

## 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	Houghton-Kearney School
Street	8905 W. Kearney Boulevard
City, State, Zip	Fresno, CA 93706
Phone Number	(559) 276-5285
Principal	Marci Brekke
E-mail Address	mbrekke@centralusd.k12.ca.us
School Website	hk.centralunified.org
CDS Code	10-73965-6006662
School Logo	<div><p>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 <a href="#">clicking here</a>.</p></div>

### 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	<div></div> <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 <a href="#">clicking here</a>.</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 Cervantes, 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)	
<b>Superintendent</b>	Mr. Mark G. Sutton
<b>Administrator 1</b>	
<b>Administrator 2</b>	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
<b>Administrator 3</b>	Mrs. Ketti Davis Assistant Superintendent, Educational Services
<b>Administrator 4</b>	Mr. Jack Kelejian Assistant Superintendent, Human Resources
<b>Administrator 5</b>	Mrs. Andrea Valadez Administrator, Special Education & Support Service
<b>Administrator 6</b>	Mr. Paul Birrell Director, 7-12 & Adult Education
<b>Administrator 7</b>	Dr. Tami Boatright Director, K-8 Education
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

### **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.

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Houghton-Kearney K-8 School (H-K) is a vibrant school and an exciting place to be. We strive for every student to be prepared for success in college, career, and community. Houghton Kearney, with an attendance area of approximately 40 square miles, lies in a rural setting. It is the only K-8 school in Central Unified School District. The migrant population has approximately the same ethnic makeup as the regular school population. The school has always been the hub of the local community as there is not a town nearby. H-K is also steeped with tradition, often having children and grandchildren of former students attend. One of our major strengths is the involvement of parents in our educational system. The Houghton-Kearney Community Club, School Site Council, and English Learner Advisory Council are very supportive, involved, and share the vision that each child is prepared for success.

The Houghton-Kearney's mission is for every student to engage in rigorous relevant standards-based instruction in every class every day to ensure student learning. Our staff embraces the Guiding Principles, in alignment with the district, to prepare our students for academic success and to foster our students' connection between school and home:

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Core Values: Character, leadership, innovation, continuous improvement.

We and our stakeholders share in our vision and experience our core values of character, leadership, innovation, and continuous improvement at Houghton-Kearney, as we strive for every student to be prepared for success in college career and community.

### **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.

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Houghton Kearney welcomes and encourages parent involvement in school activities in a variety of ways. Input is sought from parents, both formally and informally, on a continuing basis through their participation in: annual site surveys, specific program surveys, such as English Learner and Migrant programs, Local Control Accountability Plan input meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Education Workshops, Houghton Kearney's Community Club (HKCC), Fundraising Committee Meetings, Back to School Night, Open House, Parent Education Workshops, District English Learner Advisory Council, District Advisory Committee, Migrant Program meetings, Student Success Teams, interim parent conferences in both the fall and spring, sporting and school events. Input from our parents/guardians is used to plan, implement, evaluate, and modify our instructional programs and protocols to improve instruction and close

the achievement gap. In addition, parents take active roles acting as yard and noon duty aides on a daily basis and volunteering to coach, help in classrooms, and chaperone on field trips. Translation and interpretation services are provided.

Contact Person Name: Marcela Brekke

Contact Person Phone Number: 559-276-5285

### **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.

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The Site Emergency Response Plan is updated and aligned with the district plan every year. Relevant names, roles and contact information are kept current. The plan is presented and reviewed at a staff meeting at the beginning of the year and monitored as needed. Each room has a comprehensive safety plan. Rooms are equipped with land-line phones, disaster code posters, evacuation routes (posted), two-way radios and portable first aid kits. Drills are also conducted every month. The latest Site Emergency Response Plan was approved at the School Site Council on October 17, 2017. The latest plan was discussed November 29, 2017 with staff members. Surveillance cameras are installed at the site.

### **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.

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**Year and month of the most recent FIT report:** 06/16/2017

This section should be kept to 1-2 paragraphs.

