Hanh Phan Tilley Elementary School

2280 North Valentine Avenue • Fresno, CA 93722 • 559-276-3100 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Central Unified School District
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School Description

Tilley Elementary is the first school in decades to be built in the south east area of Central Unified. Tilley is named in honor of a dedicated Central Unified teacher, Hanh Phan Tilley, who lost her battle with cancer in 2013. During her six years of teaching, she inspired her students to love learning. She wanted them to not just be smarter, but to be better people, to believe in themselves, and above all else, to dream big.

School Mission Statement:

Hanh Phan Tilley Elementary strives to continue Hanh's legacy with the commitment to teach the "whole" child. We inspire students to be smarter, better people, believe in themselves, and above all else to dream big!

We believe that "Every student can Learn" and will inspire students to love learning by "engaging all students in rigorous, relevant, standards-based instruction in every classroom every day to ensure students learning".

Our School Vision:

Hanh Phan Tilley strives to provide first best teaching and innovative instructional strategies of the common core state standards to ensure that every student is prepared for success in college, career, and community.

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	82
Grade 1	70
Grade 2	85
Grade 3	28
Grade 4	51
Grade 5	49
Grade 6	49
Total Enrollment	414

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	1
Asian	9.9
Filipino	0.7
Hispanic or Latino	71.5
Native Hawaiian or Pacific Islander	0
White	6
Two or More Races	0.5
Socioeconomically Disadvantaged	84.8
English Learners	27.8
Students with Disabilities	7.7
Foster Youth	1.4

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			
Hanh Phan Tilley Elementary School	15-16	16-17	17-18
With Full Credential	17	15	17
Without Full Credential	2	1	0
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			
Hanh Phan Tilley Elementary	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. Materials are locally adopted and reflect programs currently approved by the State Board of Education. Every student, including English Learners, Special Education, and other special populations have their own textbooks.

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	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Scott Foresman: Science California Adopted 2007-2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Tilley Elementary is a temporary school with twenty portable classrooms, a portable cafeteria and portable office space. The portables currently sit on a portion of the school property where the permanent site will be built in the future. The current enrollment is 430 students with a capacity of 450 at the portable site. Once the permanent structure is completed the school will be able to house 850 students.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/14/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Outlet cover is missing. Outlet cover is broken. Switch plate is broken.
Safety: Fire Safety, Hazardous Materials	X			Unsecured items stored too high.
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/14/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: 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**
ELA	22	31	39	40	48	48
Math	12	13	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**
Science	32	31	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**
5	17.3	25	17.3

* 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**
All Students	43	42	97.7	31.0
Male	20	20	100.0	30.0
Female	23	22	95.7	31.8
Hispanic or Latino	27	26	96.3	26.9
Socioeconomically Disadvantaged	41	40	97.6	27.5

* 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
All Students	189	183	96.83	31.15
Male	83	81	97.59	25.93
Female	106	102	96.23	35.29
Black or African American	20	20	100	35
Asian	22	18	81.82	38.89
Hispanic or Latino	133	131	98.5	28.24
White	12	12	100	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	135	97.83	28.89
English Learners	63	57	90.48	24.56
Students with Disabilities	14	14	100	7.14
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.

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	189	186	98.41	12.9
Male	83	82	98.8	10.98
Female	106	104	98.11	14.42
Black or African American	20	19	95	5.26
Asian	22	22	100	22.73
Hispanic or Latino	133	131	98.5	11.45
White	12	12	100	16.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	136	98.55	13.24
English Learners	63	61	96.83	13.11
Students with Disabilities	14	14	100	0
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)
Tilley is working hard to involve all parents as we develop a positive school culture. We have established the Parent Teacher Association, School Site Advisory and English Learner Committees. Information is shared regarding these meetings through notifications that are sent home with students, weekly BlackBoard Connect messages, and on the Tilley Website.   The administration encourages on-going communication with parents with her open-door policy and willingness to speak to parents as they drop-off and pick-up their children each day. Some of the programs, committees or meetings that encourage parent participation and input for school improvement are:

Parent Teacher Association
School Site Advisory Committee
English Learner Advisory Committee
EL Parent Workshop
Parenting Workshops
Standards Mastery Parent Meetings
Student Success Team Meetings
Classroom Volunteers
School Family Night Volunteers
Holiday Programs and Performances
Migrant Program Services

Contact Person Name: Mrs. Karen Davis
Contact Person Phone Number: 559-276-3100

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
The Site Emergency Response Plan (School Safety Plan) was established during the first school year and is updated annually. Fire Drills are practiced monthly and Lock Down drills are practiced each semester. On May 4, 2016 the Tilley staff was trained by the Fresno Police Department with their "Run, Hide, Fight training". This training will be held again during the school year at Tilley for the new staff. The Site Emergency Response Plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff. The plan is to ensure that all students and staff are safe while on the campus of Hanh Phan Tilley Elementary. The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. The Emergency Response Plan was reviewed with the staff on November 2, 2017. At that time each staff member was given copies of the Emergency Management Organization Chart with a description of the specific roles and responsibilities for each position. Staff has been provided with two way radios and surveillance cameras have been installed at the site.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.6	7.5	3.1
Expulsions Rate	0.0	0.4	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	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		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	0.40
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.40
Resource Specialist	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	290

* 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		26	26					5	5			
1		25	25					4	4			
2		23	23		1			1	2			
3		21	21			1			1			
4		30	30					1	1			
5		22	22		1	1		1	1			
6		34	34								1	1

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

Professional Development provided for Teachers

Professional development is an on-going process at Tilley, both for administrators and teachers. To create a culture where all students were engaged in their learning, the majority of the teachers participated in a 3-day Kagan Training in August 2016. This training focused on how to engage student throughout the day by participating in collaborative groups, sharing with partners, speaking in complete sentences and team building. All of these skills have an impact on future schooling and careers. We continue to provide engagement strategies to implement in lessons to ensure student engagement.

Tilley teachers receive training in strategies to support English Learners which provided instructional expertise in implementing the core adoption while delivering quality instruction to our English Learner students. Tilley utilizes the bi-weekly minimum day for additional staff development in topics that are aligned to the district's instructional department and facilitated by the principal and Instructional Support Coach. Our professional development this year is focused primarily on three areas. The first area of focus is supporting teachers in effective instructional planning and practices to implement integrated and designated English Language Development.   The second area of focus is to support teacher in providing quality guided reading groups in all classrooms.   The last area of focus is to continue to engage in Professional Learning Communities (PLCs) which provides time for structured teacher planning time, which involves teacher collaboration where grade level PLCs analyze assessment results, identify curricular areas which need re-teaching, and share of effective instructional strategies to address certain standards within the content areas that need improvement. The Instructional coach and administration provide model lessons on the above strategies to teachers. Coaches also co-plan and co-teach lessons.

Teachers will participate in professional development in data teams, differentiating instruction, guided reading, strategies for EL students and best first instructional practices.   The staff will be supported by a plethora of coaches and trainers such as: Accelerated Reader Program training, MIND Institute (ST Math, ST Math Fluency), ELPD training, Training in Common Core State Standards and Performance Tasks, Professional Learning communities weekly at the site.   Training is being provided at the district level in regards to the newly adopted math curriculum.

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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,601.35	$10.13	$4,591.22	$51,728.75
District	♦	♦	$7,671.24	$69,635
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-40.2	-25.7
Percent Difference: School Site/ State			-30.2	-33.5

* Cells with ♦ do not require data.

Types of Services Funded

There are many services provided by school funds to ensure our students meet or exceed that Common Core State Standards.

Teachers of English Language Learners were trained to administer the CELDT (California English Language Development Test) to their students to gather information on their language acquisition. Teacher are also provided first best teaching practices and EL strategies during the monthly professional development meetings. These practices and strategies are used daily to meet the needs of the EL students. Special Education students are served by an SAI (Specialized Academic Instructor) both through pull-out and in the general education classroom. At-Risk students are identified before the first parent conferences in order to discuss the concern and appropriate strategies in and out of the classroom to support the students in achieving the grade level standards. After-school tutoring was held for 1st through 6th grade students and taught by credentialed teachers. A six-session Kindergarten Saturday school was held in the spring to provide additional time and instruction to students not meeting the standards.

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.