



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 the school facilities sections were acquired in October 2017.

2016-17 Annual School Accountability Report Card

Published November 2017

Akers School

Grades Kindergarten through Eight
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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 2016-17			
Ethnic Group	%	Grade Level	#
African American	11.3%	Kindergarten	90
American Indian or Alaskan Native	1.3%	Grade 1	78
Asian	1.3%	Grade 2	60
Filipino	5.0%	Grade 3	46
Hawaiian or Pacific Islander	1.3%	Grade 4	57
Hispanic or Latino	23.2%	Grade 5	53
White (not Hispanic)	47.1%	Grade 6	114
Two or More Races	9.0%	Grade 7	93
Socioeconomically Disadvantaged	39.1%	Grade 8	90
English Learners	2.2%		
Students with Disabilities	7.8%		
Migrant Education	0.0%	Total	
Foster Youth	0.6%	Enrollment	681

A traditional calendar schedule is followed at Akers School. During the 2016-17 school year, 681 students were enrolled, including 7.8% qualifying for special education services, 2.2% qualifying for English learner support, and 39.1% 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 (Basic Services) - State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) - State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement - State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement - State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) - State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate - State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) - State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes - State Priority 8: Pupil outcomes in the subject areas. Covered in 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 email as an effective and timely communications tool, where students in grades 4-8 have their own email address.

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	
	14-15	15-16	15-16	16-17	15-16	16-17
Science (Grades 5 & 8)	74	60	62	52	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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight

Percentage of Students Meeting or Exceeding the State Standards

	Akers		CUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	56	59	44	53	44	48
Mathematics	38	43	33	40	33	36

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. An asterisk () appears in the table when the number of students tested is ten or less.*

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2016-17**

	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
All Students Tested	440	440	100.0%	58.4%	440	440	100.0%	39.8%
Male	204	204	100.0%	49.0%	204	204	100.0%	37.8%
Female	236	236	100.0%	66.5%	236	236	100.0%	41.5%
African American	54	54	100.0%	35.2%	54	54	100.0%	30.4%
Filipino	29	29	100.0%	75.9%	29	29	100.0%	44.8%
Hispanic or Latino	106	106	100.0%	57.6%	106	106	100.0%	33.0%
White (not Hispanic)	199	199	100.0%	65.3%	199	199	100.0%	50.3%
Two or More Races	33	33	100.0%	57.6%	33	33	100.0%	33.3%
Socioeconomically Disadvantaged	164	164	100.0%	48.2%	164	164	100.0%	31.7%
English Learners	16	16	100.0%	25.0%	16	16	100.0%	12.5%
Students with Disabilities	39	39	100.0%	23.1%	39	39	100.0%	15.4%

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.*

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the 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/.

District Assessments

Building a Balanced Assessment System has been a work in progress in the District over the last several years. Training began with Administrators in deepening our understanding of Formative, Interim and Summative Assessment. Sites then shared this information with staff. During the 2016-2017 year, all K-2 Students took the MAP Growth K-2 Assessment from NWEA three times. This adaptive test administered on student iPads continues to be given Fall, Winter and Spring providing teachers with information on growth, where students are, as well as, areas of strength and weakness. Grades 3rd - 8th administered several Interim Assessment Blocks from Smarter Balance during the 2016-17 year. This provided staff with a deeper understanding of the rigor and language required of students to demonstrate their learning in Summative Assessments. For the 2017-18 year, Grade Level Teams have determined three Interim Assessment Blocks their grade level will give this year. Currently, K-5 teams are creating Common Formative Assessments in Math based on the Learning Targets of their Essential Standards while 6th - 8th is doing the same work in ELA/Literacy. In the future, the District will continue to refine its balanced assessment system.

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 2016-17			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	17.6%	25.7%	51.0%
Seventh	16.3%	29.3%	32.6%

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 2016-17, 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

2017-18

	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.

2016-17 Campus Improvements:

- Installation of new fencing in the Kindergarten 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 three new volleyball courts 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
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 12-13, 2017. During the 2016-17 school year, 100% of restrooms were fully operational and available for student use at all times.