Houghton-Kearney sits on 9 acres and 30,886 square feet. It contains 16 classrooms at 15,880 sq ft, and 7 restrooms at 751 sq ft. The oldest main building was built in 1951. Current enrollment is 255.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Carpet is torn and lifting. Ceiling tile has stain.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		Unsecured items are stored too high.
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Faucets have low flow (Repaired)
<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			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>			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
<b>With Full Credential</b>	10	9	9	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	22
<b>Teaching Outside Subject Area of Competence</b> 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
<b>Misassignments of Teachers of English Learners</b> '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
<b>Total Teacher Misassignments</b> '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
<b>Vacant Teacher Positions</b> '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	
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	0.40	♦
Social Worker	0.00	♦
Nurse	0.20	♦
Speech/Language/Hearing Specialist	0.20	♦
Resource Specialist (non-teaching)	1.00	♦
Other	0.50	♦

♦ 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.

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**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. 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>Amplify (Grades 7-8) Adopted 2016-17</p> <p>ELD Middle School Hampton Brown Inside Language, Literature and Content Adopted 2010-11</p> <p>Houghton Mifflin Access, 6-8 Adopted 2004-05</p> <p>Pearson Unit Adopted 2016-17</p>	Yes	0%
<b>Mathematics</b>	<p>Carnegie Learning - Integrated Math I Adopted 2015-2016</p> <p>Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015</p> <p>Carnegie Learning Math Course 3 ( Grade 8) Adopted 2014-2015</p> <p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Scott Foresman: Science California (Grades K-6) Adopted 2007-2008  Holt - Physical Science (Grade 8) Adopted 2007-2008  Holt - Life Science (Grade 7) Adopted 2007-2008  Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05  Sexual Health Education, Supplementary Adopted 2016-17	Yes	0%
<b>History-Social Science</b>	Houghton Mifflin (Grades K-6) Adopted 2006-2007  Holt, Rinehart & Winston: Medieval to Early Modern, (7) Adopted 2006-2007  Holt, Rinehart & Winston: Independence to 1914 (8) Adopted 2006-2007  Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05	Yes	0%
<b>Foreign Language</b>	EMC Paradigm- Accion (Adopted 05-06)	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	

♦ 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	\$5,424.02	\$143.47	\$5,280.55	\$70,810.89
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-25.2	1.8
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-7.0	-4.6

♦ 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.

Houghton-Kearney provides instruction in all core content areas, plus performing arts via band, choir, and dance. Best first instructional practices are implemented daily by in each classroom in alignment with our Response to Intervention program. Intervention is provided for strategic students in each classroom by the classroom teacher through small group/whole group re-teaching and remediation on targeted skill areas based on need of student. Intervention for intensive students occurs on a pull-out basis with an intervention reading teacher, Special Education teacher/aide, GATE site coordinator, and through individualized tutoring in our after school program. In addition, student intervention assistance and professional development for

teachers and aides is funded through categorical funds. Field trips are also provided by fundraising done by the student body and the Houghton-Kearney Community Club. Technology, use of computers and student tablets, is also being used by all staff and students to make instruction accessible to all students and to expand instructional experiences for students. Alternative Support Services are offered to all eligible students.

### **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.)?

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Each year categorical money is spent to train teachers in areas consistent with Central Unified School District and Houghton-Kearney Goals. Professional Development, both formal and informal, has been provided in the areas of Common Core Mathematics, Language Arts, and Literacy Standards and Practices, English Learner strategies, 21st Century Learning Skills (communication, critical thinking, creativity, collaboration), Positive Behavior Intervention System, Response to Intervention, Data Analysis, Differentiation, Lesson Planning, SBAC testing, and Technology.

Each semester teachers participate in a district-led Professional Learning Community (PLC) collaboratives which target these same essential topics. In addition, our teachers meet twice monthly as a staff, to assist in the training to practice transition of learning. Special education, instructional coaches, and GATE staff are always invited and encouraged to attend, if schedules permit. Each of these professional development areas and training have been selected based upon student/school need and what research has proven to be most effective. Teachers also meet weekly in grade level cluster PLCs to utilize student performance data to diagnose strength and growth areas and address the needs and professionally develop as the data suggests. PLCs are facilitated by the site's instructional coach, GIA, and principal. In addition, Ongoing instructional supervision by site administration includes classroom observations and timely feedback to ensure accountability and reflection of first best instruction and tiered interventions. After school personnel and paraprofessionals are also included in the trainings to build their capacity and support for the overall Houghton-Kearney program.

## 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.

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