaiian or Pacific Islander | 0.4% | Grade 4 | 61 |
| Hispanic or Latino | 25.0% | Grade 5 | 54 |
| White (not Hispanic) | 52.0% | Grade 6 | 113 |
| Two or More Races | 3.2% | Grade 7 | 92 |
| | | Grade 8 | 92 |
| | | Total Enrollment | 681 |

A traditional calendar schedule is followed at Akers School. During the 2013-14 school year, 681 students were enrolled, including 6.9% qualifying for special education services, 1.9% qualifying for English learner support, and 40.2% enrolled in the free or reduced-price meal program.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning - State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement - State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes - State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement - State Priority 3: Covered in Parent Involvement.

Pupil Engagement - State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate - State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

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). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Akers School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

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 web site <http://star.cde.ca.gov>.

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>.

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.

| 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 | 11-12 | 12-13 | 13-14 |
| English-Language Arts | 74 | 75 | 75 | 61 | 59 | 59 | 54 | 56 | 55 |
| Math | 67 | 68 | 72 | 64 | 60 | 62 | 49 | 50 | 50 |
| History | 68 | 65 | 58 | 55 | 47 | 45 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting
All Students
Percentage of Students Scoring at Proficient and Advanced Levels

| | Akers | | | CUSD | | | CA | | |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 73 | 76 | 77 | 68 | 62 | 61 | 60 | 59 | 60 |

California Assessment of Student Performance and Progress Results by Student Group in Science
2013-14

| | Percentage of Students Scoring at Proficient and Advanced Levels |
|-----------------------------------|--|
| CUSD | 61 |
| Akers | 77 |
| Male | 76 |
| Female | 78 |
| African American | 60 |
| American Indian or Alaskan Native | |
| Asian | |
| Filipino | 85 |
| Hispanic or Latino | 75 |
| Hawaiian or Pacific Islander | |
| White (not Hispanic) | 78 |
| Two or More Races | |
| Economically Disadvantaged | 62 |
| English Learners | |
| Students with Disabilities | |
| Migrant Education | |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index
Three-Year Performance Comparison

| | Akers Base API Rank: | | |
|----------------------|-------------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| Statewide Rank | 8 | 8 | 9 |
| Similar Schools Rank | 10 | 9 | 10 |

| | Actual API Change | | |
|-----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students | 19 | -1 | 12 |
| Ethnic Subgroups | | | |
| African American | | | |
| American Indian or Alaskan Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 24 | 11 | 13 |
| Hawaiian or Pacific Islander | | | |
| White (not Hispanic) | 23 | -5 | 9 |
| Two or More Races | | | |
| Other Subgroups | | | |
| Economically Disadvantaged | 26 | -8 | 26 |
| English Learners | | | |
| Students with Disabilities | | | |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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.

Adequate Yearly Progress
Results Reported by Indicator
and Compared to
District Performance
2013-14

| | | |
|---|--------------|-------------|
| Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below? | | |
| AYP Criteria | Akers | CUSD |
| Overall Performance | * | * |
| Participation Rate | | |
| Language Arts | * | * |
| Math | * | * |
| Percent Proficient | | |
| Language Arts | * | * |
| Math | * | * |
| Graduation Rate | N/A | N/A |
| AYP Performance Level | | |
| Number of AYP Criteria | | |
| Met Out of the Total | * | * |
| Number of Criteria Possible | | |

A "" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.*

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) web site www.cde.ca.gov/nclb/ and the U.S. Department of Education's web site 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 2013-14 | | | |
|--|--------------------------|--------|--------|
| Grade(s) Tested | Number of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Fifth | 9.4% | 22.6% | 54.7% |
| Seventh | 22.5% | 20.2% | 30.3% |

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.

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 2013-14, Akers School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. 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/.

| Title I PI Status 2014-15 | | |
|---------------------------------|-----------|---------|
| | Akers | CUSD |
| PI Status | Not in PI | In PI |
| First Year of PI Implementation | N/A | 2013-14 |
| Year in PI | N/A | Year 1 |
| # Schools Currently In PI | | 1 |
| % Schools Currently In PI | | 25.0% |

*Note: Cells with N/A values do not require data. *DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.*

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.

