



Central Union School District
Lemoore, CA

Central Union School District
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The statistical information disclosed in this report is obtained from the California Department of Education and the Central Union School District. At the time of publication, this report meets all SARC-related state and federal requirements, using the most current data available. The data to complete the instructional materials and school facilities sections were acquired in September 2015.

2014-15 Annual School Accountability Report Card

Published January 2016

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."

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	11.4%	Kindergarten	65
American Indian or Alaskan Native	2.3%	Grade 1	63
Asian	2.2%	Grade 2	68
Filipino	5.3%	Grade 3	67
Hawaiian or Pacific Islander	0.7%	Grade 4	58
Hispanic or Latino	23.4%	Grade 5	55
White (not Hispanic)	51.0%	Grade 6	113
Two or More Races	3.1%	Grade 7	101
Socioeconomically Disadvantaged	38.4%	Grade 8	93
English Learners	2.0%		
Students with Disabilities	6.7%		
Migrant Education	0.0%	Total	
Foster Youth	0.3%	Enrollment	683

A traditional calendar schedule is followed at Akers School. During the 2014-15 school year, 683 students were enrolled, including 6.7% qualifying for special education services, 2% qualifying for English learner support, and 38.2% enrolled in the free or reduced-price meal program.

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

Parent Involvement

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

Akers School recently established a School Advisory Council in accordance with Economic Impact Aid funding requirements. This governing body is comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council may and has elected to relinquish its duties to the School Site Council.

The principal and school staff welcome parents to help with field trips and attend Open House, College Day, Back to School Night, annual Title I meeting, the Spring Carnival, the Spring Arts Festival, Restaurant

Night Fundraisers, student performances and programs, and Eighth Grade Graduation. Parents who want to get involved in the school's learning community may contact the school office at (559) 998-5707. All volunteers must attend a mandatory District-sponsored Parent Volunteer training and obtain background clearance.

School Communications

Parents are kept informed about school activities, events and announcements on a regular basis and in various formats. Important information can be found on the school's website, school marquee, NAS Lemoore Airborne marquee, in teacher newsletters, in the Akers monthly newsletter, and the Lincoln Housing newsletter. School Messenger, an Internet-based telephone messaging system, is used to quickly forward important messages (in English and Spanish) from school staff to each student's home. When necessary, flyers are sent home with students for important announcements and reminders. Parents and teachers of Akers School strongly support e-mail as an effective and timely communications tool, where students in grades 6-8 have their own email address.

Student Achievement

District Benchmark Assessments

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

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

California Standards Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Akers			CUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	75	76	74	62	61	62	59	60	56

California Standards Test (CST) Results by Student Subgroup	
2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
CUSD	62
Akers	74
Male	72
Female	77
Hispanic or Latino	57
White (not Hispanic)	84
Students with Disabilities	73

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.

