

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	James K. Polk Elementary School
Street	2195 N. Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-9780
Principal	Geoff Garratt
E-mail Address	ggarratt1@centralusd.k12.ca.us
School Website	po.centralunified.org
CDS Code	10-73965-0106476
School Logo	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here .

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervanes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Mr. Mark G. Sutton
Administrator 1	
Administrator 2	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
Administrator 3	Mrs. Ketti Davis Assistant Superintendent, Educational Services
Administrator 4	Mr. Jack Kelejian Assistant Superintendent, Human Resources
Administrator 5	Mrs. Andrea Valadez Administrator, Special Education & Support Service
Administrator 6	Mr. Paul Birrell Director, 7-12 & Adult Education
Administrator 7	Dr. Tami Boatright Director, K-8 Education
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Welcome to James K. Polk Elementary School, Home of the Pioneers! Polk Elementary was named for President James K. Polk. As the home of the Pioneers, it is unique as the first Fresno County school to be themed on California history and the Westward Movement. We emphasize the courage and bravery of the early pioneers who settled the West and hope to transmit these values to our students. A TK-6 elementary school, Polk is situated on twenty acres in a Fresno County rural area that is rapidly transitioning to a suburban setting. Polk Elementary was founded on August 11, 2004 with an enrollment of 360. Currently Polk has a diverse enrollment of 805 students.

We work together at Polk to develop a community of learners. Our teachers and students work hard to master the rigorous curricula tied to the Common Core State Standards, and supported with the use technology that prepares our students with the 21st century skills needed for success in the future. Our strong focus on literacy is based on our recognition that reading is the gateway skill you must master to access the wide array of learning in virtually every other subject area. In addition to first best teaching our Accelerated Reader and Lexia Reading Programs helps our students to advance their reading level. Math is another essential curricula area at our school. We offer the Spatial Temporal Math program at Polk. All TK/Kindergarten, 1st, and 2nd grade students at our school participate in classroom music. In addition, 3rd graders receive flute instruction and 4th - 6th graders are eligible to join band, choir, ballet, and participate in after-school strings, and our Robotics team. Polk Elementary has been recognized with the Silver Level Superintendent's Model Arts School Award, and the Bronze Level of recognition by the Alliance for a Healthier Generation. As a three time Positive Behavior Intervention and Support (PBIS), Gold Level Model School and a multiple Bonner Character Award recipient, Polk Elementary prides itself on being a Response to Intervention (RTI) school for academics and behavior. We strive to build a collaborative environment as we work diligently every day to ensure we are doing all that we can for "Every Student, in Every Classroom, Every day."

Polk offers a full athletic program including tackle football, basketball, volleyball, cross-country, track & field, wrestling, softball, and baseball. We also offer opportunities to be part of our spirit squad, competition cheer team, a yearly theater production, Science Fair, History Day, Young Authors' Fair, Peach Blossom, student council, peer mediation, and character education. We also service 100 students in our after school program called Camp Polk which provides academic support and extension/enrichment activities. Partnering with our students and their families provides a positive connection to school and establishes an environment for student success.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

There are many opportunities for our parents and community to be involved in Polk Elementary. The community is invited to parent meetings which include the Parent-Teacher Association Club (PTA), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Other opportunities for involvement include: Parent Conferences, Coffee with the Principal, Back-To-School Night, Student Performances, Title I Parent Meetings, Family Night(s), and Open House. There are other opportunities during the year that provide parents the training and tools that equip them to support their students at home the best that they can.

The school provides communication in the primary language when possible. Student agendas are completed daily at Polk in grades 1-6, providing daily home-school communication. In addition, communication with parents occurs through various other forms such as phone contact and email.

Other forms of written communication include: Weekly and/or monthly newsletters from classroom teachers, The Grapevine (Published quarterly in the Fresno Bee), the Polk Website, the marquee sign in the front of the school and Blackboard Connect messages that go home weekly on our automated phone system. Our website is also updated with the latest calendar and event information.