2013-14 Campus Improvement Projects

- Installation of new flooring in six classrooms
- Replacement of some doors throughout campus
- Reconfigured two rooms to create a healthy fitness room
- Addition of iPads for 1st-8th grade access
- Upgrades to campus fencing for safety purposes
- Purchase of new iPads for all teachers
- Addition of a restroom for kinder classroom
- Installation of Apple TV's in all classrooms

| 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 |

- Remodel equipment room and change it to a snack shack
- Replace doors underneath stage
- Refinish walk in refrigerator

2014-15 Planned Campus Improvements

- Installation of security cameras
- Addition of a gymnasium
- Installation of a new restroom in kindergarten room #11
- Installation of new bleachers
- Installation of a new electronic marquee

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 5, 2014. During the 2013-14 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

| School Facility Good Repair Status | | | | | |
|--|---------------|------|------|---|------|
| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned | |
| | Good | Fair | Poor | | |
| Inspection Date: August 5, 2014 | | | | | |
| 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 | | | | | |
| Overall Summary | Exemplary | Good | Fair | | Poor |
| | ✓ | | | | |

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.

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.

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. Second chance breakfast will be available 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 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 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 May 2014, and shared with school staff in August 2014. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the school year.

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 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 2013-14 school year, Akers School received \$27,771 of deferred maintenance funds which were used for concrete replacement and flooring replacement.

NOTE: 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 September 2014.

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 | | | CUSD | | | CA | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Suspensions (#) | 28 | 18 | 28 | 130 | 138 | 120 | 366629 | 329370 | 279383 |
| Expulsions (#) | 0 | 0 | 0 | 5 | 11 | 8 | 9553 | 8266 | 6611 |

Peer mediators, Safe School personnel, the sheriff, and school psychologist 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.

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 2013-14), 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
- 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)
- Cross Country (Gr. 3-8)
- Track (Gr. 3-8)
- Boys' Volleyball (Gr. 6-8)
- Flag Football (Gr. 4-8)

| Class Size Distribution Self-Contained Classrooms | | | | |
|--|--------------------------|--------------------|-------|-----|
| 2011-12 | | | | |
| Grade | Average Class Size | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| 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 | |
| 2012-13 | | | | |
| K | 23.0 | | 3 | |
| 1 | 22.0 | | 4 | |
| 2 | 15.0 | 3 | 1 | |
| 3 | 15.0 | 3 | 1 | |
| 4 | 19.0 | 6 | 2 | |
| 5 | 27.0 | | 2 | |
| 2013-14 | | | | |
| K | 24.0 | | 3 | |
| 1 | 20.0 | 2 | 1 | |
| 2 | 25.0 | | 3 | |
| 3 | 20.0 | 1 | 2 | |
| 4 | 31.0 | | 2 | |
| 5 | 27.0 | | 2 | |

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

Teaching Load Distribution Departmentalized Instruction

| Subject | Average Class Size | Number of Classes* | | |
|---------|-----------------------|--------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ |
| 2011-12 | | | | |
| English | 18.5 | 11 | 10 | |
| Math | 19.6 | 8 | 3 | |
| Science | 24.0 | 3 | 6 | |
| History | 23.8 | 1 | 7 | |
| 2012-13 | | | | |
| English | 20.0 | 15 | 6 | |
| Math | 22.0 | 4 | 4 | 1 |
| Science | 29.0 | 1 | 5 | 1 |
| History | 26.0 | 3 | 2 | 2 |
| 2013-14 | | | | |
| English | 20.0 | 12 | 8 | |
| Math | 18.0 | 6 | 5 | |
| Science | 22.0 | 4 | 5 | |
| History | 23.0 | 4 | 4 | |

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

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.

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 2013-14 school year, the actual attendance rate for all grade levels at Akers School was 97.13%.

