

# Akers School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Akers School
<b>Street</b>	Constellation Ave.
<b>City, State, Zip</b>	N.A.S. Lemoore, CA 93245
<b>Phone Number</b>	(559) 998-5707
<b>Principal</b>	Heiko Sweeney
<b>Email Address</b>	hsweeney@central.k12.ca.us
<b>School Website</b>	<a href="http://akers.central.k12.ca.us">http://akers.central.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	16 63883 6010292

## 2022-23 District Contact Information

<b>District Name</b>	Central Union Elementary School District
<b>Phone Number</b>	(559) 924-3405
<b>Superintendent</b>	Thomas Addington
<b>Email Address</b>	taddingt@central.k12.ca.us
<b>District Website Address</b>	<a href="http://www.central.k12.ca.us/district">www.central.k12.ca.us/district</a>

## 2022-23 School Overview

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-emotional, academic, and physical excellence and allow all students the opportunity to succeed.

### 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

## 2022-23 School Overview

encourages each student's unique abilities.”

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	73
Grade 2	69
Grade 3	73
Grade 4	59
Grade 5	67
Grade 6	105
Grade 7	101
Grade 8	96
Total Enrollment	735

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
American Indian or Alaska Native	1.1
Asian	0.8
Black or African American	11.0
Filipino	4.2
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	16.2
White	38.5
English Learners	2.4
Foster Youth	0.0
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	44.4
Students with Disabilities	10.3



## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.00	83.11	79.00	89.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.14	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.86	1.00	1.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.86	1.90	2.26	12115.80	4.41
<b>Unknown</b>	3.90	11.17	4.90	5.58	18854.30	6.86
<b>Total Teaching Positions</b>	34.90	100.00	87.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.40	87.50	84.10	89.86	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.78	4.00	4.27	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.10	6.00	2.10	2.31	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.78	1.00	1.07	11953.10	4.28
<b>Unknown</b>	0.30	0.92	2.30	2.49	15831.90	5.67
<b>Total Teaching Positions</b>	35.90	100.00	93.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	2.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	2.10

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	1.00	0.00
<b>Total Out-of-Field Teachers</b>	1.00	1.00

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.90	6.80
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other 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 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 12, 2022, 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 #U-09-12-2022 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.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders - Macmillan/McGraw Hill (TK-5th) - 2016 Collections - Houghton Mifflin (6th-8th) - 2016	Yes	0
<b>Mathematics</b>	My Math - McGraw Hill (TK-5th) - 2014 Course 1, 2, & 3 - McGraw Hill (6th - 8th)	Yes	0
<b>Science</b>	Inspire Science- McGraw Hill (TK-5th) - 2020 Amplify Science - UC Berkeley-Lawrence Hall of Science (6th-8th) - 2020	Yes	0
<b>History-Social Science</b>	My World - Pearson (TK-5th) - 2018 World History - National Geographic (6th-7th) - 2018 US History - National Geographic (8th) - 2018	Yes	0
<b>Health</b>	Embedded in science curriculum		

## School Facility Conditions and Planned Improvements

### School Facilities

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.

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 principal and day custodian communicate daily regarding school facilities and maintenance issues.

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

### Campus Improvements:

The construction project for Admiral Akers School ended in June 2021. With the economic assistance from the Federal Office of Local Defense Community Cooperation (OLDCC) and the State Office of Public School Construction, the Akers School project resulted in close to \$37M in funding to fully renovate and construct new classrooms on the Akers campus. Portable classrooms were eliminated, construction of a new 14 classroom junior high school wing and a new multipurpose event center occurred, and site infrastructure upgrades transpired such as new lighting, windows, plumbing and restroom facilities, a new blacktop area, and parking lot expansion.

Year and month of the most recent FIT report

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	56	N/A	47	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	48	N/A	40	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	493	482	97.77	2.23	56.43
<b>Female</b>	259	254	98.07	1.93	64.96
<b>Male</b>	234	228	97.44	2.56	46.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	55	54	98.18	1.82	44.44
<b>Filipino</b>	21	21	100.00	0.00	76.19
<b>Hispanic or Latino</b>	139	133	95.68	4.32	51.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	79	77	97.47	2.53	63.64
<b>White</b>	188	186	98.94	1.06	57.53
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	307	300	97.72	2.28	54.00
<b>Socioeconomically Disadvantaged</b>	190	185	97.37	2.63	47.57
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	61	60	98.36	1.64	21.67