PTA supported events include fund-raising (annual fundraisers, as well as Polk nights at various local restaurants). In addition PTA provides our community with Breakfast with Santa, Muffins with Mom, Donuts with Dad, Grandparent Celebration, A Daddy/Daughter and Mother/Son dance, Family Art Night and our annual Jog-A-Thon.

Our library provides opportunities through its book fair for families to add to their home library, and provide students with literature of high interest. Polk Elementary recognizes student achievement with academic and sports awards ceremonies throughout the year. Also recognized are students with perfect attendance, and students who make choices that exhibit the character traits, and what it means to Strive for 5 at Polk.

We encourage all parents and community members to be informed and involved in their child's education and school.

Contact Person Name: Geoff Garratt

Contact Person Phone Number: (559)274-9780

[School Safety Plan \(School Year 2017-18\)](#)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Our school Site Emergency Response Plan is completely revised at the beginning of each school year. On September 25, 2017 Polk's principal met with our School Site Council and Leadership team to review and approve our Site Emergency Response Plan. All classrooms receive a Crisis Plan handbook which describes emergency protocols and an emergency backpack with a first aid kit, school map, flashlights and water. During site preparedness drills teachers display a red or green card indicating whether all students are accounted for. The Site Emergency Response Plan also includes primary secondary evacuation locations and emergency task force roles and responsibilities that our staff is trained in every year. Annually, a safety walk is conducted with District Office staff to assess and review safety features on campus. Drills are performed over the course of the year (Fire Drill - Monthly; Earthquake - twice per semester; Lock Down - once per semester), as well as a site evacuation drill. Two-way radios and surveillance cameras have been provided.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 06/17/2017

This section should be kept to 1-2 paragraphs.

Polk sits on 20 acres and 54,503 square feet. It contains 31 classrooms at 29,420 sq feet, and 12 restrooms at 2,770 sq ft. The oldest main building was built in 2004. Current enrollment is 838. Received two portables from Rio Vista 2013. Received two portables in 2014.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Pencil sharpener cover is missing. Damaged & stained ceiling tiles replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	30	30	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	0	0	22
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	0
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	1.00	♦
Social Worker	0.00	♦
Nurse	0.20	♦
Speech/Language/Hearing Specialist	1.00	♦
Resource Specialist (non-teaching)	1.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

This section should be kept to 1-2 paragraphs.

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 (SBE). 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, administrators, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopts based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17	Yes	0%
Science	Scott Foresman: Science California Adopted 2007-2008	Yes	0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$3,761.36	\$94.19	\$3,667.17	\$66,623.09
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-48.1	-4.2
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-35.4	-10.2

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Types of services funded from categorical funds include academic intervention supports for students who are identified using DIBELS and Fountas and Pinnell, score below proficiency on ELA/Math Benchmarks, and other school assessments. These students will be provided strategic and intensive targeted intervention supports to improve their proficiency in literacy. Ongoing targeted support outside of the school day, provides students with additional Reading Fluency and Reading Comprehension supports as measured by Fountas and Pinnell reading assessments, in addition to math support. Categorical funding provides additional language development support for our English Learner students through a Primary Language Tutor (PLT). Meeting with

EL students daily provides additional small group language development support to our students in the most need of language development.

ST Math (The Mind Institute), a web based Math program and Lexia, a web based literacy program is also funded from categorical funds. These funds also provide 100% student access to the technology by providing computers in a fully equipped computer lab as well as providing computers and technological support in the classroom.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Polk Elementary teachers in their first or second year of teaching are actively participating in the Beginning Teacher Induction program, and have a mentor who meets regularly with the teacher. Induction program teachers are given the opportunity to observe exemplary teachers in the District as well as receive district training and attend professional workshops and seminars.