Curriculum & Instruction

Instructional Materials

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

On September 8, 2014, 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 #O-09-08-2014 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or

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>California Literature & Expressions</i> | 0% | 6-8 |
| Math | | | | |
| 2014 | Yes | MacMillan/McGraw Hill; <i>My Math</i> | 0% | TK-8 |
| 2014 | Yes | Glencoe; <i>Math Course 1</i> | 0% | 6 |
| 2014 | Yes | Glencoe; <i>Math Course 2</i> | 0% | 7 |
| 2014 | Yes | Glencoe; <i>Math Course 3</i> | 0% | 8 |
| Science | | | | |
| 2007 | Yes | MacMillan/McGraw-Hill; <i>California Science</i> | 0% | K-5 |
| 2007 | Yes | Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i> | 0% | 6-8 |
| Social Science | | | | |
| 2006 | Yes | Pearson Scott Foresman; <i>History-Social Science for CA</i> | 0% | K-5 |
| 2006 | Yes | Teachers' Curriculum Institute; <i>History Alive!</i> | 0% | 6-8 |

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 September 2014.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the Common Core State Standards (CCSS) 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.

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 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:

- 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 2013-14 year, the District supported eight afternoon staff development sessions; teachers from each school participated in staff development activities based upon the District's instructional focus areas.

2013-14 Afternoon Staff Training

- Examination of SBAC Assessment Demands
- Instructional Shifts based on SBAC Demands
- Introduction to Webb's DOK, Rigor and Relevance Framework, and FCOE Lesson Design Template
- Common Core State Standards - ELA
- Model Appropriate use of Technology in our Lessons
- Matching the Technology to the Purpose
- Creating Common Formative Assessments

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 2013-14 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 2013-14 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 2013-14 school year, the school had 35 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. 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.

| | Teacher Credentials and Assignments | | | | | |
|---|-------------------------------------|-------|-------|-------|-------|-------|
| | Akers | | | CUSD | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Total Teachers | 33 | 35 | 36 | 92 | 95 | 95 |
| Teachers with Full Credential | 33 | 35 | 36 | 92 | 95 | 95 |
| Teachers without Full Credential | 0 | 0 | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area (with full credential) | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Misassignments for English Learners | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Vacancies | 0 | 0 | 0 | 0 | 0 | 1 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

The following 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/.

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.

District Expenditures

Expenditures Per Student

For the 2012-13 school year, Central Union School District spent an average of \$10,232 to educate each student (Current Expense of Education per ADA, based on 2012-13 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.)

| Current Expense of Education Per Pupil 2012-13 | | | | | |
|---|--------|--------|--|---|---------------------------------------|
| Dollars Spent Per Student | | | | | |
| Expenditures Per Pupil | Akers | CUSD | State Average | | |
| | | | % Difference - School and District | for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 7,508 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 1,073 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 6,436 | 6,656 | 96.7% | 4,690 | 137.2% |
| Average Teacher Salary | 75,260 | 74,565 | 100.9% | 67,289 | 111.8% |

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

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

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

NCLB Compliance Percentage of Classes in Core Academic Subjects:

| | Taught by NCLB- Compliant Teachers | Not Taught by NCLB- Compliant Teachers |
|----------------------|---|---|
| | 2013-14 | |
| Akers | 100% | 0% |
| District Totals | | |
| All Schools | 100% | 0% |
| High-Poverty Schools | 100% | 0% |
| Low-Poverty Schools | 0% | 0% |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counselors and Support Personnel (Nonteaching Professional Staff)

| | 2013-14 | |
|-------------------------------|-----------------|------|
| | No. of Staff | FTE* |
| Family Forces Counselor | 1 | 0.4 |
| Library Clerk | 1 | 1.0 |
| Nurse (LVN) | 1 | 0.2 |
| Nurse (RN) | 1 | 0.8 |
| Psychologist | 1 | 0.4 |
| School Resource Officer | 1 | * |
| Speech & Language Pathologist | 1 | 0.8 |

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

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.

| Salary Comparison 2012-13 | | |
|------------------------------|---------|---|
| | CUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | 45,010 | 41,535 |
| Mid-Range Teacher Salary | 70,514 | 64,101 |
| Highest Teacher Salary | 87,351 | 82,044 |
| Average Principal Salaries: | | |
| Elementary School | 106,784 | 104,336 |
| Superintendent Salary | 125,500 | 155,309 |
| Percentage of Budget For: | | |
| Teacher Salaries | 40 | 41 |
| Administrative Salaries | 8 | 6 |

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

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