CAASPP Assessment Results Disaggregated by Student Groups 2014-15														
	English Language Arts/Literacy							Mathematics						
	Total Enrollment	Number Tested	Percent Tested	Achievement Level				Total Enrollment	Number Tested	Percent Tested	Achievement Level			
				1	2	3	4				1	2	3	4
Grade 3														
All Students Tested	72	68	94.4%	19.0%	29.0%	29.0%	22.0%	72	68	94.4%	31.0%	38.0%	19.0%	12.0%
Male	72	37	51.4%	22.0%	30.0%	22.0%	27.0%	72	37	51.4%	27.0%	32.0%	19.0%	22.0%
Female	72	31	43.1%	16.0%	29.0%	39.0%	16.0%	72	31	43.1%	35.0%	45.0%	19.0%	6.0%
African American	72	8	11.1%	-	-	-	-	72	8	11.0%	-	-	-	-
American Indian or Alaskan Native	72	3	4.2%	-	-	-	-	72	3	4.2%	-	-	-	-
Filipino	72	6	8.3%	-	-	-	-	72	6	8.3%	-	-	-	-
Hispanic or Latino	72	5	20.8%	13.0%	47.0%	33.0%	7.0%	72	5	20.8%	40.0%	40.0%	13.0%	7.0%
White (not Hispanic)	72	30	41.7%	20.0%	37.0%	20.0%	23.0%	72	30	41.7%	30.0%	43.0%	13.0%	13.0%
Two or More Races	72	4	5.6%	-	-	-	-	72	4	5.6%	-	-	-	-
Socioeconomically Disadvantaged	72	28	38.9%	5.0%	32.0%	32.0%	11.0%	72	28	38.9%	39.0%	39.0%	14.0%	7.0%
English Learners	72	3	4.2%	-	-	-	-	72	3	4.2%	-	-	-	-
Students with Disabilities	72	6	8.3%	-	-	-	-	72	6	8.3%	-	-	-	-
Grade 4														
All Students Tested	60	52	86.7%	12.0%	15.0%	37.0%	37.0%	60	53	88.3%	13.0%	36.0%	32.0%	19.0%
Male	60	26	43.3%	15.0%	12.0%	42.0%	31.0%	60	27	45.0%	19.0%	33.0%	37.0%	11.0%
Female	60	26	43.3%	8.0%	19.0%	31.0%	42.0%	60	26	43.3%	8.0%	38.0%	27.0%	27.0%
African American	60	6	10.0%	-	-	-	-	60	6	10.0%	-	-	-	-
American Indian or Alaskan Native	60	1	1.7%	-	-	-	-	60	1	1.7%	-	-	-	-
Asian	60	1	1.7%	-	-	-	-	60	1	1.7%	-	-	-	-
Filipino	60	3	5.0%	-	-	-	-	60	3	5.0%	-	-	-	-
Hispanic or Latino	60	12	20.0%	8.0%	25.0%	42.0%	25.0%	60	13	21.7%	15.0%	46.0%	23.0%	15.0%
White (not Hispanic)	60	1	1.7%	-	-	-	-	60	1	1.7%	-	-	-	-
Hawaiian or Pacific Islander	60	26	43.3%	12.0%	15.0%	27.0%	46.0%	60	26	43.3%	12.0%	19.0%	42.0%	27.0%
Two or More Races	60	2	3.3%	-	-	-	-	60	2	3.3%	-	-	-	-
Socioeconomically Disadvantaged	60	23	38.3%	22.0%	22.0%	30.0%	26.0%	60	23	38.3%	17.0%	35.0%	39.0%	9.0%
Students with Disabilities	60	3	5.0%	-	-	-	-	60	3	5.0%	-	-	-	-
Grade 5														
All Students Tested	53	47	88.7%	13.0%	19.0%	38.0%	30.0%	53	48	90.6%	17.0%	48.0%	25.0%	10.0%
Male	53	25	47.2%	16.0%	24.0%	40.0%	20.0%	53	25	47.2%	24.0%	44.0%	20.0%	12.0%
Female	53	22	41.5%	9.0%	14.0%	36.0%	41.0%	53	23	43.4%	9.0%	52.0%	30.0%	9.0%
African American	53	6	11.3%	-	-	-	-	53	6	11.3%	-	-	-	-
Asian	53	1	1.9%	-	-	-	-	53	1	1.9%	-	-	-	-
Filipino	53	3	5.7%	-	-	-	-	53	3	5.7%	-	-	-	-
Hispanic or Latino	53	14	26.4%	14.0%	14.0%	43.0%	29.0%	53	15	28.3%	20.0%	53.0%	13.0%	13.0%
White (not Hispanic)	53	23	43.4%	9.0%	13.0%	39.0%	39.0%	53	23	43.4%	4.0%	52.0%	30.0%	13.0%
Socioeconomically Disadvantaged	53	17	32.0%	6.0%	18.0%	41.0%	35.0%	53	17	32.1%	12.0%	47.0%	29.0%	12.0%
Students with Disabilities	53	1	1.9%	-	-	-	-	53	1	1.9%	-	-	-	-
Grade 6														
