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	River Bluff Elementary School
Street	6150 W. Palo Alto
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 276-6001
Principal	Michelle Bergmann
E-mail Address	mbergman@centralusd.k12.ca.us
School Website	rb.centralunified.org
CDS Code	10-73965-6120521
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	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.

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)	
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.

At River Bluff, we believe every student can read, lead, and succeed! Our mission is to provide a strong, educational foundation for all children by focusing on being effective learners in effective classrooms. We are able to do this by connecting, engaging, & providing opportunities which promote an excitement for learning through challenging experiences.

Our instruction is academically rigorous and is provided in a socially engaging school environment which facilitates personal growth and challenges each of our students to reach for new heights. Through closing the experience gap with a 1:1 technology ratio, every single student has access to the latest educational technology to be utilized in the classroom. We are committed to maximizing student achievement, by connecting, engaging, improving communication, promoting good character, and ensuring a safe school environment.

River Bluff Elementary is located in Northwest Fresno near the San Joaquin River. The school opened in July of 2002. Currently the school serves approximately 840 students in grades Transitional-Kindergarten through grade six. We are equipped with technology and facilities to enhance the educational performance of the student population. Students in grades 3-6 utilize Chrome books in the classroom and students in grade TK-2 have been issued their own tablet with Wi-Fi capability for academic use in school. Students who do not have access to technology in their home, have the option of checking out a tablet for use at home. In addition, we have two desktop computer labs each containing 36 computers. We offer the Mind+Music program of Mind Research at River Bluff. All students are able to master the spatial math concepts based on the grade level standards set forth by the State of California using the ST Math software program. All transitional-kindergartners and kindergartners participate in a general music program, 1st, and 2nd grade students at our school participate in keyboard piano lab to further develop their spatial math concepts. In addition, 3rd graders receive flute recorder instruction and 4th - 6th graders are able to experience band, beginning strings, dance, and/or choir.

We offer a full athletic program including tackle football, basketball, volleyball, cross-country, track & field, wrestling, softball, and baseball. In addition, our K-2 students perform in a Holiday program; Transitional Kindergarten performs in a fall musical program. Students in grades TK-6 are able to compete in Science Fair, Young Author's Fair, Peach Blossom, character education and Coding. Students in grades 4-6 are able to compete in History Day, student council, and leadership. The school library is used by the student body on a weekly basis, where all students are able to check out a variety of books, and magazines. Our librarian also provides Story Time once a week for preschool age children in our community, as well as professional development resources for our teachers, and parenting resources for our families.

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.

River Bluff is blessed to have actively involved parents in school events and students' learning. Parents and community members participate in the School Site Committee, the English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA). Other opportunities include: Fall and Spring Conferences,

classroom volunteers, coaching, cheer leading, Back to School Night, Open House, student performances, family events, such as Movie Night and eating at a local establishment, youth soccer (held at River Bluff), service clubs, Jog-a-Hon, volunteer luncheon, annual talent show, and in addition to various clubs. Parents also serve on district committees including, The Foundation for Central Schools, District English Learner Advisory Committee, District Advisory Committee, Superintendent's Advisory Committee, etc. Additional parent involvement comes via written communication which includes: Weekly updates from our office, weekly newsletters from the classroom teachers, teacher websites, the River Bluff Website, the marquee sign in the front of the school and Blackboard Connect messages that go home weekly on our automated phone system. Interpretation and translation services are provided.

Contact Person Name: Michelle Bergmann
Contact Person Phone Number: (559) 276-6001

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.

River Bluff's Site Emergency Response Plan is prepared in compliance with Central Unified School District's Governing Board and California Administrative Code, which requires all public schools, kindergarten through community college, to have written emergency response plans. Our Site Emergency Response Plan is update at the beginning of each school year. On September 8, 2017, the River Bluff administration presented the school safety plan to the school site council for review and approval. All classrooms contain a yellow safety folder which describes/contains emergency protocols. During site preparedness drills, teachers display a red or green card indicating whether all students are accounted for. In addition, classroom numbers are painted on the blacktop to facilitate efficient evacuation of the school building. The Site Emergency Response Plan also includes primary and secondary evacuation locations and emergency task force roles and responsibilities that our staff is trained in every year. Fire drills are conducted monthly, lock down drills are conducted twice a semester, and earthquake-duck and cover drills are conducted quarterly. Annually, a site Safety Walk is conducted by our district representative, Kevin Torosian (Supervisor of Student Support Services). His findings are reviewed with Administration and then be shared with the staff at the following staff meeting in addition to the School Site Council during the next quarterly School Site Council meeting. 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: 06/13/2017

This section should be kept to 1-2 paragraphs.

