



Hanh Phan Tilley Elementary School

2280 North Valentine Avenue • Fresno, CA 93722 • 559-276-3100 • Grades K-6

Kristen Ginger, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Central Unified School District

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Mr. Phillip Cervantes, Area 3

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Director 7-12/Adult Education

Dr. Tami Boatright

Director K-8 Education

School Vision and Mission Statements:

Hanh Phan Tilley Elementary (Tilley) has a shared vision in building relationships with students, staff and community members to build human capacity and cultivate a culture of literacy through rigorous reading experiences. Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning. We will promote and create a challenging learning environment, encourage and set high expectations for success through developmentally appropriate instruction that encompasses Common Core State Standards (CCSS) and first best teaching practices. The development of a positive and supportive learning environment and the promotion of positive character building is of utmost importance at Tilley. Every Student at Tilley will L.E.A.P. to success by Leading themselves, Engaging in their learning, Acting responsible and safe and Practicing positive behaviors and attitudes, which will enable them to be prepared for success in college, career, and community in the 21st century. We are devoted to providing and implementing a socially and academically sound foundation for our students here at Tilley.

Tilley is a special and distinct site in Central Unified. In 2014, Tilley was named after a former teacher in Central Unified. For the past five years, students and staff were located in a portable site. In the Fall of 2019, the Tilley community celebrated the opening of the permanent site. Tilley's community of learners is charismatic and continuously improving, a positive culture that demonstrates how the organization truly works together to educate the whole child.

The guiding principles, goals, and objectives of Tilley are aligned with the district:

GUIDING PRINCIPLES

Belief: Every student can learn.

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

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

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

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	79
Grade 2	75
Grade 3	65
Grade 4	79
Grade 5	40
Grade 6	56
Total Enrollment	479

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.6
American Indian or Alaska Native	1
Asian	13.4
Filipino	0.8
Hispanic or Latino	69.9
White	2.5
Two or More Races	1.7
Socioeconomically Disadvantaged	94.2
English Learners	31.5
Students with Disabilities	8.1
Foster Youth	2.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Hanh Phan Tilley	17-18	18-19	19-20
With Full Credential	17	20	27
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Hanh Phan Tilley Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Discovery Education Science K-6 Adopted 2019-2020</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Tilley Elementary was completed and opened in 2019. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 5/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	CEILING TILE HAS HOLES PARTITION WALL BROKEN FLOOR LIFTING / SEPARATING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	LIGHT BULBS OUT LIGHT DIFFUSER LOOSE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	STALL DOOR LOCKED FAUCETS LOOSE

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	NEW SCHOOL BUILT AND COMPLETED 2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	31	32	44	44	50	50
Math	20	23	31	33	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	36.1	22.2	2.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	238	230	96.64	31.74
Male	125	121	96.80	24.79
Female	113	109	96.46	39.45
Black or African American	27	27	100.00	33.33
American Indian or Alaska Native	--	--	--	--
Asian	22	20	90.91	40.00
Filipino	--	--	--	--
Hispanic or Latino	181	175	96.69	29.14
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	227	220	96.92	31.82
English Learners	84	77	91.67	23.38
Students with Disabilities	23	21	91.30	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	234	98.73	22.65
Male	124	121	97.58	23.97
Female	113	113	100.00	21.24
Black or African American	27	27	100.00	29.63
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.45	42.86
Filipino	--	--	--	--
Hispanic or Latino	180	178	98.89	17.42
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	226	224	99.12	21.88
English Learners	84	82	97.62	19.51
Students with Disabilities	23	21	91.30	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities for parents and community members to be involved in Tilley Elementary. While celebrating our Ribbon Cutting, parents were engaged in a family resource night and surveyed on what topics of Parent Engagement opportunities. Parents and community members participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA). Other opportunities for involvement include Valley PBS classes in the Fall and the Spring (4 week classes), Parent-Teacher Conferences, classroom volunteers, athletic coaching, Back to School Night, Open House, student performances, parent workshops, and various family events. Parents also serve on district committees including, the District English Learner Advisory Committee (DELAC), the District Advisory Committee (DAC), the Superintendent's Advisory Committee, etc. Communication regarding these opportunities is provided via weekly office updates, postings on the Tilley web site, notes and newsletters from classroom teachers, and weekly Parent Square messages. Interpretation and translation services are provided.

