



# Teague Elementary School

4725 N. Polk Ave. • Fresno, CA 93722 • (559) 276-5260 • Grades K-6

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Central Unified School District

4605 North Polk Ave.

Fresno, CA 93722

(559) 274-4700

www.centralunified.org

### District Governing Board

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Mr. Ruben Coronado, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Rama Dawar, Area 7

### District Administration

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Mr. Kelly Porterfield

**Assistant Superintendent, Chief  
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Mrs. Ketti Davis

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Educational Services**

Mr. Jack Kelejjan

**Assistant Superintendent, Human  
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Mrs. Andrea Valadez

**Administrator, Special Education &  
Support Service**

Mr. Paul Birrell

**Director, 7-12 & Adult Education**

Dr. Tami Boatright

**Director, K-8 Education**

### School Description

Teague Elementary School represents a diverse learning community. The diverse community gives our teachers, students and community members cause to celebrate successes and accomplishments daily. Teague celebrates the diverse community by encouraging our parents and community members to come on to campus and be a part of the academics and the co-curricular experience. The mission of Teague helps to drive our daily instruction of not only California State Standards, but also building positive community contributors. We are on the western border of the city of Fresno and Teague Elementary is considered by the city of Fresno to known as Highway City. Central Unified covers both city and county areas. Teague Elementary School serves Transitional Kindergarten through sixth grade students.

### Teague Mission:

Teague strives to build a strong community that produces high achievers and positive citizens that will become life-long learners.

### Teague Vision:

Teague is a community where everyone is dedicated to high standards, positive citizenship and life-long learning. Matching our strong academic program is character education that is based on Character Counts!

Each month provides for specific monthly character traits that are supported daily school wide on the announcements, Words of Wisdom and monthly with our Knight of the Round-table lunch. Teague Elementary School's goals are based on the belief that every student can learn. Teague will increase the number of students reaching proficient and advanced levels meeting Common Core State Content Standards in English and Math by utilizing best practices for instruction as measured by benchmark results, common assessments, and SBAC and remove our school from Program Improvement status. Immediate student performance goals for every student are to improve at minimum one performance level each year. Teague will also continue to increase and accelerate the learning of our English Learners with quality instruction during daily ELD time and Intervention programs as measured by the annual CELDT assessment.

Teague Elementary School continues to have one of the largest music programs in all Central Unified elementary schools. Students are given instruction in playing and reading music to students that would not otherwise have the opportunity. Teague music students have the opportunity to perform their skill twice a year to parents, students and staff. Students from all learning and language levels have access to this program.

Teague Kids, the after school program, facilitates enrichment and tutoring opportunities on the Teague campus daily until 6:00pm. The program supports extended learning after the regular school day. The program is a non-fee based program for our families.

Teague has a Leadership Team that is designed to evaluate and implement best practices with the end result of increasing student achievement. The team is made up grade level leaders from each grade level, the vice principal, instructional coach, and principal. Teague also has several other committees comprised of teachers, parents and even students to develop and foster a community of involvement and inclusion.

## About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	108
Grade 1	94
Grade 2	98
Grade 3	112
Grade 4	101
Grade 5	108
Grade 6	108
<b>Total Enrollment</b>	<b>729</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.1
American Indian or Alaska Native	0.3
Asian	8.4
Filipino	0.4
Hispanic or Latino	68.4
Native Hawaiian or Pacific Islander	0.5
White	5.9
Two or More Races	1.9
Socioeconomically Disadvantaged	91.9
English Learners	20.2
Students with Disabilities	8.6
Foster Youth	1.6

## 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			
Teague Elementary School	15-16	16-17	17-18
With Full Credential	28	26	28
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Teague Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)**

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Teague sits on 17 acres and 72,438 square feet. It contains 39 classrooms at 37,061 sq ft, and 14 restrooms at 1,920 sq ft. The oldest main building was built in 1938. Current enrollment is 740.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Floor tiles have holes. Rubber molding base is loose. Carpet is worn.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/12/2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
<b>Electrical:</b> Electrical		X		Light diffuser is loose. Electrical conduit cap is missing.	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Faucet not working (repaired). Low flow on faucets (repaired).	
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Unsecured items stored too high.	
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	17	20	39	40	48	48
<b>Math</b>	9	15	26	28	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	19	13	41	41	60	56

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	25.5	29.2	25.5

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	94	91	96.8	13.2
<b>Male</b>	46	45	97.8	11.1
<b>Female</b>	48	46	95.8	15.2
<b>Black or African American</b>	14	13	92.9	15.4
<b>Hispanic or Latino</b>	62	60	96.8	10.0
<b>Socioeconomically Disadvantaged</b>	90	87	96.7	13.8
<b>English Learners</b>	19	18	94.7	
<b>Students with Disabilities</b>	14	11	78.6	36.4

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	428	423	98.83	20.33
<b>Male</b>	207	205	99.03	18.05
<b>Female</b>	221	218	98.64	22.48
<b>Black or African American</b>	55	55	100	7.27
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	35	35	100	14.29
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	303	300	99.01	23.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	20	20	100	15
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	400	396	99	20.2
<b>English Learners</b>	129	128	99.22	17.19
<b>Students with Disabilities</b>	44	44	100	4.55
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	428	423	98.83	15.37
Male	207	205	99.03	16.59
Female	221	218	98.64	14.22
Black or African American	55	55	100	10.91
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100	14.29
Filipino	--	--	--	--
Hispanic or Latino	303	300	99.01	16.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100	10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	400	396	99	14.9
English Learners	129	128	99.22	15.63
Students with Disabilities	44	44	100	6.82
Students Receiving Migrant Education Services	--	--	--	--
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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Teague parents have many opportunities to be a part of the programs here at Teague. Parents are invited daily to help in the classroom, after school with traffic control, and during school at recess to name just a few for daily interaction. Parents can also be involved with Parent Faculty Club (PFC), School Site Council, ELAC, and Superintendent's Advisory Committee. Translation and interpretation services are provided.

