

Akers School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Akers School |
| Street | Constellation Ave. |
| City, State, Zip | N.A.S. Lemoore, CA 93245 |
| Phone Number | (559) 998-5707 |
| Principal | Heiko Sweeney |
| E-mail Address | hsweeney@central.k12.ca.us |
| Web Site | http://akers.central.k12.ca.us |
| CDS Code | 16 63883 6010292 |

| District Contact Information | |
|------------------------------|--|
| District Name | Central Union Elementary School District |
| Phone Number | (559) 924-3405 |
| Superintendent | Thomas Addington |
| E-mail Address | taddingt@central.k12.ca.us |
| Web Site | www.central.k12.ca.us/district |

School Description and Mission Statement (School Year 2018-19)

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."

A traditional calendar schedule is followed at Akers School. During the 2018-19 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.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 85 |
| Grade 1 | 87 |
| Grade 2 | 66 |
| Grade 3 | 60 |
| Grade 4 | 42 |
| Grade 5 | 54 |
| Grade 6 | 119 |
| Grade 7 | 102 |
| Grade 8 | 95 |
| Total Enrollment | 710 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 10.1 |
| American Indian or Alaska Native | 0.7 |
| Asian | 1.1 |
| Filipino | 5.9 |
| Hispanic or Latino | 23.8 |
| Native Hawaiian or Pacific Islander | 0.7 |
| White | 47.5 |
| Socioeconomically Disadvantaged | 34.8 |
| English Learners | 1.8 |
| Students with Disabilities | 6.2 |
| Foster Youth | 0.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 37 | 38 | 37 | 99 |
| Without Full Credential | 3 | 1 | 2 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

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. The District's Curriculum Selection Committee, comprised of teacher representatives, narrow the potential selections, followed by review and recommendation from all teaching staff. All textbooks are adopted from the most recent state-approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student has access to their own textbooks and instructional materials.

On September 10, 2018, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #R-09-10-2018 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.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------------|---|
| Reading/Language Arts | Wonders - Macmillan/McGraw Hill (TK-5th) - 2016 Collections - Houghton Mifflin (6th-8th) - 2016 | Yes | 0 |
| Mathematics | My Math - McGraw Hill (TK-8th) - 2014 | Yes | 0 |
| Science | Science- MacMillan/McGraw Hill (TK-5th) - 2007 Focus on Earth, Life, and Physical Science - Pearson- Prentice Hall (6th-8th) - 2007 | Yes | 0 |
| History-Social Science | My World - Pearson (TK-5th) - 2018 Ancient Civilizations - National Geographic (6th) - 2018 Medieval Times - National Geographic (7th) - 2018 US History - National Geographic (8th) - 2018 | Yes | 0 |
| Health | imbedded in science curriculum | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

2017-18 Campus Improvements:

- * Replacement of flooring in one classroom
- * Installation of irrigation system for new football field area
- * Completion of Design Phase for New Construction & Modernization Project

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | |
|---|----------------------|--|
| Year and month of the most recent FIT report: 8/22/2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| | |
|---|-----------|
| Year and month of the most recent FIT report: 8/22/2018 | |
| Overall Rating | Exemplary |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 58.0 | 64.0 | 52.0 | 56.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 40.0 | 53.0 | 39.0 | 45.0 | 37.0 | 38.0 |

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| All Students | 468 | 460 | 98.29 | 64.35 |
| Male | 230 | 229 | 99.57 | 57.64 |
| Female | 238 | 231 | 97.06 | 71.00 |
| Black or African American | 52 | 51 | 98.08 | 50.98 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 24 | 24 | 100.00 | 70.83 |
| Hispanic or Latino | 112 | 109 | 97.32 | 59.63 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 222 | 219 | 98.65 | 68.49 |
| Two or More Races | 44 | 43 | 97.73 | 69.77 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| Socioeconomically Disadvantaged | 154 | 153 | 99.35 | 55.56 |
| English Learners | 15 | 13 | 86.67 | 38.46 |
| Students with Disabilities | 36 | 36 | 100.00 | 25.00 |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| All Students | 468 | 459 | 98.08 | 52.94 |
| Male | 230 | 227 | 98.7 | 51.98 |
| Female | 238 | 232 | 97.48 | 53.88 |
| Black or African American | 52 | 51 | 98.08 | 37.25 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 24 | 24 | 100 | 66.67 |
| Hispanic or Latino | 112 | 109 | 97.32 | 45.87 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 222 | 219 | 98.65 | 58.9 |
| Two or More Races | 44 | 42 | 95.45 | 50 |
| Socioeconomically Disadvantaged | 154 | 152 | 98.7 | 48.68 |
| English Learners | 15 | 13 | 86.67 | 53.85 |
| Students with Disabilities | 36 | 36 | 100 | 25 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 19.6 | 19.6 | 13.0 |
| 7 | 15.5 | 25.2 | 38.8 |

