



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 section was acquired in September 2016 and the school facilities sections was acquired in October 2016.

2015-16 Annual School Accountability Report Card

Published January 2017

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."

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	10.5%	Kindergarten	76
American Indian or Alaskan Native	1.5%	Grade 1	60
Asian	1.7%	Grade 2	51
Filipino	5.4%	Grade 3	68
Hawaiian or Pacific Islander	1.1%	Grade 4	54
Hispanic or Latino	24.3%	Grade 5	46
White (not Hispanic)	49.1%	Grade 6	103
Two or More Races	5.3%	Grade 7	99
Socioeconomically Disadvantaged	40.7%	Grade 8	89
English Learners	2.0%		
Students with Disabilities	6.3%		
Migrant Education	0.0%	Total	
Foster Youth	0.3%	Enrollment	646

A traditional calendar schedule is followed at Akers School. During the 2015-16 school year, 646 students were enrolled, including 6.3% qualifying for special education services, 2% qualifying for English learner support, and 40.7% 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.

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

Pupil Achievement - State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

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

Other Pupil Outcomes - State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

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.

The School Site Council for Akers School is a governing body 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, 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, and Remind Me, a text messaging system, are 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, where students in grades 6-8 have their own email address.

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science									
All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	Akers			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8 & 10)	76	74	60	61	62	52	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)				
2015-16				
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	133	128	96.2%	60.2%
Male	69	67	97.1%	64.2%
Female	64	61	95.3%	55.7%
African American	15	14	93.3%	50.0%
Hispanic or Latino	25	23	92.0%	39.1%
White (not Hispanic)	70	68	97.1%	66.2%
Socioeconomically Disadvantaged	51	50	98.0%	52.0%
Students with Disabilities	14	14	100.0%	42.9%

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.

California Assessment of Student Performance and Progress						
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Akers		CUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	56	59	44	44	44	49
Mathematics	38	43	33	33	33	37

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	72	68	94.4%	58.8%	72	68	94.4%	51.5%
Male	30	28	93.3%	50.0%	30	28	93.3%	50.0%
Female	42	40	95.2%	65.0%	42	40	95.2%	52.5%
Hispanic or Latino	19	19	100.0%	57.9%	19	19	100.0%	36.8%
White (not Hispanic)	35	31	88.6%	67.7%	35	31	88.6%	71.0%
Socioeconomically Disadvantaged	26	26	100.0%	50.0%	26	26	100.0%	42.3%
Grade 4					Grade 4			
All Students Tested	49	47	95.9%	63.8%	49	47	95.9%	46.8%
Male	28	26	92.9%	69.2%	28	26	92.9%	50.0%
Female	21	21	100.0%	57.1%	21	21	100.0%	42.9%
White (not Hispanic)	25	24	96.0%	66.7%	25	24	96.0%	45.8%
Socioeconomically Disadvantaged	19	17	89.5%	41.2%	19	17	89.5%	35.3%
Grade 5					Grade 5			
All Students Tested	45	43	95.6%	55.8%	45	43	95.6%	32.6%
Male	23	22	95.7%	54.6%	23	22	95.7%	27.3%
Female	22	21	95.5%	57.1%	22	21	95.5%	38.1%
White (not Hispanic)	24	23	95.8%	65.2%	24	23	95.8%	43.5%
Socioeconomically Disadvantaged	18	18	100.0%	50.0%	18	18	100.0%	27.8%
Grade 6					Grade 6			
All Students Tested	102	100	98.0%	57.0%	102	100	98.0%	37.0%
Male	47	46	97.9%	47.8%	47	46	97.9%	37.0%
Female	55	54	98.2%	64.8%	55	54	98.2%	37.0%
Hispanic or Latino	30	29	96.7%	62.1%	30	29	96.7%	48.3%
White (not Hispanic)	51	50	98.0%	64.0%	51	50	98.0%	38.0%
Socioeconomically Disadvantaged	48	47	97.9%	48.9%	48	47	97.9%	31.9%
Grade 7					Grade 7			
All Students Tested	105	103	98.1%	62.1%	105	103	98.1%	37.9%
Male	57	55	96.5%	54.6%	57	55	96.5%	34.6%
Female	48	48	100.0%	70.8%	48	48	100.0%	41.7%
African American	12	12	100.0%	33.3%	12	12	100.0%	16.7%
Hispanic or Latino	27	27	100.0%	66.7%	27	27	100.0%	33.3%
White (not Hispanic)	45	43	95.6%	62.8%	45	43	95.6%	32.6%
Socioeconomically Disadvantaged	43	41	95.3%	61.0%	43	41	95.3%	31.7%
Students with Disabilities	14	14	100.0%	21.4%	14	14	100.0%	7.1%
Grade 8					Grade 8			
All Students Tested	87	84	96.6%	58.3%	88	85	96.6%	54.1%
Male	45	43	95.6%	53.5%	46	44	95.7%	61.4%
Female	42	41	97.6%	63.4%	42	41	97.6%	46.3%
Hispanic or Latino	15	14	93.3%	28.6%	16	15	93.8%	53.3%
White (not Hispanic)	46	44	95.7%	63.6%	46	44	95.7%	61.4%
Socioeconomically Disadvantaged	33	33	100.0%	57.6%	33	33	100.0%	54.6%