Parents can take advantage of parent nights here at Teague. Certificated teachers plan lessons for families. The lessons are designed to help parents to better understand how to help their children at home, particularly with reading. Teachers give manipulatives to the families to take home so parents to help their students with homework and extend their learning.

Parents also have the opportunity to take parenting classes here at Teague with childcare provided. The classes provide parents information on how to get involved in school, understanding report cards, asking questions at parent conferences, discipline at home, and the importance of school attendance. Parent education classes are supported and facilitated by the Valley PBS group. In addition, parents and community members can also take English classes at Teague every Friday morning.

Contact Person Name: Ruben Diaz

Contact Person Phone Number: (559) 276-5260

**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.

**School Safety Plan**

Teague Elementary School ensures students safety at school. The information provided by our Annual School Safety Survey helps assess our safety practices and adjust as necessary. Supervision is provided from 7:30 am when the campus opens and concludes at 6:00 pm when the campus closes. During recess or unstructured play times, adult supervision is scheduled and provided at all times. The site administrator is also on duty with certificated and classified staff. Campus entrance points are monitored and gated. All visitors check in at the office and receive a badge to designate to all site staff the person has registered in the office. The campus phone system has a direct link to the office from each room. Each room can make phone calls to outside numbers as well. A campus speaker system is immediately available to provide directions and emergency announcements from several key points on campus. Also, Teague has a set of two-way radios that used for communication between staff at all times. Fire Drill, Lockdown, Evacuation Drills and Drop Drills are practiced each month to ensure safety in the event of an actual emergency. Surveillance cameras have been installed and updated for 2017/18 at the site to now include a total of 16 security cameras.

Components of Teague's Site Emergency Response Plan include: management, planning, first aid, food/water/supplies, traffic, public information, search and accountability, student assembly/shelter and release, grounds and maintenance, bilingual translators. The Site Emergency Response Plan can be accessed in the front office upon request. The Site Emergency Response Plan was approved by the school site council president on September 20, 2017. The Site Emergency Response Plan was reviewed by the staff on August 7, 2017, and again on November 29, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.6	13.2	6.5
Expulsions Rate	0.5	0.0	0.4
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

**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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.60
Speech/Language/Hearing Specialist	1.00
Resource Specialist	3.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	757

\* 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.



Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	29	26	26		1	1	4	3	3			
1	28	23	23				4	4	4			
2	27	25	25				4	4	4			
3	28	20	20		1	1	4	4	4			
4	34	35	35							3	3	3
5	32	26	31		1		1	3	3	2		
6	32	35	30			1	3			1	3	3

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

### Professional Development provided for Teachers

The primary focus of Professional Development (PD) is the transition to Common Core State Standards through teacher questioning, depth and complexity icons, English Language development and the building of capacity for all teachers K-6 to teach reading. Teachers are learning about and implementing the state standards as well as teaching students to communicate, make connections, and justify their thinking.

Teachers are also provided professional development at the district level through district-wide grade level collaboratives in which there are opportunities for collaboration on topics such as common assessments, instructional pedagogy, differentiation, technology, professional learning communities, and unit planning. Teachers are supported with substitutes if PD is during the day. Most PD occurs on Wednesdays during principal days. Teachers are also provided with subs to meet with the principal for goal setting meetings and data review meetings. All teaching staff attends English Language Development training. For the 2017/18 school year, staff will be sent in teams to off-site conferences focusing on ELD instructional strategies. The goal will be for a rotation of staff members over four years to have all teachers attend. PD is provided by Kagan Training for classroom management and engagement strategies. PD will occur to help our staff to understand how to teach our students academic vocabulary and literacy.

Ongoing support is provided by the instructional coach. The principal, GIA, and academic coach observe and provide feedback on student progress.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,046	\$48,522
Mid-Range Teacher Salary	\$63,583	\$75,065
Highest Teacher Salary	\$83,749	\$94,688
Average Principal Salary (ES)	\$99,912	\$119,876
Average Principal Salary (MS)	\$105,131	\$126,749
Average Principal Salary (HS)	\$113,096	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,380.74	\$261.27	\$4,119.47	\$63,461.50
District	♦	♦	\$7,671.24	\$69,635
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-46.3	-8.9
Percent Difference: School Site/ State			-37.3	-18.5

\* Cells with ♦ do not require data.



**Types of Services Funded**

Teague is committing the majority of our funds to directly support student learning. We are extending students' learning opportunities by providing both strategic and intensive intervention for students at all grade levels. In addition to direct student support, we are also investing in our teachers by increasing their capacity through professional development. The result of improved instruction is improved learning. Please see the budget in Teague's SPSA to get a specific breakdown of spending.

**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.