



# William Saroyan Elementary School

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Central Unified School District

4605 North Polk Ave.  
Fresno, CA 93722  
(559) 274-4700  
www.centralunified.org

#### District Governing Board

Mr. Cesar Granda, Area 1  
Mr. Ruben Coronado, Area 2  
Mr. Leonard Ramirez, Area 3  
Mr. Richard Atkins, Area 4  
Mrs. Cynthia Berube, Area 5  
Mrs. Terry Cox, Area 6  
Mr. Rama Dawar, Area 7

#### District Administration

Mr. Mark G. Sutton  
**Superintendent**  
Dr. Laurel Ashlock  
**Assistant Superintendent, Chief  
Academic Officer**  
Mr. Kelly Porterfield  
**Assistant Superintendent, Chief  
Business Officer**  
Mrs. Ketti Davis  
**Assistant Superintendent,  
Professional Development**  
Mr. Jack Kelejjan  
**Assistant Superintendent, Human  
Resources**  
Mrs. Andrea Valadez  
**Administrator, Special Education &  
Support Service**  
Mr. Ruben Diaz  
**Administrator, Human Resources &  
C.W.A.**  
Mr. Paul Birrell  
**Director, 7-12 & Adult Education**  
Dr. Tami Boatright  
**Director, K-8 Education**

### 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 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.

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.

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 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 at (559) 276-3131 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	113
Grade 1	81
Grade 2	109
Grade 3	97
Grade 4	107
Grade 5	103
Grade 6	105
<b>Total Enrollment</b>	<b>715</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.8
American Indian or Alaska Native	0.4
Asian	4.5
Filipino	2
Hispanic or Latino	55.7
Native Hawaiian or Pacific Islander	0.1
White	25
Two or More Races	3.5
Socioeconomically Disadvantaged	47.4
English Learners	6.7
Students with Disabilities	6.4
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
<b>William Saroyan Elementary School</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>With Full Credential</b>	30	30	30
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
<b>Central Unified School District</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>With Full Credential</b>	♦	♦	650
<b>Without Full Credential</b>	♦	♦	39
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
<b>William Saroyan Elementary</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>Districtwide</b>		
<b>All Schools</b>	96.1	3.9
<b>High-Poverty Schools</b>	95.5	4.5
<b>Low-Poverty Schools</b>	100.0	0.0

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted 2008-2009  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton-Mifflin - 6 Adopted 2008-2009  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman: Science California Adopted 2007-2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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: 6/5/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Damaged & stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Pest management was increased and cleaning was increased
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Leaks and faucets were repaired
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Security cameras were installed

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/5/2015**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Work orders were installed to make repairs
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	33	31	44
Math	39	22	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	53	51	38	50	48	41	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.80	24.80	39.60

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	41
All Student at the School	38
Male	44
Female	31
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	32
White	48
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	22
Foster Youth	--

\* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	92	91	98.9	42	35	16	5
	4	101	100	99.0	47	25	18	10
	5	111	104	93.7	38	21	26	14
	6	99	98	99.0	23	35	33	8
Male	3	92	47	51.1	40	36	19	2
	4	101	56	55.4	52	30	13	5
	5	111	50	45.0	46	16	22	16
	6	99	45	45.5	31	42	20	4
Female	3	92	44	47.8	43	34	14	9
	4	101	44	43.6	41	18	25	16
	5	111	54	48.6	31	26	30	13
	6	99	53	53.5	17	28	43	11
Black or African American	3	92	11	12.0	55	36	9	0
	4	101	5	5.0	--	--	--	--
	5	111	9	8.1	--	--	--	--
	6	99	8	8.1	--	--	--	--
American Indian or Alaska Native	4	101	1	1.0	--	--	--	--
Asian	3	92	6	6.5	--	--	--	--
	4	101	4	4.0	--	--	--	--
	5	111	7	6.3	--	--	--	--
	6	99	5	5.1	--	--	--	--
Filipino	3	92	1	1.1	--	--	--	--
	4	101	2	2.0	--	--	--	--
	5	111	3	2.7	--	--	--	--
	6	99	2	2.0	--	--	--	--
Hispanic or Latino	3	92	46	50.0	41	35	15	7
	4	101	54	53.5	56	26	15	4
	5	111	55	49.5	45	20	25	9
	6	99	63	63.6	22	40	29	10
Native Hawaiian or Pacific Islander	3	92	1	1.1	--	--	--	--
White	3	92	24	26.1	38	38	21	4
	4	101	31	30.7	39	19	23	19
	5	111	27	24.3	26	22	30	22
	6	99	17	17.2	12	35	53	0