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Inspection Date: October 12-13, 2017	✓			Repair Needed and Action Taken or Planned No deficiencies were found during the inspection.
Systems: gas leaks, Mech/HVAC, sewer	✓			
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 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 and 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 provide supervision 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, updated and shared with school staff in September 2017 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 2016-17 school year, Akers School did not allocate deferred maintenance funds.

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 emails 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, and 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 2016-17), 20 laptops, 200 iPods, clothing, 17 iPads, etc.

	Suspensions and Expulsions								
	Akers			CUSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	1.80%	3.40%	3.80%	2.90%	2.70%	3.90%	3.80%	3.70%	3.60%
Expulsions	0.00%	0.00%	0.13%	0.20%	0.05%	0.35%	0.09%	0.09%	0.09%

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)
- Cheerleading (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				
2014-15				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	
2016-17				
K	23.0		4	
1	20.0	4		
2	20.0	1	2	
3	23.0		2	
4	29.0		12	
5	36.0	1	12	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				
2014-15				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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	
2016-17				
English	19.0	5	5	
Math	19.0	8	3	
Science	23.0	4	7	
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.

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 2016-17 school year, the actual attendance rate for all grade levels at Akers School was 97%.

Curriculum & Instruction

Instructional Materials

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

On October 16, 2017, 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 #M-10-16-2017 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 within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The CUSD Vision focuses on "empowering every student to excel to their highest potential." We seek "to be an exemplary learning community," as stated in our mission. With this in mind, the District's Professional Development Plan, beginning in the 2016-17 year, has focused on the development of Professional Learning Communities. Grade Level Teams have worked to identify Essential Standards Districtwide to ensure equitability and appropriate rigor across sites. The District is partnering with Solution Tree to support the journey in the PLC process through training and coaching. "PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators," according to DuFour. Over time, we can expect to see improvement in school culture as well as student achievement as a result of this research-based practice.

Just as teachers differentiate for their students, the District strives to differentiate learning for staff. To that end, it hosts several optional trainings each year. Teachers chose to attend those that best meet their needs for personal professional growth. The District

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				
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%	K-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

also provides opportunities for staff to attend trainings outside the District as well. Training topics for 2016-17 included the following:

- Next Generation Science Standards (NGSS)
- Math Model & Coaching
- 21st Century Teaching & Learning Capacity Building
- English Language Development

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.

As we plan for the future of our District, continuing to build our capacity in the PLC Process so we can ensure all students “excel to their highest potential” will continue to be a primary focus.

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 2016-17 school year, teaching staff emphasized training and collaboration on the following:

- Amplify Training (Science Curriculum)
- Classroom Discipline Training
- ExCEL (Explicit Direct Instruction)
- Next Generation Science Standards (NGSS)
- Professional Learning Communities
- Technology Training (hired a coach to work with teachers for 25 days onsite)

Professional Staff

Teacher Assignment

During the 2016-17 school year, Akers School had 34 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term “misassignments” refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

	Teacher Credentials and Assignments					
	Akers			CUSD		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	37	37	38	100	96	99
Teachers with Full Credential	36	34	37	98	92	97
Teachers without Full Credential	1	3	1	2	4	2
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	1	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.*

Counseling & Support Services Staff

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

Counselors and Support Personnel (Nonteaching Professional Staff)

	2016-17	
	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
Social/Emotional Counselor	1	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.*

District Expenditures

Salary & Budget Comparison

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

Teacher and Administrative Salaries 2015-16

	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,125	\$47,034
Mid-Range Teacher Salary	\$76,961	\$73,126
Highest Teacher Salary	\$95,337	\$91,838
Average Principal Salaries:		
Elementary School	\$115,568	\$116,119
Superintendent Salary	\$156,304	\$178,388
Percentage of Budget For:		
Teacher Salaries	37%	37%
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/>.

Expenditures Per Student

For the 2015-16 school year, Central Union School District spent an average of \$13,732 to educate each student (Current Expense of Education per ADA, based on 2015-16 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2015-16					
Expenditures Per Pupil	Dollars Spent Per Student				
	Akers	CUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,997	N/A	N/A	N/A	N/A
Restricted (Supplemental)	848	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,148	8,727	93.4%	6,574	123.9%
Average Teacher Salary	79,749	81,264	98.1%	74,194	107.5%

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 2015-16 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
- STRS on Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I, II, III

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 results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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