Hanh Phan Tilley Elementary School

2280 North Valentine Avenue • Fresno, CA 93722 • 559-276-3100 • Grades K-6
Karen Davis, Principal
kdavis2@centralusd.k12.ca.us
ti.centralunified.org

2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Central Unified School District
4605 N Polk Avenue
Fresno, CA 93722
(559) 274-4700
www.centralunified.org

District Governing Board

Mr.Cesar Granda, Area 1

Mr. Ruben Coronado, Area 2

Mr. Richard A. Solis, Area 3

Mr. Richard Atkins, Area 4

Mr. Phillip Cervantes, Area 5

Mrs. Terry Cox, Area 6

Mr. Rama Dawar, Area 7

District Administration

Mr. Mark G. Sutton
Superintendent

Dr. Laurel Ashlock
Assistant Superintendent, Chief Academic Officer

Mr. Kelly Porterfield
Assistant Superintendent, Chief Business Officer

Mrs. Ketti Davis
Assistant Superintendent, Professional Development

Mr. Jack Kelejian
Assistant Superintendent, Human Resources

Mrs. Andrea Valadez
Administer, Special Education & Support Services

Mr. Eliseo Cuellar
Administrator, Human Resources & C.W.A.

Mr. Paul Birrell
Director 7-12/Adult Education

Dr. Tami Boatright
Director K-8 Education

School Description

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.
success in college, career, and community.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	132
Grade 1	100
Grade 2	46
Grade 3	42
Grade 4	30
Grade 5	44
Grade 6	34
Total Enrollment	428

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	12.1
American Indian or Alaska Native	0.2
Asian	8.2
Filipino	0.5
Hispanic or Latino	68
Native Hawaiian or Pacific Islander	0.2
White	9.8
Two or More Races	0.9
Socioeconomically Disadvantaged	95.8
English Learners	15
Students with Disabilities	6.5
Foster Youth	4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Hanh Phan Tilley Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	10	17	20
Without Full Credential	0	2	
Teaching Outside Subject Area of Competence	0	0	
Central Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hanh Phan Tilley Elementary	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	94.4	5.6
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Adopted 2008-2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Scott Foresman: Science California Adopted 2007-2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Exterior drinking fountain leak has been repaired.
Safety: Fire Safety, Hazardous Materials			X	Plug in air fresheners removed. Fire extinguishers have been updated.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	15	22	31	39	44	48
Math	8	12	22	26	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science		32	31		41	41		56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	27.5	22.5	15

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	43	42	97.7	31.0
Male	20	20	100.0	30.0
Female	23	22	95.7	31.8
Hispanic or Latino	27	26	96.3	26.9
Socioeconomically Disadvantaged	41	40	97.6	27.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	41	40	97.6	12.5
	4	29	28	96.5	14.3
	5	43	42	97.7	40.5
	6	40	36	90.0	16.7
Male	3	23	22	95.7	13.6
	4	11	11	100.0	27.3
	5	20	20	100.0	25.0
	6	22	19	86.4	10.5
Female	3	18	18	100.0	11.1
	4	18	17	94.4	5.9
	5	23	22	95.7	54.5
	6	18	17	94.4	23.5
Hispanic or Latino	3	32	32	100.0	12.5
	4	20	20	100.0	15.0
	5	27	26	96.3	38.5
	6	23	23	100.0	13.0
Socioeconomically Disadvantaged	3	40	40	100.0	12.5
	4	29	28	96.5	14.3
	5	41	40	97.6	40.0
	6	38	36	94.7	16.7
English Learners	3	12	12	100.0	8.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	41	40	97.6	12.5
	4	29	28	96.5	3.6
	5	43	42	97.7	21.4
	6	40	37	92.5	5.6
Male	3	23	22	95.7	13.6
	4	11	11	100.0	9.1
	5	20	20	100.0	20.0
	6	22	20	90.9	

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
Female	**3**	18	18	100.0	11.1
	4	18	17	94.4	
	5	23	22	95.7	22.7
	6	18	17	94.4	11.8
Hispanic or Latino	**3**	32	32	100.0	9.4
	4	20	20	100.0	
	5	27	26	96.3	19.2
	6	23	23	100.0	8.7
Socioeconomically Disadvantaged	**3**	40	40	100.0	12.5
	4	29	28	96.5	3.6
	5	41	40	97.6	20.0
	6	38	37	97.4	5.6
English Learners	**3**	12	12	100.0	16.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
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
Contact Person Phone Number: 559-276-3100

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The Safe School Plan was established during the first school year and is updated annually. Fire Drills are practiced monthly and Lock Down drill 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 Safe School 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 safety plan was reviewed with the staff on November 2, 2016. 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.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	0.6	7.5
Expulsions Rate	0.0	0.0	0.4
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	91.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.60
Social Worker	0.20
Nurse	0.80
Speech/Language/Hearing Specialist	0.60
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	290

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

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*							
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K			26						5			
1			25						4			
2			23			1			1			
3			21									
4			30						1			
5			22			1			1			
6			34									1

Professional Development provided for Teachers

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,763	$44,958
Mid-Range Teacher Salary	$61,731	$70,581
Highest Teacher Salary	$81,368	$91,469
Average Principal Salary (ES)	$97,728	$113,994
Average Principal Salary (MS)	$102,715	$120,075
Average Principal Salary (HS)	$109,802	$130,249
Superintendent Salary	$201,759	$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$3,075.33	$25.92	$3,049.41	$57,390.04
District	♦	♦	$7,062.53	$69,536.60
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District			-56.8	-17.5
Percent Difference: School Site/ State			-46.3	-22.7

* Cells with ♦ do not require data.

Types of Services Funded

There are many services provided by school funds to ensure our students meet or exceed that Common Core State Stan
For our English Language Learners teachers were trained to administer the CELDT (California English Language Development Test) to their students to gather information on their language acquisition. Teacher 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.
the 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.