

## 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	
<b>School Name</b>	Hanh Phan Tilley Elementary School
<b>Street</b>	2280 North Valentine Avenue
<b>City, State, Zip</b>	Fresno, CA 93722
<b>Phone Number</b>	559-276-3100
<b>Principal</b>	Karen Davis
<b>E-mail Address</b>	kdavis2@centralusd.k12.ca.us
<b>School Website</b>	ti.centralunified.org
<b>CDS Code</b>	10-73965-0130690
<b>School Logo</b>	<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 N Polk Avenue
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.

<b>District Administration (in the order to be listed)</b>	
<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 Administer, Special Education & Support Services
<b>Administrator 6</b>	Mr. Eliseo Cuellar Administrator, Human Resources & C.W.A.
<b>Administrator 7</b>	Mr. Paul Birrell Director 7-12/Adult Education
<b>Administrator 8</b>	Dr. Tami Boatright Director K-8 Education
<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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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.

### 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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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

### **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 (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.

### **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: 6/14/2017**

This section should be kept to 1-2 paragraphs.

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 (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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Outlet cover is missing. Outlet cover is broken. Switch plate is broken.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Unsecured items stored too high.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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>	17	15	17	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	2	1	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	290
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 (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.

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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. 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.

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	Yes	0%
	McGraw Hill Wonders, ELD Adopted 2016-17		
Mathematics	Pearson Envisions K-6 Adopted 2016-2017	Yes	0%
	Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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	\$3,075.33	\$25.92	\$3,049.41	\$57,390.04
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-56.8	-17.5
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-46.3	-22.7

♦ 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.

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. Teachers 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.

### **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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Professional development is an essential part of ensuring that Tilley Elementary has an effective instructional program. 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.

Student engagement is a primary focus for Tilley. In August 2016, the majority of the teachers participated in a 3-day Kagan Training. 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.

In December of 2015, Tilley employed a full-time Guidance Instructional Advisor (GIA). In August 2016, a full time Instructional Support Coach (ISC) was hired to support and provide on-going training of best first instructional practices. The site administrator also provides support for Professional Learning communities, Data teams and instructional strategies.

## 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	