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 3.4 | 3.8 | 2.1 | 2.7 | 3.9 | 2.6 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.1 | 0.0 | 0.1 | 0.4 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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 is reviewed annually and any changes or modifications are presented to the School Board by March 1. Annually, the plan is also reviewed, discussed, and shared with school staff in September 2018 at a staff meeting. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19 | 4 | | | 23 | | 4 | | 19 | 4 | | |
| 1 | 20 | 3 | | | 20 | 4 | | | 19 | 4 | | |
| 2 | 17 | 3 | | | 20 | 1 | 2 | | 19 | 3 | | |
| 3 | 22 | | 3 | | 23 | | 2 | | 18 | 3 | | |
| 4 | 26 | | 2 | | 26 | | 2 | | 23 | | 2 | |
| 5 | 23 | | 2 | | 26 | | 2 | | 24 | | 2 | |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | Avg. Class Size | 2016-17 | | | Avg. Class Size | 2017-18 | | | | | |
|----------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-----------------|-----------------|----------------------|-----|------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | | |
| | | 1-22 | 23-32 | | | 33+ | 1-22 | | | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English | 24.0 | | 3 | | 19.0 | 5 | 5 | | 20.0 | 4 | 7 | | | |
| Mathematics | 23.0 | | 3 | | 19.0 | 8 | 3 | | 20.0 | 3 | 8 | | | |
| Science | 25.0 | | 3 | | 23.0 | 4 | 7 | | 20.0 | 5 | 7 | | | |
| Social Science | 25.0 | | 3 | | 23.0 | 4 | 4 | | 25.0 | | 8 | | | |

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

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | |
| Counselor (Social/Behavioral or Career Development) | .5 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .5 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 1 | N/A |
| Speech/Language/Hearing Specialist | .8 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | .25 | N/A |

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,475,768 | \$461,845 | \$5,014,283 | \$81,923 |
| District | N/A | N/A | \$21,389,355 | \$83,178 |
| Percent Difference: School Site and District | N/A | N/A | -124.0 | -1.5 |
| State | N/A | N/A | \$7,125 | \$76,046 |
| Percent Difference: School Site and State | N/A | N/A | 199.1 | 7.4 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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.

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)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$49,862 | \$48,064 |
| Mid-Range Teacher Salary | \$78,115 | \$75,417 |
| Highest Teacher Salary | \$98,290 | \$94,006 |
| Average Principal Salary (Elementary) | \$115,475 | \$119,037 |
| Average Principal Salary (Middle) | \$0 | \$123,140 |
| Average Principal Salary (High) | \$0 | \$135,974 |
| Superintendent Salary | \$158,649 | \$183,692 |
| Percent of Budget for Teacher Salaries | 32.0 | 36.0 |
| Percent of Budget for Administrative Salaries | 6.0 | 6.0 |

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

Professional Development (Most Recent Three Years)

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 continues to focus on the Professional Learning Communities (PLC). Grade Level Teams have work to identify Essential Standards Districtwide to ensure that all students are achieving. The District continues to partner with Solution Tree to support our learning community process through training and coaching for our educators.

A Multi-Tiered System of Supports (MTSS) Leadership Team was developed in 2017-18. This team did extensive research and received training through participation in a successful grant application. This group began with a focus on the Social-Emotional and Behavioral needs of students. Based on their findings, they provided training on Connectedness to administrators and staff. An ongoing needs assessment was conducted at each site to provide information for next steps. Over time, we can expect to see continued improvement in school culture as well as student achievement as a result of this research-based practice.

Central partners with local County Offices of Education and content experts to provide staff training and coaching to support the full implementation and sustainability of State Standards. This year, the included:

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

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 as well as providing opportunities for staff to attend trainings outside the District. Teachers chose to attend those that best meet their needs for personal professional growth. Optional Trainings for 2017-18 focused on Student Engagement through the use of Collaboration and Cooperative Strategies in the classroom.

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/ CPR, English Learners, Technology 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 training on 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.

Sites also differentiate for staff based on the needs of their site, providing training through Staff Meetings, Instructional Aides Meetings and additional site professional development including such topics as:

- Math Model & Coaching
- English Language Development
- Collaboration

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” and a comprehensive MTSS for academics, social-emotional and behavioral will continue to be a primary focus.

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 onsite)