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	493	482	97.77	2.23	47.72
<b>Female</b>	259	254	98.07	1.93	47.64
<b>Male</b>	234	228	97.44	2.56	47.81
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	55	54	98.18	1.82	22.22
<b>Filipino</b>	21	21	100.00	0.00	80.95
<b>Hispanic or Latino</b>	139	133	95.68	4.32	43.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	79	77	97.47	2.53	50.65
<b>White</b>	188	186	98.94	1.06	52.15
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	307	300	97.72	2.28	50.67
<b>Socioeconomically Disadvantaged</b>	190	185	97.37	2.63	40.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	61	60	98.36	1.64	21.67

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	44.79	NT	30.59	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	166	163	98.19	1.81	44.79
<b>Female</b>	82	81	98.78	1.22	43.21
<b>Male</b>	84	82	97.62	2.38	46.34
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	13	12	92.31	7.69	33.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	44	42	95.45	4.55	35.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	28	28	100	0	42.86
<b>White</b>	70	70	100	0	50
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	128	125	97.66	2.34	48.8
<b>Socioeconomically Disadvantaged</b>	58	56	96.55	3.45	37.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	23	95.83	4.17	17.39

## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental 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 encouraged to participate in Leadership opportunities such as School Site Council, English Learner Advisory Council, District Advisory Council, District English Learner Advisory Council, and Parent Club. In addition there are several avenues for parents to provide site input. These include, but are not limited to, volunteering, school climate surveys, community collaboration opportunities, and parent education nights.

Additional parental involvement information can be found in the parent involvement plan listed on the Akers school website.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	825	799	121	15.1
Female	428	417	70	16.8
Male	397	382	51	13.4
American Indian or Alaska Native	8	8	3	37.5
Asian	7	6	0	0.0
Black or African American	95	91	14	15.4
Filipino	35	34	2	5.9
Hispanic or Latino	228	220	52	23.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	135	132	19	14.4
White	314	305	30	9.8
English Learners	21	18	5	27.8
Foster Youth	5	5	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	343	339	61	18.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	100	96	19	19.8

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.17	2.10	2.45
Expulsions	0.00	0.10	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.24	2.55	0.30	3.50	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.55	0.00
Female	0.93	0.00
Male	4.28	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.70	0.00
White	1.91	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.00	0.00



## 2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Central 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 August 8, 10 and 12, 2022 staff, instructional aides and plant meetings. Components of the safety plan are regularly reviewed at weekly plant meetings, instructional aide meetings and faculty meetings. An updated copy of the school site safety plan is available to the public at the Central Union School District office and the school site. In addition, exercises or drills (i.e. monthly fire drills, lockdown/intruder on campus drills, earthquake drills, medical lockdown, missing child protocols, etc.) are also reviewed and held during the school year.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	1	2	1
1	21		3	
2				
3	24		3	
4	16	2	2	
5	24	1	8	
6	27	14	6	6
Other	20	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	19	4		
2	19	1	3	
3	17	1	2	
4	24		3	
5	26		2	
6	32	1	24	1

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	18	4		
2	17	4		
3	24		3	
4	30		7	
5	21	1	12	
6	25	5	20	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14138	\$669	\$13469	\$95012
District	N/A	N/A	\$14445	\$94,323
Percent Difference - School Site and District	N/A	N/A	-7.0	0.7
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	68.5	11.6

## 2021-22 Types of Services Funded

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](http://www.central.k12.ca.us).

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
- Akers Ambassadors
- Anchored for Life
- 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
- Jazz Bands (Gr. 6-8) - 6 Time State Champions
- Peer Academic Coaches (Gr. 6-8)
- Peer Mediation (student-to-student)
- Polar Express Night
- Poster Contests
- Reading Team
- SAS (Strategies for Academic Success)
- School Dances (Gr. 4-8)
- 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. 6-8)
- Cross Country (Gr. 3-8)
- Flag Football (Gr. 6-8)
- Girls' Volleyball (Gr. 6-8)
- Golf (Gr. 6-8)
- Track (Gr. 3-8)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,792	\$51,591
<b>Mid-Range Teacher Salary</b>	\$87,405	\$79,620
<b>Highest Teacher Salary</b>	\$109,980	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$130,232	\$131,473
<b>Average Principal Salary (Middle)</b>		\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$190,800	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Central Union School District combines efforts to provide training and curriculum development based on the California Standards which are aligned to the content of the curriculum frameworks for grades transitional kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

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 worked to identify Essential Standards Districtwide to ensure that all students are achieving.

The Multi-Tiered System of Support (MTSS) Leadership Team continued to focus on the Social-Emotional and Behavioral needs of students. District counselors and psychologists continue to provide certificated staff with Best Practices for Building Relationships including strategies to address any barriers.