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3	92	2	2.2	--	--	--	--
	4	101	3	3.0	--	--	--	--
	5	111	3	2.7	--	--	--	--
	6	99	3	3.0	--	--	--	--
Socioeconomically Disadvantaged	3	92	44	47.8	50	34	11	5
	4	101	40	39.6	55	28	15	3
	5	111	45	40.5	58	13	27	2
	6	99	50	50.5	28	36	30	4
Students with Disabilities	3	92	3	3.3	--	--	--	--
	4	101	6	5.9	--	--	--	--
	5	111	4	3.6	--	--	--	--
	6	99	5	5.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	92	90	97.8	20	31	34	13
	4	101	100	99.0	24	40	25	11
	5	111	104	93.7	33	37	18	13
	6	99	98	99.0	20	39	29	12
Male	3	92	47	51.1	13	34	34	17
	4	101	56	55.4	27	41	21	11
	5	111	50	45.0	32	30	26	12
	6	99	45	45.5	24	40	24	11
Female	3	92	43	46.7	28	28	35	9
	4	101	44	43.6	20	39	30	11
	5	111	54	48.6	33	43	11	13
	6	99	53	53.5	17	38	32	13

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3	92	10	10.9	--	--	--	--
	4	101	5	5.0	--	--	--	--
	5	111	9	8.1	--	--	--	--
	6	99	8	8.1	--	--	--	--
American Indian or Alaska Native	4	101	1	1.0	--	--	--	--
Asian	3	92	6	6.5	--	--	--	--
	4	101	4	4.0	--	--	--	--
	5	111	7	6.3	--	--	--	--
	6	99	5	5.1	--	--	--	--
Filipino	3	92	1	1.1	--	--	--	--
	4	101	2	2.0	--	--	--	--
	5	111	3	2.7	--	--	--	--
	6	99	2	2.0	--	--	--	--
Hispanic or Latino	3	92	46	50.0	22	28	37	11
	4	101	54	53.5	35	33	26	6
	5	111	55	49.5	42	33	15	11
	6	99	63	63.6	19	41	24	16
Native Hawaiian or Pacific Islander	3	92	1	1.1	--	--	--	--
White	3	92	24	26.1	17	33	33	17
	4	101	31	30.7	6	48	26	19
	5	111	27	24.3	22	41	26	11
	6	99	17	17.2	6	47	41	6
Two or More Races	3	92	2	2.2	--	--	--	--
	4	101	3	3.0	--	--	--	--
	5	111	3	2.7	--	--	--	--
	6	99	3	3.0	--	--	--	--
Socioeconomically Disadvantaged	3	92	43	46.7	23	42	28	7
	4	101	40	39.6	33	45	20	3
	5	111	45	40.5	47	38	11	4
	6	99	50	50.5	22	50	22	6
Students with Disabilities	3	92	3	3.3	--	--	--	--
	4	101	6	5.9	--	--	--	--
	5	111	4	3.6	--	--	--	--
	6	99	5	5.1	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

#### Opportunities for Parental Involvement

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 through out 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 Advisory Committee 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.

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 School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

An 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 September 30, 2015.

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.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.14	1.62	1.62
Expulsions Rate	0.11	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	7.47	5.98	5.56
Expulsions Rate	0.26	0.45	0.32
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09



## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		91.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	33	29	28					3	4	4		
1	32	28	27				3	3	3			
2	32	31	27				3	4	4	1		
3	31	27	26				4	3	3			
4	35	35	32						1	3	3	3
5	32	33	26				2	2	4	2	1	
6	34	31	35					3		3	1	3
Other		28						1				

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.50
Social Worker	0.00
Nurse	1.33
Speech/Language/Hearing Specialist	1.00
Resource Specialist	0.00
Other	0.00
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.

## Professional Development provided for Teachers

The primary focus of staff development at Saroyan is to build the capacity of the adults to deliver instruction guided by common core state standards that improves the learning of every student and closes the achievement gap. It consists of weekly early dismissal days for K-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 three district wide PLC trainings with their grade level colleagues from other elementary sites throughout the district. Site staff training is focused around further development of PLC, that focuses on the analysis of student learning results and how to the use of student learning results to guide instruction, and instructional best practices that include: direct instruction and student engagement strategies such as teaching to an objective, structured student interaction, and student engagement. 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. The training to practice is insured through frequent classroom observations and feedback.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,118	\$43,062
Mid-Range Teacher Salary	\$59,357	\$67,927
Highest Teacher Salary	\$77,315	\$87,811
Average Principal Salary (ES)	\$95,283	\$110,136
Average Principal Salary (MS)	\$100,468	\$115,946
Average Principal Salary (HS)	\$100,681	\$124,865
Superintendent Salary	\$182,666	\$211,869
Percent of District Budget		
Teacher Salaries	33%	39%
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/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,916.09	\$18.16	\$3,897.93	\$72,029.57
District	♦	♦	\$6,783.47	\$64,655
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-42.5	7.9
Percent Difference: School Site/ State			-16.9	2.0

\* Cells with ♦ do not require data.

### Types of Services Funded

Saroyan received funding from the following sources: LCFF.

At Saroyan we provide all EL students with pull out intervention 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 score 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. Through the fundings we receive we are able to provide students and teachers with technology to enhance their learning like ST Math and Brain Pop. We also provide students with intervention after school and on Saturdays for both ELA and Math. We provide support to parents by hosting literacy classes so parents can learn to support their students at home as well.

### 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, the county, and the state. 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.