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.*

District 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 writing assessments and teacher created 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.

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 2015-16			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	92.9%	76.2%	64.3%
Seventh	83.3%	62.7%	29.4%

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2015-16, 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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	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.

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.

2015-16 Campus Improvements:

- Installation of security cameras
- Addition of a gymnasium (grant funded)
- Installation of new bleachers (grant funded)
- Installation of a new electronic marquee (grant funded)
- Installation of a new ice machine
- Installation of new flooring in two classrooms
- Addition of iPads to Kinder classrooms
- Addition of new equipment for fitness room
- Addition of new laptops for K-3 teachers
- Replacement of 15 classroom projectors
- Addition of storage shelving
- Addition of water bottle filling system & drinking fountains
- Improvements to field

2016-17 Planned Campus Improvements:

- Installation of new fencing in the Kindergartener zone area
- Installation of a gate to access the back area
- Addition of a second freezer to the cafeteria
- Addition of an electric cart to be utilized by all staff
- Addition of three skateboard racks
- Installation of a new volleyball court with new poles
- Conversion of shed to student store

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	1
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

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 October 28, 2016. During the 2015-16 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.

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.

Item Inspected	School Facility Good Repair Status				
	Repair Status			Repair Needed and Action Taken or Planned	
Inspection Date:	Good	Fair	Poor		
October 28, 2016					
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.

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 March 2016 and shared with school staff in August 2016 at a staff meeting. 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 allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2015-16 school year, Akers School allocated \$5,186 of deferred maintenance funds for the following projects:

- Flooring replacement

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.

Peer mediators, Ambassadors for New Students, 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, Fitness Award, (Partner Squadron 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 (30 computers were available in 2015-16), 20 laptops, 200 iPods, clothing, etc.

	Suspensions and Expulsions								
	Akers			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	28	14	32	120	58	73	279,383	243,603	230,389
Expulsions (#)	0	0	0	8	4	1	6,611	5,692	6,227

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
- College Awareness Night (College professors, professional athletes & guest speakers), 7th graders go to UC Berkley for field trip
- Cross-age Peer Tutoring
- Exhibitions
- GATE (Gr. 4-8)
- Jazz Bands (Gr. 6-8) - 5 Time State Champions
- Outdoor Education - three days at Yosemite (Gr. 6)
- 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.

- Basketball (Gr. 4-8)
- Boys' Volleyball (Gr. 6-8)
- Cross Country (Gr. 3-8)
- Flag Football (Gr. 4-8)
- Girls' Volleyball (Gr. 4-8)
- Golf (Gr. 6-8)
- Track (Gr. 3-8)

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.

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				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	
2014-15				
K	22.0		3	
1	21.0		3	
2	23.0		3	
3	22.0		3	
4	29.0		12	
5	18.0	6	12	
2015-16				
K	19.0		4	
1	20.0		3	
2	17.0		3	
3	22.0			3
4	26.0			2
5	23.0			2

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

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 2015-16 school year, the actual attendance rate for all grade levels at Akers School was 97%.

