

William Saroyan Elementary School

5650 W. Escalon Ave. • Fresno, CA 93722 • (559) 276-3131 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Central Unified School District

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School Description

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"!

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	124
Grade 1	88
Grade 2	96
Grade 3	97
Grade 4	96
Grade 5	101
Grade 6	106
Total Enrollment	708

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.1
Asian	4.7
Filipino	1
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	0.7
White	24.4
Two or More Races	2.7
Socioeconomically Disadvantaged	60.3
English Learners	8.2
Students with Disabilities	9.2
Foster Youth	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			
William Saroyan Elementary School	15-16	16-17	17-18
With Full Credential	30	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
William Saroyan Elementary	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
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>Scott Foresman: Science California Adopted 2007-2008</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)

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 (Most Recent Year) Year and month in which data were collected: 06/13/2017				
System Inspected	Repair Status			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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 06/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		Hand dryer has no power.
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			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	42	51	39	40	48	48
Math	48	54	26	28	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	38	44	41	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	21	34.3

* 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	108	101	93.5	43.6
Male	54	50	92.6	52.0
Female	54	51	94.4	35.3
Hispanic or Latino	57	52	91.2	38.5
White	32	32	100.0	53.1
Socioeconomically Disadvantaged	64	59	92.2	35.6
Students with Disabilities	13	11	84.6	45.5

* 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 2016-17 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	411	402	97.81	51
Male	217	211	97.24	45.5
Female	194	191	98.45	57.07
Black or African American	29	28	96.55	28.57
Asian	27	25	92.59	60
Filipino	--	--	--	--
Hispanic or Latino	245	240	97.96	48.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	96	95	98.96	61.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	193	187	96.89	47.59
English Learners	55	52	94.55	50
Students with Disabilities	45	42	93.33	35.71
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 2016-17 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	411	402	97.81	53.98
Male	217	211	97.24	57.82
Female	194	191	98.45	49.74
Black or African American	29	28	96.55	25
Asian	27	26	96.3	57.69
Filipino	--	--	--	--
Hispanic or Latino	245	239	97.55	51.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	96	95	98.96	68.42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	193	187	96.89	44.39
English Learners	55	53	96.36	60.38
Students with Disabilities	45	42	93.33	28.57
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

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

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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.6	1.5	1.4
Expulsions Rate	0.0	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
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	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	721

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	28	26	26				4	4	4			
1	27	27	27				3	3	3			
2	27	26	26				4	3	4			
3	26	27	27				3	4	4			
4	32	34	34				1			3	3	3
5	26	28	27				4	4	3			
6	35	34	34						1	3	3	3

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

Professional Development provided for Teachers

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,046	\$48,522
Mid-Range Teacher Salary	\$63,583	\$75,065
Highest Teacher Salary	\$83,749	\$94,688
Average Principal Salary (ES)	\$99,912	\$119,876
Average Principal Salary (MS)	\$105,131	\$126,749
Average Principal Salary (HS)	\$113,096	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,845.22	\$4.36	\$4,840.84	\$71,842.43
District	◆	◆	\$7,671.24	\$69,635
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			-36.9	3.2
Percent Difference: School Site/ State			-26.4	-7.7

* Cells with ◆ do not require data.

Types of Services Funded

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.

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.