### Central Union School District Professional Learning

#### Social Emotional Learning

Dr. Joelle Hood provided all staff various social emotional learning (SEL) professional learning (PL) opportunities.

#### ABCs of S.E.A.L (Social Emotional Academic Learning)

All teachers participated in professional learning via Zoom, and the learning outcomes were as follows:

1. Understanding of Social Emotional and Academic Learning and learn the research that supports the importance of intentionally and consistently building S.E.A.L. and well-being practices into daily work practice.
2. Teachers engaged in activities designed to pique their own “SEALf-reflection” and ignite their passion to strengthen their own Social-Emotional skills as well as boosting the skills of their students.
3. Teachers learned easy-to-implement strategies to strengthen Social Emotional skills and well-being in themselves and their students. Teachers received activities and practices that they could implement at the site and in their classrooms immediately.
4. Teachers learned how to positively impact students through the learning and growth of staff.

Social Emotional Learning isn’t another thing on the plate. It is the plate. SEAL isn’t another thing TO DO, it is a way TO BE. Participants walked away with strategies, skills, and practices designed to enhance staff and student engagement, efficacy, and achievement.

## Professional Development

### Taking Time to B.R.E.A.T.H.E

All certificated and classified staff were provided the opportunity to participate in (PL) via online self-paced learning modules. Participants learned about emotional contagion and why it is so important to be their best possible selves – for their students, their colleagues, their organizations and themselves.

Participants learned about the roles belonging and social connection, a sense of purpose, self-compassion, mindfulness, gratitude and appreciation, the ability to harness our thoughts, empathy play in our wellbeing, resilience as well as our engagement, and performance at work.

Participants learned about a variety of research-based strategies, and practices that they could replicate immediately in their personal and professional lives to boost wellbeing, and resilience as well as engagement and performance.

### Best Practices

All teachers received PL via Zoom during five early release days to develop a common understanding of best practices, leading to collective commitments to evidence based practices to improve instruction, and student learning. This model allowed professional learning communities (PLCs) to collaborate across all four schools. The best practices were as follows: student engagement, checking for understanding, student engagement, accountable talk, and core instruction strengthening great first instructional practices.

### Developing Skilled readers

Dr. Nancy Akhavan and her team provided various PL opportunities for all instructional aides, all teachers, and all administrators. The PL focused on improving literacy achievement for all students. Instructional strategies supporting a comprehensive reading program leveraging

Scarborough's Reading Rope and the LIT Six: Phonemic Awareness and Word Work, Writing, Language, Read Aloud, Shared Reading, Small group instruction and independent reading, with oral language development at the center of all these six areas.

### English Language Development

A KCOE Consultant provided 8 days of onsite ELD coaching and training. Professional Learning was differentiated based on need and focused on both Designated and Integrated ELD.

### Reading Mastery (K-2)

Instructional Aides and Classroom Teachers were provided training in implementation of the Reading Mastery program. This professional learning focused on the design, delivery, and documentation of student progress and mastery within Reading Mastery. Participants actively engage in practicing of sounds, signals, and scripts.

### New Teachers

New Teachers participated in a New Teacher Kick Off professional learning days. The days included clarity about key initiatives in the District, Multi-Tiered Systems of Support (MTSS) and Professional Learning Communities (PLC). The Cycle of Continuous Improvement (CCI) was provided. Teachers received professional learning on curriculum and Assessments, Overviews of Thinking Maps and Step Up to Writing. Technology professional learning included Instructional Apps, PowerSchool, Illuminate, and more. The days wrapped up with training on Special Education processes and Number Talks.

### iReady

Central Union School District utilizes iReady as the district wide diagnostic tool to measure growth in English Language Arts and Mathematics. iReady is administered three times during the course of the school year in grades kindergarten through eighth grade. During the 2021-2022 school year, the diagnostic windows were held September 22- October 8, January 18- January 28, and April 19-25. All teachers received two sessions of professional learning with an iReady trainer. Trainings were held on December 9th and January 13th. Additionally, Intervention teachers received training on September 16th, October 14th, and February 3rd.

Student data is reviewed at the district level with community stakeholders as well as with site leadership. In turn, site leaders lead discussions at their schools with grade level teams to ensure students are receiving small group intervention and embedded time to work on their individual iReady paths during the school day.

Newly credentialed and/or beginning teachers receive training on assessment, individualized support, integration of instructional technology, 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.

## Professional Development

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.

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
- Reading Mastery Training
- Academic Walks
- Tech Talks

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. 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 (new teachers)
- Multi-Tiered System of Supports (MTSS)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	4