

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	Teague Elementary School
Street	4725 N. Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 276-5260
Principal	Ruben Diaz
E-mail Address	rubendiaz@centralusd.k12.ca.us
School Website	te.centralunified.org
CDS Code	10-73965-6007389
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 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.

Teague Elementary School represents a diverse learning community. The diverse community gives our teachers, students and community members cause to celebrate successes and accomplishments daily. Teague celebrates the diverse community by encouraging our parents and community members to come on to campus and be a part of the academics and the co-curricular experience. The mission of Teague helps to drive our daily instruction of not only California State Standards, but also building positive community contributors. We are on the western border of the city of Fresno and Teague Elementary is considered by the city of Fresno to known as Highway City. Central Unified covers both city and county areas. Teague Elementary School serves Transitional Kindergarten through sixth grade students.

Teague Mission: Teague strives to build a strong community that produces high achievers and positive citizens that will become life-long learners.

Teague Vision: Teague is a community where everyone is dedicated to high standards, positive citizenship and life-long learning. Matching our strong academic program is character education that is based on Character Counts!

Each month provides for specific monthly character traits that are supported daily school wide on the announcements, Words of Wisdom and monthly with our Knight of the Round-table lunch. Teague Elementary School's goals are based on the belief that every student can learn. Teague will increase the number of students reaching proficient and advanced levels meeting Common Core State Content Standards in English and Math by utilizing best practices for instruction as measured by benchmark results, common assessments, and SBAC and remove our school from Program Improvement status. Immediate student performance goals for every student are to improve at minimum one performance level each year. Teague will also continue to increase and accelerate the learning of our English Learners with quality instruction during daily ELD time and Intervention programs as measured by the annual CELDT assessment.

Teague Elementary School continues to have one of the largest music programs in all Central Unified elementary schools. Students are given instruction in playing and reading music to students that would not otherwise have the opportunity. Teague music students have the opportunity to perform their skill twice a year to parents, students and staff. Students from all learning and language levels have access to this program. Teague Kids, the after school program, facilitates enrichment and tutoring opportunities on the Teague campus daily until 6:00pm. The program supports extended learning after the regular school day. The program is a non-fee based program for our families.

Teague has a Leadership Team that is designed to evaluate and implement best practices with the end result of increasing student achievement. The team is made up grade level leaders from each grade level, the vice principal, instructional coach, and principal. Teague also has several other committees comprised of teachers, parents and even students to develop and foster a community of involvement and inclusion.

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.

Teague parents have many opportunities to be a part of the programs here at Teague. Parents are invited daily to help in the classroom, after school with traffic control, and during school at recess to name just a few for daily interaction. Parents can also be involved with Parent Faculty Club (PFC), School Site Council, ELAC, and Superintendent's Advisory Committee. Translation and interpretation services are provided.

Parents can take advantage of parent nights here at Teague. Certificated teachers plan lessons for families. The lessons are designed to help parents to better understand how to help their children at home, particularly with reading. Teachers give manipulatives to the families to take home so parents to help their students with homework and extend their learning.

Parents also have the opportunity to take parenting classes here at Teague with childcare provided. The classes provide parents information on how to get involved in school, understanding report cards, asking questions at parent conferences, discipline at home, and the importance of school attendance. Parent education classes are supported and facilitated by the Valley PBS group. In addition, parents and community members can also take English classes at Teague every Friday morning.

Contact Person Name: Ruben Diaz

Contact Person Phone Number: (559) 276-5260

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.

Teague Elementary School ensures students safety at school. The information provided by our Annual School Safety Survey helps assess our safety practices and adjust as necessary. Supervision is provided from 7:30 am when the campus opens and concludes at 6:00 pm when the campus closes. During recess or unstructured play times, adult supervision is scheduled and provided at all times. The site administrator is also on duty with certificated and classified staff. Campus entrance points are monitored and gated. All visitors check in at the office and receive a badge to designate to all site staff the person has registered in the office. The campus phone system has a direct link to the office from each room. Each room can make phone calls to outside numbers as well. A campus speaker system is immediately available to provide directions and emergency announcements from several key points on campus. Also, Teague has a set of two-way radios that used for communication between staff at all times. Fire Drill, Lockdown, Evacuation Drills and Drop Drills are practiced each month to ensure safety in the event of an actual emergency. Surveillance cameras have been installed and updated for 2017/18 at the site to now include a total of 16 security cameras.

Components of Teague's Site Emergency Response Plan include: management, planning, first aid, food/water/supplies, traffic, public information, search and accountability, student assembly/shelter and release, grounds and maintenance, bilingual translators. The Site Emergency Response Plan can be accessed in the front office upon request. The Site Emergency Response Plan was approved by the school site council

president on September 20, 2017. The Site Emergency Response Plan was reviewed by the staff on August 7, 2017, and again on November 29, 2017.

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: 6/12/2017

This section should be kept to 1-2 paragraphs.

Teague sits on 17 acres and 72,438 square feet. It contains 39 classrooms at 37,061 sq ft, and 14 restrooms at 1,920 sq ft. The oldest main building was built in 1938. Current enrollment is 740.

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		Floor tiles have holes. Rubber molding base is loose. Carpet is worn.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Light diffuser is loose. Electrical conduit cap is missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucet not working (repaired). Low flow on faucets (repaired).
Safety: Fire Safety, Hazardous Materials			X	Unsecured items stored too high.
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	28	26	28	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	2	1	1	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	757
Counselor (Social/Behavioral or Career Development)	1.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	0.00	♦
Social Worker	0.00	♦
Nurse	0.60	♦
Speech/Language/Hearing Specialist	1.00	♦
Resource Specialist (non-teaching)	3.00	♦
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. 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, **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	\$4,063.64	\$236.49	\$3,827.15	\$64,327.04
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-45.8	-7.5
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-32.6	-13.3

♦ 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.

Teague is committing the majority of our funds to directly support student learning. We are extending students' learning opportunities by providing both strategic and intensive intervention for students at all grade levels. In addition to direct student support, we are also investing in our teachers by increasing their capacity through professional development. The result of improved instruction is improved learning. Please see the budget in Teague's SPSA to get a specific breakdown of spending.

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.)?

The primary focus of Professional Development (PD) is the transition to Common Core State Standards through teacher questioning, depth and complexity icons, English Language development and the building of capacity for all teachers K-6 to teach reading. Teachers are learning about and implementing the state standards as well as teaching students to communicate, make connections, and justify their thinking.

Teachers are also provided professional development at the district level through district-wide grade level collaboratives in which there are opportunities for collaboration on topics such as common assessments, instructional pedagogy, differentiation, technology, professional learning communities, and unit planning. Teachers are supported with substitutes if PD is during the day. Most PD occurs on Wednesdays during principal days. Teachers are also provided with subs to meet with the principal for goal setting meetings and data review meetings. All teaching staff attends English Language Development training. For the 2017/18 school year, staff will be sent in teams to off-site conferences focusing on ELD instructional strategies. The goal will be for a rotation of staff members over four years to have all teachers attend. PD is provided by Kagan Training for classroom management and engagement strategies. PD will occur to help our staff to understand how to teach our students academic vocabulary and literacy.

Ongoing support is provided by the instructional coach. The principal, GIA, and academic coach observe and provide feedback on student progress.

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	