Contact Person Name: Mrs. Kristen Ginger

Contact Person Phone Number: 559-276-3100

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Site Emergency Response Plan (School Safety Plan) was developed and then approved in cooperation with state, county, city, and district civil emergency response staff by the School Site Council on October 11, 2019. The Site Emergency Response Plan was reviewed with the staff on August 12, 2019. 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. The plan is to ensure that all students and staff are safe while on the campus of Tilley Elementary. Fire Drills are practiced monthly and Lock Down drills are practiced each semester. By January 22, 2020, the Tilley staff will have been trained by the Fresno Police Department with their "Run, Hide, Fight training". The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. Staff has been provided with two way radios and surveillance cameras have been installed at the site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.3	4.3
Expulsions Rate	0.4	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	479.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		3		27		4		27		4	
1	27		2		26		2		28		2	
2	25		4		22		3		25		3	
3	28		1		26		3		22		3	
4	26		2		35			1	35			2
5	24		2		35			1	35			1
6	25		2		34			2	35			2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	19	19

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

Professional development is an on-going process at Tilley; both for administrators and teachers. To create a culture where all students are actively engaged in their learning, most teachers have participated in Kagan Training. Several teachers also attended The Daily 5 training to learn specific classroom management strategies to be used during small group instruction. To continue to create and maintain a rigorous learning environment, some of our teachers attended a Cognitive Guided Instruction training to increase the rigor, all while reasoning in mathematics.

Every other week, teachers participate in staff development after school. Professional learning content is designed based on reflective data analysis to determine the academic, behavioral, and social-emotional needs of students. Professional learning is delivered on-site and at the District Office by site administration, District Instructional Support Coaches, District Office support staff, and other educational professionals. Teachers are supported in training to practice by site administrators and District Instructional Support Coaches. Site administrators conduct weekly informal drop-in observations and provide constructive feedback. District Instructional Support Coaches, along with site administration, provide demonstration lessons, co-planning/co-teaching of lessons, and targeted support based on need. Grade level teacher Professional Learning Communities (PLC's) meet at least twice weekly to analyze student learning, discuss specific literacy supports for students, and adjust classroom instruction.

The professional learning focus this year includes the following: Effective instructional planning and best teaching practices to implement integrated and designated English Language Development (ELD), providing quality guided reading and/or small group instruction in all classrooms, utilizing running records and other forms of assessment for progress monitoring, and strategies for intentional silent reading. Ongoing support and learning for how to address the social-emotional needs of students will continue as well.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,520	\$51,374
Mid-Range Teacher Salary	\$68,110	\$80,151
Highest Teacher Salary	\$89,569	\$100,143
Average Principal Salary (ES)	\$109,417	\$126,896
Average Principal Salary (MS)	\$114,433	\$133,668
Average Principal Salary (HS)	\$121,149	\$143,746
Superintendent Salary	\$201,571	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

Types of Services Funded

Academic intervention supports are provided for students identified through Fountas and Pinnell assessments, district benchmarks, and other school assessments in early fall before parent conferences. These identified students, including English Learners (EL), are provided strategic and intensive targeted intervention to increase their proficiency in literacy and math. Strategic and intensive students are provided small group support both inside and outside the classroom with a Reading Intervention teacher during the school day. Ongoing targeted support is also provided outside of the school day through after school tutoring. Teachers have been trained on how to use core materials for English Language Development (ELD) instruction. Time is allocated each day to provide small-group language development support to EL students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,118.60	\$348.79	\$4,769.82	\$58,169.68
District	N/A	N/A	\$8,972.98	\$72,234.80
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-61.2	-21.6
School Site/ State	-81.1	-32.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.