

# The Single Plan for Student Achievement

**School:** William Saroyan Elementary School  
**CDS Code:** 10-73965-6112023  
**District:** Central Unified School District  
**Principal:** Patricia McCurley  
**Revision Date:** 9/20/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on December 8, 2015.**

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## School Vision and Mission

### William Saroyan Elementary School's Vision and Mission Statements

#### Vision Statement

21st Century 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 of success in college, career and community in the 21st Century

## School Profile

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 ten years the Free and Reduced sub-group has increased by 35%. Saroyan has maintained steady academic achievement through out these changes. Saroyan has been consistently one of the top performing schools in the district as well as to similar schools in the state.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2015/2016 Parent Surveys measure information in regards to parent communication, quality instruction, and school climate. Saroyan Elementary School has the following average scores for each category:

- Parent communication increased by 2% to 94.4% with our lowest percentage also increasing by 6% to 80% which is staff returning phone calls/e-mails within 24 hours. The highest percentage was that parents receive regular communication from the school/principal.
- Quality Instruction average increased by over 3% to 81% out of nine questions. Our lowest scores from last year was related to our music program, theatre arts, school activities, and quality athletic programs increased by 20%. The highest percentage was 92.4% for adequate access to technology.
- School Climate average increased by 22% with an average of 89.7% with the lowest percentage from last year increasing from 82% to 92% for the community feeling welcomed at our school. The highest percentage was 90% for the parents belief that the students were safe at school and that increased to 94%.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal and formal observations indicated that teachers were focusing on the use of technology in their classrooms to close the achievement gap. Teachers were provided with professional development and resources to assist with the implementation. The data also indicated that teachers were focusing on the teaching of critical thinking skills.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State assessments have been analyzed at the start of the next school year to examine the effectiveness of the teachers instruction for the previous year, adjustments have been made based on these findings such as the identification of focus standards for each grade level. With the transition to the Common Core State Standards and the site change in focus from individual isolated focus standards to new focus on learning to understanding and transfer there has been less reliance on the State Assessments to guide our instruction this academic year. Grade levels are meeting in PLCs to identify the understanding and skills needed by students at their grade level and develop units and lessons from multiple that will ensure that every student is able to transfer their learning to different contexts. Grade levels will develop and use authentic assessments that will measure student understanding of identified goals.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as STAR, CAHSEE, CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of certificated and classified staff are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Saroyan elementary school professional development is aligned to district initiatives that are designed to build the capacity of all staff with the 21st Century Skills and Common Core State Standards.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 30 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides times during the year when teachers are together for Teacher Collaboratives. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Grade level PLC and site PD provide time and resources for teachers to research and develop curriculum and instruction that is aligned to the CCSS.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours

R/LA Strategic---Grades K-6 30 minutes

R/LA Intensive---Grades 4-6 2.5 hours

ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour

Mathematics Strategic---Grades K-6 15-30 minutes

Mathematics Intensive---Grades 4-6 15-30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials are available to teachers and students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

## Opportunity and Equal Educational Access

### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Saroyan Elementary provides strategic interventions during the school for students who are reading below grade level. The interventions are provided either by pull out or push in depending on the level of need of the student. Students reading in grades one and two are assessed and/or monitored four times a year and adjustments are made to program and instruction based on these assessments. Students in grades 3 - 6 who are two or more grade levels below are assessed with Fountas and Pinnell and provided with a pull out intervention. Students who are below grade level in math are provided intervention before and after school from a certificated teacher.

### 14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The district provides assistance to families of underachieving students by providing parenting services, meetings and assistance for families who are in need. The school provides assistance by offering literacy training, tutoring, intervention and parenting classes to increase parents' ability to assist their children at home. Partnerships with local businesses also provide additional assistance to families who may need monetary assistance.

### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Saroyan has a School Site Council that provides input to school on all programs.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Certificated support staff to provide interventions
- Supplementary resources and materials
- Professional development to build capacity
- Push in support for grades 1 & 2

## 18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

## Description of Barriers and Related School Goals

**Barriers:** Changing demographics brought on by economic uncertainty of region and natural neighborhood cycles. The transition to the CCSS in math and ELA and providing 21st century skills to all students.

**School Goals:**

By June 2017, Saroyan will have a collaborative culture where Professional Learning Communities engage in data driven conversations, reflection of teaching practices and student learning as measured by PLC agendas and logs.

By June 2017, K-6 students will demonstrate a minimum of one year's academic growth in the reading and writing as measured by instructional supervision, performance tasks, Fountas and Pinnell, SBAC and written language samples in multiple content areas.

