

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	William Saroyan Elementary School
Street	5650 W. Escalon Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 276-3131
Principal	Patricia McCurley
E-mail Address	pmccurley@centralusd.k12.ca.us
School Website	sa.centralunified.org
CDS Code	10-73965-6112023
School Logo	<div> 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.</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 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	<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 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.

Saroyan offers multiple opportunities for our students to achieve academic success in the classroom and outside of the classroom. Our students are provided with good first teaching, including the use of cooperative learning, small group teaching, inquiry based learning and direct instruction. For students who require additional support we also provide reading intervention, after school homework help and tutoring. All students are provided a tablet or Chrome book in order to bridge the technology, accessibility and experiential gap for all students. Saroyan provides G.A.T.E. differentiation for the 5.5% of our population that qualify. Students age nine and up may also participate on our Robotics team that turns into a S.T.E.M club after the completion of all Robotic tournaments. Students have opportunities to participate in the arts at Saroyan as well. We provide an annual drama production, beginning and intermediate band and choir, Peach Blossom, dance, and we were awarded a grant to provide an art lesson to every student this year. We also have a strong athletic program in football, baseball, softball, cross-country, volleyball, boys and girls basketball, track and field, cheer and wrestling.

We believe in educating the whole student to prepare them to be an active and positive member of our community, as well as mastering the common core state standards and rigorous educational goals. We support our districts utilization of Positive Behavior Intervention Support. At Saroyan we follow the Triple R-S. Our students will be Respectful, be Responsible, be Ready, and be Safe. This motto is posted around the school in addition to the behavior expectations in the different areas of the school. As part of the Fresno County PBIS program we have qualified for Gold status for the last two years. We also have nine peace paths around the school for students to utilize and assist in verbally solving their own problems with their peers peacefully. Saroyan is also a Silver award winning school for the Alliance for a Healthier Generation. Our staff and students have made many changes to become more active and eating healthy.

Another important aspect of Saroyan is connecting families to our school. Saroyan has an amazing Parent Faculty Club that provides both financial and physical support for our students and school activities. Our PFC believes in providing families multiple opportunities to come together throughout the year to focus on spending time together as a family. We host Family Movie Nights and Holiday Giving events to bring families together to spend quality time with each other. These events are for Non-Profit. We also offer free family and parenting classes through Valley PBS to support families who need additional help supporting their students at school and home with a focus on reading, math and socio-emotional needs. We also offer free literacy support classes for all first grade parents in order to teach them how to support their student as they learn to read and write. All parents walk away with books and supplies. We also partner up with Valley PBS to offer an eighth week Parent Program to support our parents of English Learners. In this program parents learn how support their students academically, socially, and emotionally.

Saroyan Stallions are “Better than the Best”!

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.

At Saroyan, there are numerous ways for parents to become involved in the support of our students and staff.

Saroyan's Parent Faculty Club holds monthly meetings and works to support students, teachers, and the community. Our PFC believes in providing families multiple opportunities to come together throughout the year to focus on spending time together as a family. We host Family Movie Nights and Holiday Giving events to bring families together to spend quality time with each other. Parents may get involved through the classroom, extra-curricular activities, and sports endeavors. Parents are encouraged to attend our frequent school events including Back-to-School night, Open House, Muffins with Mom, Donuts with Dad, and Movie night. Saroyan holds quarterly School Site Council and English Learner Advisory Committee meetings and encourages full participation of parents. Saroyan also hosts meetings to build a community of readers by teaching parents how to support their student at home. These events are for Non-Profit. We also offer free family and parenting classes through Valley PBS to support families who need additional help supporting their students at school and home with a focus on reading, math and socio-emotional needs. Translation and interpretations services are provided.

Contact Person Name: Patricia McCurley

Contact Person Phone Number: (559) 276-3131

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.

A Site Emergency Response Plan was developed by Saroyan Elementary School and has been prepared in compliance with Central Unified School District's Governing Board Policy and California Administrative Code, Title 5, California Education Code Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed annually by the local governing board. The safe school plan was reviewed with the staff on August 30, 2017.

The plan was developed in cooperation with state, county, city, and district civil emergency response staff, and they have approved it. Cooperation with these agencies is essential in times of emergency. The plan is devoted to the welfare and safety of the students at Saroyan during school hours. It includes a procedure whereby the school could be used, under disaster conditions, as a community resources for the care of people. The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. The School Safety Plan has been developed with these objectives in mind. Drills are held on a regular basis. Two-way radios and surveillance cameras have been provided.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 06/13/2017

This section should be kept to 1-2 paragraphs.

Saroyan sits on 10 acres with 56,079 square feet. It contains 35 classrooms at 33,100 sq ft, and 12 restrooms at 2,194 sq ft. The oldest main building was built in 1994. Current enrollment is 715.

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			Vent covers missing.
Interior: Interior Surfaces			X	Ceiling tile is broken. Counter top is missing trim. Ceiling tile is stained.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Hand dryer has no power.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain is loose at base.
Safety: Fire Safety, Hazardous Materials			X	Plug in air freshener present.
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	30	31	31	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	22
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	721
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	0.80	♦
Social Worker	0.00	♦
Nurse	1.00	♦
Speech/Language/Hearing Specialist	0.80	♦
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.

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	\$4,359.46	\$12.97	\$4,346.49	\$73,639.37
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-38.5	5.9
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-23.4	-0.8

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Saroyan received funding from the following sources: LCFF, Title 1 and SLIP.

At Saroyan we provide opportunities for all EL students to participate in intervention/tutoring to provide them with the additional support needed to increase their English vocabulary, writing, listening, and speaking skills. We provide similar services for students who have been identified as at risk according to their Fountas and Pinnell reading comprehension and fluency scores in grades K-2. DIBELS, a fluency assessment, provides us with the ability to identify students in grades 3-6 who need additional support as well. Teaching Fellows

provide additional support in grades 1 and 2 in order for the teachers to provide small group instruction for reading and writing. Through the fundings we receive we are also able to provide students and teachers with technology to enhance their learning. The technology provides students with additional opportunities to practice and refine skills taught by the teacher in both individual and collaborative settings. In order to better support parents we provide opportunities for parents to increase their skills in supporting their students with reading, writing, math, and social skills by hosting classes designed specifically for parents.

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 staff development at Saroyan is to build the capacity of the adults to deliver instruction using best practices guided by common core state standards that improves the learning of every student and closes the achievement gap. Professional development (PD) consists of weekly early dismissal days for TK-6 students. This time is used for site level meetings, district-wide grade level meetings, professional development, and outside presenters. All grade level teams participate in district wide trainings with their grade level colleagues as needed for increasing proficiency and understanding of curriculum and best practices. Site staff training is focused around further development of Professional Learning Communities (PLCs), that focuses on the analysis of student learning results and how to the use of student learning results to guide instruction, as well as increasing the use of strategies and resources specific to increasing vocabulary development and analysis of data by students. Site professional development is also focused on reading and writing with the goal of improving each student's ability to read by at least one reading level each year. Training to practice is insured through frequent classroom observations and feedback.

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	