



# William Saroyan Elementary School

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

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



### Central Unified School District

4605 North Polk Ave.  
Fresno, CA 93722  
(559) 274-4700  
[www.centralunified.org](http://www.centralunified.org)

#### District Governing Board

Mr. Jason R. Paul, Area 1

Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Naindeep Singh Chann, Area 7

#### District Administration

Andrew G. Alvarado

**Superintendent**

Mrs. Ketti Davis

**Assistant Superintendent,  
Educational Services**

Mr. Jack Kelejian

**Assistant Superintendent, Human  
Resources**

Mr. Steve McClain

**Assistant Superintendent, Chief  
Business Officer**

Mr. David Paliughi

**Administrator, Special Education &  
Support Service**

Mr. Paul Birrell

**Director, 7-12 & Adult Education**

Dr. Tami Boatright

**Director, K-8 Education**

### Vision Statement

Stallions strive for their best because every day we are prepared for success.

### Mission Statement

To develop and prepare every Saroyan Stallion Student to persevere in the accomplishment of their dreams, which will enable them to be prepared for success in college, career, and community in the 21st Century.

William Saroyan Elementary has been serving families in the northwest Fresno community since 1994; it was the first school built on the northern border of Central Unified School District. William Saroyan Elementary was named after the great author William Saroyan.

Over the past 20 years, the school has seen an increase in the growth of the socioeconomic disadvantaged and free and reduced sub-groups. Over the past two years, the Free and Reduced sub-group has increased by over 5% and is currently over 70%. Saroyan has maintained steady academic achievement throughout these changes. Saroyan has been consistently one of the top-performing schools in both Math and ELA in the district as well as to similar schools in the state.

## 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	116
Grade 1	102
Grade 2	110
Grade 3	99
Grade 4	109
Grade 5	83
Grade 6	101
<b>Total Enrollment</b>	<b>720</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.3
Asian	5.3
Filipino	0.4
Hispanic or Latino	62.4
Native Hawaiian or Pacific Islander	0.1
White	20.3
Two or More Races	2.1
Socioeconomically Disadvantaged	79.3
English Learners	10.8
Students with Disabilities	7.6
Foster Youth	0.3
Homeless	0.7

## 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 William Saroyan	17-18	18-19	19-20
With Full Credential	31	34	33
Without Full Credential	0	0	0
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 William Saroyan Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
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 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 reviews 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 2019**

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

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. 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. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 05/26/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	FORMICA COUNTERTOP CHIPPED / MISSING CEILING TILE HAS A WATER STAIN CEILING TILE BROKEN WALLPAPER TORN FLOORING REPAIRS NEEDED, PENCIL SHARPENER MISSING COVER TRASH CAN IS BROKEN T-BAR LOOSE
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER LIGHT DIFFUSER BROKEN LIGHT DIFFUSER MISSING LIGHT BULBS OUT HAND DRYER HAS NO POWER ELECTRICAL PANEL ACCESS BLOCKED
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	FOUNTAIN LOOSE FOUNTAIN HAS LOW FLOW FAUCET DRIPPING NO TOILET PAPER
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	EVACUATION MAP NOT POSTED PLUG IN AIR FRESHENER PAINT PEELING MATCHES IN CLASSROOM IMPROPERLY STORED SUPPLIES EMERGENCY EXIT LIGHTS NOT WORKING AEROSOL AIR FRESHENER PLUG IN AIR FRESHENER PLUG IN CANDLE WARMER WHEELCHAIR LIFT USED AS STORAGE
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION

## 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	55	50	44	44	50	50
Math	54	53	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	21.2	30.0	22.5

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	389	383	98.46	50.26
Male	195	190	97.44	44.21
Female	194	193	99.48	56.25
Black or African American	31	31	100.00	32.26
American Indian or Alaska Native	--	--	--	--
Asian	23	20	86.96	50.00
Hispanic or Latino	247	244	98.79	46.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	78	100.00	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	318	312	98.11	45.02
English Learners	52	49	94.23	30.61
Students with Disabilities	32	32	100.00	25.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	389	383	98.46	52.74
Male	195	192	98.46	51.04
Female	194	191	98.45	54.45
Black or African American	31	31	100.00	32.26
American Indian or Alaska Native	--	--	--	--
Asian	23	22	95.65	45.45
Hispanic or Latino	247	243	98.38	50.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	77	98.72	68.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	318	312	98.11	48.40
English Learners	52	51	98.08	29.41
Students with Disabilities	32	32	100.00	18.75
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

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 in the classroom, extra-curricular activities, and sports endeavors. Parents are encouraged to attend our frequent school events including Back-to-School night, Open House, Parties with Parents, and Movie nights. These events are for Non-Profit. 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 students at home. We also offer a series of free family and parenting classes through ValleyPBS to support families to better understand how to support their students when learning how to read, write, practice math skills and provide socio-emotional support. The classes offered are selected by School Site Council and the English Learners Advisory Committee compiled of parents and staff. Translation and interpretations of services are provided as well as daycare.

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 25, 2019.

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 resource 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	2.0	2.7
Expulsions Rate	0.1	0.1	0.1

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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.0
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	25	1	4		24		5		20	1	5	
1	22		4		27		4		25		4	
2	24		4		24		4		27		4	
3	24		4		27		4		25		4	
4	24		4		23		4		27		4	
5	34			3	33		1	2	26		3	
6	27		4		22	1	4		27	1	2	1
Other**					8	1						

\*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

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 improve 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 training 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.

Teachers in grades TK - 3 are being provided specific training on guided reading and small group instruction. Teachers in grades 4 - 6 are being provided with additional training for NGSS and the integration of the new curriculum from Discovery Ed. There is also a focus TK-6 on providing PD on the use of designated supports for English Learners.

#### 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/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

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

At Saroyan we provide opportunities for all English Learning 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, accidence, AR STAR diagnostic, and fluency scores in grades 1-6. Teaching Fellows provide additional push-in support in grades 1 and 2 in order for the teachers to provide small group instruction for reading and writing. Saroyan's reading lab is staffed with two certificated subs to provide additional support in the lab. 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 the various levels of readers, we have in each grade level we use additional funds to provide varieties of leveled readers in the classrooms. 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 <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	\$5,572.87	\$278.74	\$5,294.14	\$74,452.66
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	-51.6	3.0
School Site/ State	-76.1	-10.7

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.