By June 2017, Saroyan staff will improve their ability to provide effective instruction in the conceptual understanding and critical thinking of mathematics as measured by performance tasks, ST Math progress and SBAC.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	92	103	91	99	90	99	98.9	96.1
Grade 4	101	95	100	92	100	92	99.0	96.8
Grade 5	111	103	104	99	104	99	93.7	96.1
Grade 6	99	108	98	104	97	104	99.0	96.3
All Grades	403	409	393	394	391	394	97.5	96.3

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2375.5	2429.3	5	26	16	21	35	27	42	25
Grade 4	2426.6	2446.7	10	15	18	22	25	26	47	37
Grade 5	2480.3	2480.6	14	18	26	24	21	23	38	34
Grade 6	2514.0	2502.6	8	10	33	27	35	33	23	31
All Grades	N/A	N/A	10	17	23	24	29	27	38	32

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	22	39	48	54	29
Grade 4	9	16	48	42	43	41
Grade 5	17	18	38	39	44	42
Grade 6	11	11	57	48	32	41
All Grades	11	17	46	45	43	39

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	26	48	51	48	23
Grade 4	10	14	47	58	43	28
Grade 5	21	20	43	44	36	35
Grade 6	18	12	48	53	34	36
All Grades	14	18	47	51	40	31

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	14	72	72	23	14
Grade 4	6	15	70	70	24	15
Grade 5	10	12	63	59	27	29
Grade 6	10	8	78	68	11	24
All Grades	8	12	71	67	21	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	30	56	54	37	16
Grade 4	7	16	46	52	26	32
Grade 5	22	25	54	55	24	20
Grade 6	15	16	64	62	21	22
All Grades	13	22	55	56	27	22

**Conclusions based on this data:**

1. Saroyan has 34% of the students meeting the standards in English Language Arts and 67% of the students not meeting the standard in grades 3-6.
2. The lowest sub section for standard mastery is in reading, demonstrating understanding of literacy and non-fictional text.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	92	104	90	100	89	100	97.8	96.2
Grade 4	101	96	100	93	100	93	99.0	96.9
Grade 5	111	103	104	99	104	98	93.7	96.1
Grade 6	99	108	98	104	98	104	99.0	96.3
All Grades	403	411	392	396	391	395	97.3	96.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2426.3	2454.9	13	29	34	29	31	28	20	14
Grade 4	2463.0	2484.5	11	15	25	41	40	27	24	17
Grade 5	2485.3	2488.5	13	13	18	22	37	32	33	33
Grade 6	2527.3	2528.0	12	16	29	29	39	30	20	25
All Grades	N/A	N/A	12	18	26	30	37	29	24	22

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	51	44	27	33	22
Grade 4	23	40	39	31	38	29
Grade 5	16	15	34	39	50	46
Grade 6	20	25	44	38	36	37
All Grades	21	32	40	34	39	34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	34	54	46	26	19
Grade 4	16	17	54	60	30	23
Grade 5	14	15	42	45	43	40
Grade 6	11	19	57	48	32	33
All Grades	15	22	52	50	33	29

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	39	63	48	17	12
Grade 4	14	30	43	53	43	17
Grade 5	13	16	52	43	36	41
Grade 6	19	14	57	61	23	25
All Grades	16	25	53	51	30	24

**Conclusions based on this data:**

1. Saroyan increased the percentage of students meeting/exceeding the standard in math from 38% to 48% in grades 3-6.
2. The lowest sub section for student mastery is in Concepts and Procedures, Applying mathematical concepts and procedures from 2014-15 increased by 11% in 2015-16.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				***	***	***	***				***		***		
1	33		10	25	63	30	42	13	40		25	20			
2					20	43	83	20	29	17	40	29		20	
3				20	25		60	25	20	20	25	40		25	40
4				50	50	14	25	25	43	25	25	29			14
5		25		***			***	75	***			***			
6				***	***	20			40			40			
<b>Total</b>	12	4	3	29	43	23	47	25	36	12	21	31		7	8

#### Conclusions based on this data:

1. Saroyan has over 47% of the students tested receiving a score in the Intermediate range. These students will need strategic support and instruction in order for them to gain the language skills needed to move up at least one level.
2. Students in the Early Advanced and Advanced range make up 41% of the total students tested. These students will need strategic support and instruction in order for them to gain the language skills needed to be re-designated.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				7	25		29	31		50	31		14	13	
1	29	10		21	60		50	10			20				
2					17		83	33		17	33			17	
3				20	29		60	43		20	14			14	
4	20			40	50		20	25		20	25				
5		40		50			50	60							
6	***			***	***										
<b>Total</b>	12	6		20	34		44	30		20	22		4	8	

#### Conclusions based on this data:

1. Saroyan has over 30% of the students tested receiving a score in the Intermediate range. These students will need strategic support and instruction in order for them to gain the language skills needed to move up at least one level.
2. Students in the Early Advanced and Advanced range make up 40% of the total students tested. These students will need strategic support and instruction in order for them to gain the language skills needed to be re-designated.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	34	28	39
Percent with Prior Year Data	97.1%	100%	94.9%
Number in Cohort	33	28	37
Number Met	22	15	15
Percent Met	66.7%	53.6%	40.5%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	47	1	38	5	42	12
Number Met	14	--	11	--	6	2
Percent Met	29.8%	--	28.9%	--	14.3%	16.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. Saroyan did not met the AMAO 1 and AMAO 2 goals.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
<b>NCLB Target</b>	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	No		N/A

#### Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District.