All Students Tested	119	107	89.9%	18.0%	28.0%	41.0%	13.0%	119	107	89.9%	30.0%	45.0%	18.0%	7.0%
Male	119	54	45.4%	28.0%	30.0%	35.0%	7.0%	119	54	45.4%	39.0%	37.0%	19.0%	6.0%
Female	119	53	44.5%	8.0%	26.0%	47.0%	19.0%	119	53	44.5%	21.0%	53.0%	17.0%	9.0%
African American	119	13	10.9%	31.0%	23.0%	46.0%	0.0%	119	13	10.9%	62.0%	23.0%	15.0%	0.0%
American Indian or Alaskan Native	119	4	3.4%	-	-	-	-	119	4	3.4%	-	-	-	-
Asian	119	1	0.8%	-	-	-	-	119	1	0.8%	-	-	-	-
Filipino	119	9	7.6%	-	-	-	-	119	9	7.6%	-	-	-	-
Hispanic or Latino	119	27	22.7%	15.0%	19.0%	52.0%	15.0%	119	27	22.7%	33.0%	41.0%	15.0%	11.0%
Hawaiian or Pacific Islander	119	3	2.5%	-	-	-	-	119	3	2.5%	-	-	-	-
White (not Hispanic)	119	46	38.7%	20.0%	33.0%	30.0%	17.0%	119	46	38.7%	24.0%	54.0%	17.0%	4.0%
Two or More Races	119	3	2.5%	-	-	-	-	119	3	2.5%	-	-	-	-
Socioeconomically Disadvantaged	119	42	35.3%	14.0%	36.0%	45.0%	5.0%	119	42	35.3%	33.0%	43.0%	19.0%	5.0%
English Learners	119	1	0.8%	-	-	-	-	119	1	0.8%	-	-	-	-
Students with Disabilities	119	11	9.2%	55.0%	45.0%	0.0%	0.0%	119	11	9.2%	73.0%	18.0%	9.0%	0.0%
Grade 7														
All Students Tested	103	99	96.1%	24.0%	21.0%	41.0%	13.0%	103	99	96.1%	17.0%	36.0%	34.0%	12.0%
Male	103	47	45.6%	38.0%	13.0%	40.0%	11.0%	103	47	45.6%	17.0%	23.0%	45.0%	15.0%
Female	103	52	50.5%	13.0%	29.0%	42.0%	15.0%	103	52	50.5%	17.0%	48.0%	25.0%	10.0%
African American	103	10	9.7%	-	-	-	-	103	10	9.7%	-	-	-	-
American Indian or Alaskan Native	103	1	1.0%	-	-	-	-	103	1	1.0%	-	-	-	-
Asian	103	3	2.9%	-	-	-	-	103	3	2.9%	-	-	-	-
Filipino	103	9	8.7%	-	-	-	-	103	9	8.7%	-	-	-	-
Hispanic or Latino	103	20	19.4%	35.0%	30.0%	25.0%	10.0%	103	20	19.4%	10.0%	40.0%	45.0%	5.0%
Hawaiian or Pacific Islander	103	2	1.9%	-	-	-	-	103	2	1.9%	-	-	-	-
White (not Hispanic)	103	54	52.4%	20.0%	20.0%	46.0%	13.0%	103	54	52.4%	19.0%	35.0%	33.0%	13.0%
Socioeconomically Disadvantaged	103	40	38.8%	25.0%	23.0%	40.0%	13.0%	103	40	38.8%	15.0%	33.0%	43.0%	10.0%
English Learners	103	1	1.0%	-	-	-	-	103	1	1.0%	-	-	-	-
Students with Disabilities	103	8	7.8%	-	-	-	-	103	8	7.8%	-	-	-	-
Grade 8														
All Students Tested	92	86	93.5%	18.0%	34.0%	37.0%	10.0%	92	86	93.5%	30.0%	29.0%	27.0%	14.0%
Male	92	48	52.2%	31.0%	31.0%	35.0%	2.0%	92	48	52.2%	33.0%	27.0%	29.0%	10.0%
Female	92	38	41.3%	3.0%	37.0%	39.0%	21.0%	92	38	41.3%	26.0%	32.0%	24.0%	18.0%
African American	92	8	8.7%	-	-	-	-	92	8	8.7%	-	-	-	-
American Indian or Alaskan Native	92	5	5.4%	-	-	-	-	92	5	5.4%	-	-	-	-
Asian	92	4	4.3%	-	-	-	-	92	4	4.3%	-	-	-	-
Filipino	92	4	4.3%	-	-	-	-	92	4	4.3%	-	-	-	-
Hispanic or Latino	92	21	22.8%	33.0%	33.0%	29.0%	5.0%	92	21	22.8%	38.0%	33.0%	24.0%	5.0%
White (not Hispanic)	92	39	42.4%	15.0%	33.0%	38.0%	13.0%	92	39	42.4%	28.0%	28.0%	26.0%	18.0%
Two or More Races	92	4	4.3%	-	-	-	-	92	4	4.3%	-	-	-	-
Socioeconomically Disadvantaged	92	36	39.1%	19.0%	36.0%	36.0%	8.0%	92	36	39.1%	22.0%	44.0%	28.0%	6.0%
English Learners	92	1	1.1%	-	-	-	-	92	1	1.1%	-	-	-	-
Students with Disabilities	92	6	6.5%	-	-	-	-	92	6	6.5%	-	-	-	-

Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Akers	CUSD	CA
English-Language Arts/Literacy	56	44	44
Mathematics	38	33	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (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 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. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE)

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

**Adequate Yearly Progress
Results Reported by Indicator
and Compared to
District Performance
2014-15**

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?

AYP Criteria	Akers	CUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes

AYP Performance Level

Number of AYP Criteria Met Out of the Total	Akers	CUSD
Number of Criteria Possible	9/9	15/15

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
2014-15**

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	87.5%	79.2%	62.5%
Seventh	85.6%	73.2%	49.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Akers School

did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

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

Title I PI Status

2015-16

	Akers	CUSD
	PI Status	Not 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.

2014-15 Campus Improvements

- Installation of a new restroom in kindergarten room #11
- Improvements to playground
- Replacement of fountains

Campus Description

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

2015-16 Planned Campus Improvements

- Installation of security cameras
- Addition of a gymnasium
- Installation of new bleachers
- Installation of a new electronic marquee
- Installation of a new ice machine
- Installation of new flooring in two classrooms
- Installation of new locks throughout campus
- 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
- Replacement of drinking fountains
- Improvements to field

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 July 20, 2015. During the 2014-15 school year, 100% of restrooms were fully operational and available for student use at all times.

School Facility Good Repair Status

Item Inspected	Repair Status			
	Good	Fair	Poor	
Inspection Date: July 20, 2015				
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				
Overall Summary	Exemplary	Good	Fair	Poor
	✓			

Percentage Description Rating:

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

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.

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 2015. 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 2014-15 school year, Akers School allocated \$11,540 of deferred maintenance funds for the following projects:

- Restroom door/floor replacement
- Parking lot resurfacing
- Entryway carpets

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

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

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

Students who are found to exemplify the good behaviors stressed in Character Counts are recognized at Good Behavior Assemblies and Trimester Awards Assemblies. Individual recognition includes Character Counts Awards, Honor Roll (grades 4-8), Eagle Bucks Awards, Perfect Attendance Awards, and Student of the Month Awards based on character counts behaviors. Students may earn "Eagle Bucks" for maintaining perfect attendance, good citizenship, and academic performance. Eagle Bucks may be redeemed at the Akers Incentive Store where students may purchase items such as refurbished computers (20 computers were available in 2014-15), iPods, Game Boys, clothing, etc.

	Suspensions and Expulsions								
	Akers			CUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	18	28	14	138	120	58	329,370	279,383	243,603
Expulsions (#)	0	0	0	11	8	4	8,266	6,611	5,692

Extracurricular & Enrichment Activities

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

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

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

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

Class Size

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

Teaching Load Distribution Departmentalized Instruction				
2012-13				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	20	15	6	
Math	22	4	4	1
Science	29.0	1	5	1
History	26	3	2	2
2013-14				
English	20.0	12	8	
Math	18.0	6	5	
Science	22.0	4	5	
History	23.0	4	4	
2014-15				
English	22.0	11		
Math	21.0	5	5	
Science	22.0	6		
History	24.0	1	7	