River Bluff sits on 15 acres and 60,903 square feet. It contains 40 classrooms at 38,131 sq ft, and 12 restrooms at 2,748 sq ft. The oldest main building was built in 2001. Current enrollment is 852.

[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		Wall paper is torn. Damaged & stained ceiling tiles replaced. Pencil sharpener cover is missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Hand dryer has no power.

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		Dripping faucet has been repaired. Broken handles on fountains have been replaced.
Safety: Fire Safety, Hazardous Materials			X	Plug in air freshener has been removed.
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	34	31	31	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	2	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	878
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	1.0	♦
Social Worker	0.00	♦
Nurse	0.20	♦
Speech/Language/Hearing Specialist	1.40	♦
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 instruction 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. 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
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, <mark>highlighted yellow,</mark> 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 form 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 <u>15-16</u>, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	$3,424.89	$10.76	$3,414.13	69,889.20
District	♦	♦	$7,062.53	$69,635
Percent Difference: School Site and District	♦	♦	-51.7	0.5
State	♦	♦	$6,574	$77,824
Percent Difference: School Site and State	♦	♦	-39.9	-5.8

♦ 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 <u>16-17</u>, is correct.

At-Risk Students are identified as early as the fall before parent conferences in October each year and progress monitored throughout the school year (including English Learners). Students who are below grade level,Tier One (strategic) are provided with small group ,instruction and re-teaching by the teacher. Tier Two students, participate in our after-school tutoring program. Students who are far below grade level, Tier Three (intensive) are provided with additional tutoring (one-on-one) with a Reading Intervention teacher during the school day, in addition to having the option of participating in our after-school tutoring program as well.

English Language Learners: Teachers have been trained on how to use supplemental materials for ELD, and attended training both here on site and full day training from the county on ELD strategies to move students up from their current EL level. Teachers have set aside specific time each day to provide English Language Development (ELD) for those students who are in levels 1-5 as measured by CELDT testing annually. These supports are categorically funded.

Special Education Students: Our teachers are using the inclusion model for students who have individual education plans. Students receive Specialized Academic Instruction in a pull-out and push-in program for mainstreaming in the general education classroom.

Gifted Students are clustered in one classroom per grade level in grades 2-6 as identified by GATE criteria and assessment each year. GATE teachers earn certification by participating in a 2 year GATE Teacher Certification program with on-going support to help them provide enrichment and extension activities to challenge our GATE students. In addition, a district GATE instructor provides additional instruction weekly in the computer lab as well as annual field trips.

ST Math (The Mind Institute), a web based Math program is 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 technology 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.)?

River Bluff Elementary teachers in their first or second year of teaching are actively participating in the Teacher Induction program and have a mentor who meets regularly with the teacher. 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.

Every other week on a Principal Day,every teacher participates in staff development after school in a variety of areas to improve classroom performance. Professional development training is delivered on site and at the District Office by site administration, the Instructional Support Coach, District Office administrators, and other educational professionals. Teachers are supported in training to practice by site administrators and Instructional Support Coaches. The supports can include co-lesson planning, co-teaching and follow up debrief sessions. Training to practice implementation support is provided in grade levels, by individual teacher or all staff professional development based on specific support needs. Student learning data drives the need for professional development. Grade level Professional Learning Communities (PLC) meet at least twice a week to

analyze student learning (data), pedagogy, and common core, which in turn drives instructional adjustments and supports in the classroom. Our primary focuses this year for staff development are providing students with success criteria which supports them into becoming effective learners, creating effective learning environments, Incredible Equations, and integrating Writing and English Language Arts into all other curricular areas, and using technology to connect, engage, and provide opportunities for our 21st century learners.

The Principal and the Guidance Instructional Advisor conduct weekly informal drop-in observations through the classrooms leaving constructive and reflective feedback in writing.Teachers experiencing challenges are given additional time with the instructional coach for demonstration lessons, peer observations, mini-lessons, and by providing timely and specific feedback for improvement. The instructional coach rotates through all classrooms focusing on targeted areas of need.

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	