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	20.0	12	8	
Math	18.0	6	5	
Science	22.0	4	5	
History	23.0	4	4	
2014-15				
English	22.0	11		
Math	21.0	5	5	
Science	22.0	6		
History	24.0	1	7	
2015-16				
English	24.0		3	
Math	23.0		3	
Science	25.0		3	
History	25.0		3	

*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.

Curriculum & Instruction

Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the California 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 12, 2016, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #R-09-12-2016 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.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the California Standards and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers

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	Grade
Reading/Language Arts				
2016	Yes	MacMillan/McGraw-Hill; <i>Wonders</i>	0%	K-5
2016	Yes	Houghton Mifflin Harcourt; <i>California Collections</i>	0%	6-8
Math				
2014	Yes	MacMillan/McGraw Hill; <i>My Math</i>	0%	TK-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

within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, Central Union School District has been making strides to align instructional programs with California Standards. 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 review 21st century learning.

Throughout the 2015-16 year, each teacher was provided seven days of professional development. Districtwide professional development covered the following topics:

- Catch Up Training on ELA and Math Standards for New Hires
- Designated ELD
- Integrated ELD
- Aligning Curriculum with ELD Standards
- 21st Century Learning and Beyond (Sights, Sounds, and Actions in a 21st Century Classroom)
- Strategies for Creating a 21st Century Classroom
- Mental Health Trainings
- ELA Coaching
- Math Coaching
- 21st Century Learning and Technology Coaching

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 2015-16 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment. Supplemental professional development was offered throughout the year and included the following topics:

- Supporting the Standards in the Classroom
- 21st Century Learning
- Social Emotional and Behavioral Supports
- Reading Mastery II & III
- Behavioral Supports in the Classroom
- ELA Adoption Presentations
- Alignment of Assessments and Data Use

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. Newly credentialed and/or beginning teachers receive formative assessment, individualized support and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

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 2015-16 school year, teaching staff emphasized training and collaboration:

- Amplify Training (Science Curriculum)
- Classroom Discipline Training
- ELA & Math Coaching (thru Tulare COE)
- ExCEL (Explicit Direct Instruction)
- Next Generation Science Standards (NGSS)
- Technology Training (hired a coach to work with teachers for 25 days onsite)

Professional Staff

Teacher Assignment

Akers School recruits and employs highly qualified credentialed teachers. For the 2015-16 school year, the school had 36 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		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	36	37	37	97	100	96
Teachers with Full Credential	36	36	34	97	98	92
Teachers without Full Credential	0	1	3	0	2	4
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	1	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/.

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
Akers	100%	0%
District Totals		
All Schools	100%	0%
High-Poverty Schools	100%	0%
Low-Poverty Schools	100%	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.

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 2014-15 school year, Central Union School District spent an average of \$12,250 to educate each student (Current Expense of Education per ADA, based on 2014-15 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 2014-15					
Dollars Spent Per Student					
Expenditures Per Pupil	Akers	CUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	% Difference - School and State
Total Restricted and Unrestricted	7,996	N/A	N/A	N/A	N/A
Restricted (Supplemental)	805	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,192	7,736	93.0%	5,677	126.7%
Average Teacher Salary	78,465	77,932	100.7%	71,610	109.6%

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 2014-15 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Family Forces Therapist	1	0.4
Library Clerk	1	1.0
Adaptive PE Specialist	As Needed	
Nurse (LVN)	1	0.2
Nurse (RN)	1	0.8
Intern Counselor	2	0.4
Psychologist	1	0.6
School Resource Officer	As Needed	
Speech & Language Pathologist	1	0.8
Occupational Therapist	As Needed	
KCOE Speech	1	0.4

*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 2014-15		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,395	\$44,507
Mid-Range Teacher Salary	\$74,251	\$68,910
Highest Teacher Salary	\$91,980	\$88,330
Average Principal Salaries:		
Elementary School	\$111,872	\$111,481
Superintendent Salary	\$144,200	\$169,821
Percentage of Budget For:		
Teacher Salaries	38%	39%
Administrative Salaries	6%	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 CAASPP, 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