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

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

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

Homework

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

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at Akers School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities, including the District's School Attendance Review Board (SARB). During the 2014-15 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 Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 14, 2015, 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 #L-09-14-2015 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

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade	
Reading/Language Arts					
2010	Yes	MacMillan/McGraw-Hill; <i>California Treasures</i>	0%	K-5	
2009	Yes	Glencoe/McGraw Hill; <i>California Literature & Expressions</i>	0%	6-8	
Math					
2014	Yes	MacMillan/McGraw Hill; <i>My Math</i>	0%	TK-8	
2014	Yes	Glencoe; <i>Math Course 1</i>	0%	6	
2014	Yes	Glencoe; <i>Math Course 2</i>	0%	7	
2014	Yes	Glencoe; <i>Math Course 3</i>	0%	8	
Science					
2007	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5	
2007	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8	
Social Science					
2006	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5	
2006	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8	

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 Common Core State Standards (CCSS) and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, Central Union School District has been making strides to align instructional programs with Common Core State 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 2014-15 year, each teacher was provided ten days of professional development. Three days (Math - two days; ELA - one day) were dedicated to reviewing and digging deeper to develop understanding of teaching and learning expectations. The remaining seven days were devoted to unit development in ELA and Math. Session topics for these trainings covered the following areas:

- Math
 - Overview of the California Common Core State Standards (CCSS) Initiative
 - Key Instructional Shifts
 - CCSS for Mathematics - Structure & Highlights
 - A Closer Look at Grade Level Standards
 - Progressions and Illustrative Tasks
 - Standards for Mathematical Practice
 - Number Talks
 - Content Standards
 - Mathematical Practices
 - Tape Diagrams
 - Illustrative Tasks
 - SBAC Sample Test

- English Language Arts
 - Instructional Shifts
 - Essential Questions
 - Rigor & Relevance
 - Depth of Knowledge (DOK)
 - Anchor Standards
 - Performance Tasks
 - SBAC - English Language Arts/Literacy
 - ELA/ELD Framework

- Learning Progressions
- 21st Century Skills
- Curriculum Mapping
- "Big 5" of Unit Design
- Analyze and Evaluate Units
- Explore Templates
- Beginning Mapping Units

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 2014-15 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment.

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aide/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. 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 2014-15 school year, teaching staff emphasized training and collaboration:

- California Standards
- ExCEL (Explicit Direct Instruction)
- 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 2014-15 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		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	35	36	37	95	97	99
Teachers with Full Credential	35	36	37	95	97	99
Teachers without Full Credential	0	0	0	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	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/.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2014-15		
Akers	100%	0%
District Totals		
All Schools	100%	0%
High-Poverty Schools	100%	0%
Low-Poverty Schools	100%	0%

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.

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

Counselors and Support Personnel (Nonteaching Professional Staff)		
2014-15		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Family Forces Therapist	1	0.2
Library Clerk	1	1.0
Nurse (LVN)	1	0.2
Nurse (RN)	1	0.8
Psychologist	1	0.4
School Resource Officer	As Needed	
Speech & Language Pathologist	1	0.8
Transition Specialist/Counselor	1	0.60
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

Expenditures Per Student

For the 2013-14 school year, Central Union School District spent an average of \$10,797 to educate each student (Current Expense of Education per ADA, based on 2013-14 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 2013-14					
Dollars Spent Per Student					
Expenditures Per Pupil	Akers	CUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,885	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,194	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,691	7,549	88.6%	5,348	125.1%
Average Teacher Salary	74,315	76,400	97.3%	69,086	107.6%

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 2013-14 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Ongoing & Major Maintenance Account
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

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 2013-14		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$46,015	\$42,723
Mid-Range Teacher Salary	\$72,088	\$65,936
Highest Teacher Salary	\$89,301	\$84,545
Average Principal Salaries:		
Elementary School	\$108,928	\$106,864
Superintendent Salary	\$128,301	\$159,133
Percentage of Budget For:		
Teacher Salaries	38%	40%
Administrative Salaries	7%	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 AYP, CST, 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