Over the past three years components of our professional development have evolved to meet the instructional needs of our students. This began with the primary focus area for Polk's staff development being the continued development of our grade level Professional Learning Communities(PLCs). During the 2015-2016 school year we refined our primary focus to ensure that students continue to receive intentional literacy support based on their academic need, combined with providing instructional support in literacy for all grades TK-6 within the classroom. This professional development focus helps continued the process of building the systems and expertise in our staff to provide the best literacy support on a daily basis through small group instruction.

During the 2016-2017 school year we continued as in past years with the refinement of our ongoing literacy support program. We have also focused on what the characteristics of a learner to assist in our student observations, and guide our reflective questions. We have also focused on the English Learner Framework, the EL Standards, and tools that can assist in strengthening our English learner instruction across all content areas. Effective feedback was a focal point as well. Enhancing the feedback we provide our students to assist them in effectively being able to identify areas of strength in their work, as well as the areas that need attention or correction. The addition of data from the Smarter Balanced Assessment in conjunction with Founts and Pinnell benchmark assessments, provide our staff with the necessary information to best flexibly group students for small group instruction. The writing process and the feedback students receive in their writing across all content areas is also an ongoing component of our professional development. Writing for a specific purpose, and for various audiences has continued to become an area of increased focus and students demonstrate their proficiency in the Common Core State Standards.

As we progress through the 2017-2018 school year we continue to adapt our literacy support system to meet our students need. We continue the opportunities for staff for opportunities to strengthen their capacity in the areas of reading and reading assessments. Professional Development has focused on the articulation and implementation of Learning Goals and Success Criteria in conjunction with Effective Feedback. Utilizing writing as the starting point for this development allows an opportunity for each of those focus areas to have an impactful role on student performance. We have continued to focus on our EL students and strategies that benefit all students in their reading development. Becoming familiar with the new ELA adoption and enhancing our ability to break down the text to ensure an understanding for all of our students has been threaded throughout our PD timeline for the school year.

In addition to PLC development, other professional development offerings includes English Learner Professional Development with an emphasis on good first teaching specifically on research based instructional best practices which include posting an appropriate learning objective (measurable) and intentionally teaching the learning objective and referencing it throughout the lesson. The use of SBE-adopted, local Board approved core curriculum and providing closure which intentionally provides the students with the opportunity to link their learning to the learning objective. Utilizing both a three-phase/direct instruction lesson model (“I do, we do, you do”), and inquiry based lesson design to provide students in rigorous, relevant, standards-based instruction provides a framework for learning in an engaging, applicable, and meaningful way. Using a variety of engagement strategies with opportunities to justify their thinking in collaborative groupings and checking for understanding is a system which provides for equitable distribution of response opportunities. A variety of response methods and providing differentiated support throughout each stage of instruction and finally using academic vocabulary throughout the lesson, ensures that all of our students receive first best instruction. Through the use of inquiry, students are provided the opportunity to work through tasks and authentic assessments to show how they can apply their knowledge to problem solve.

Professional development training is delivered on site and at the District Office by principals, District Office administrators or other educational professionals. Teachers are supported in training to practice by site administrators and our Instructional Support Coach. Supports include co-lesson planing, co-teaching and follow up debrief sessions, as well as educational rounds focusing on student learning. Training to practice implementation support is provided in grade levels, by individual teacher or all staff professional development based on specific support need. Student learning data always drives the need for professional development. PLCs meet at least twice a week focusing on specific content areas, and to analyze student learning data which in turn drives instructional planning, lesson design, and supports in the classroom. Professional Development is ongoing throughout the school year in addition to weekly PLC's.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	

Comprehensive School Safety Plan SB 187 Compliance Document

**2017-2018
School Year**

School: James K. Polk Elementary School
CDS Code: 10-73965-0106476
District: Central Unified School District
Address: 2195 N. Polk Ave.
Fresno, CA 93722
Date of Adoption: 9-25-2017

Approved by:

Name	Title	Signature	Date
Geoff Garratt	Principal		9/25/17
Regina Artiaga	School Site Council Chairperson		9/25/17