## Planned Improvements in Student Performance

### Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL:</b>
By June 2017, K-6 all students, including students with disabilities, Foster Youth, English Learners and students of poverty, will demonstrate one years academic growth in reading, writing and the use of standard academic language development through oral and written language as measured by instructional supervision, performance tasks, SBAC and written language samples in multiple content areas.
<b>Data Used to Form this Goal:</b>
Spring 2016 Fountas and Pinnell and DIBEL data, common assessments, progress and report card grades.
<b>Findings from the Analysis of this Data:</b>
Fountas and Pinnell Assessment: Grade K: 78% of students met or exceeded the grade level expectations Grade 1: 69% of students met or exceeded the grade level expectations Grade 2: 61% of students met or exceeded the grade level expectations  DIBELS Assessment: Grade 3: 63% of students met the benchmark Grade 4: 68% of students met the benchmark Grade 5: 66% of students met the benchmark Grade 6: 79% of students met the benchmark  English Learners: SBAC: 15% of English Learners meet or exceed standards on the SBAC compared to 42% of non English Learners
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Student progress in grades K-2 will be monitored through Fountas and Pinnell assessment. At risk students in grades 3-6 will be also be progress monitored through DIBELS.

Group data will also be measured through District benchmark results, curriculum embedded common assessment and Smarter Balanced results.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Implement small group instruction for students in the classroom for identified at risk students in Tier 1 and 2 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.</p> <ul style="list-style-type: none"> <li>• Intervention</li> <li>• reteaching</li> </ul> <p>Implement small group instruction for students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.</p> <ul style="list-style-type: none"> <li>• pull out intervention</li> <li>• alternative or supported practice materials</li> <li>• extended learning opportunities</li> </ul> <p>Implement extended learning opportunities for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.. Provide intervention, materials and</p>	August, 2016 - November, 2017	Administration Teachers Intervention Team	Teaching Fellows to support classroom teacher in order to provide small group instruction for identified Tier 1 and 2 students.	5000-5999: Services And Other Operating Expenditures	LCFF	11,811.80
					Title I Part A: Allocation	35,435.40
			Certificated EWAs to provide pull out instruction for identified at risk Tier 3 students in order to provide individualized instruction to close the achievement gap.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10,000
			Classified EWAs for extended learning opportunities	2000-2999: Classified Personnel Salaries	SES-Tutoring	1,373
			Certificated EWAs for extended learning opportunities	1000-1999: Certificated Personnel Salaries	SES-Tutoring	10,000
		STUDENTNEST license for at risk students in ELA	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	150	

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
support.			STUDENTNEST live tutoring for at risk students in ELA	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	500
Implement the use of instruction materials and assessments to diagnose at risk students and differentiate instruction and support reading and writing across the curriculum to close the achievement gap for all students.  Using the reading comprehension assessments provide goal setting for all students. Acknowledge and recognize students for the achievement of their goals.	August, 2016 - November, 2017	Administration Teachers Intervention Team	Substitutes to provide release time for teachers in order to assess students, review data and plan for intervention needs.  Jammin' J shirt incentive for all first grade students who reach their goal of level J by the end of first grade.	1000-1999: Certificated Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation  LCFF	7,200  1,000
			Supplies and resources to support instruction.	4000-4999: Books And Supplies	LCFF	2,000
			Supplies and resources to support instruction of snack attack for grade 2 students.	5700-5799: Transfers Of Direct Costs	LCFF	1,000
Professional Development to build adult capacity in small group instruction, academic language development, building learning goals and success criteria.  <ul style="list-style-type: none"> <li>Observations of teaching practices through release time and coaching</li> <li>Instructional Support Coach to improve instruction of the curriculum using researched-based instructional practices in order to specifically assist with the learning of students with disabilities, Foster Youth, English Learners and students of poverty</li> </ul>	August, 2016 - November, 2017	Administration Teachers Instructional Support Coach	Professional Development provided by site administration and ISC.  Substitutes to provide teachers with release time to observe lessons.	1000-1999: Certificated Personnel Salaries	LCFF	500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<ul style="list-style-type: none"> <li>Professional Learning Communities with a focus on implementation of Common Core State Standards</li> <li>Individual feedback on goals regarding quality of instruction provided by administration through formal and informal observations</li> <li>Conference and training participation</li> </ul>						
<p>Continue to increase the availability of library books in the library by adding new titles for all levels of readers to increase fluency and comprehension skills.</p> <p>Provide monthly "Story Time" sessions in the library for families with children ages 0-4years in order to teach parents the importance of early literacy.</p> <p>Provide Literacy Training for parents of first grade students in order to develop their knowledge and understanding of how to support their students in the classroom and at home as they learn to read.</p>	August, 2016 - November, 2017	Administration Librarian ISC Teachers	<p>Library Books</p> <p>Monthly Story Time sessions in the library for community members to take part in.</p> <p>Literacy training for parents provided by site administration, first grade teachers and ISC.</p>	4000-4999: Books And Supplies	LCFF-SLIP	1,424.96

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement the use of educational materials and technology for Tier 1 and Tier 2 identified students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials.	August, 2016 - November, 2017	Administration Librarian ISC Teacher	Technology Professional Development to increase adult capacity and teaching capability in the use of instructional materials provided in the adopted and supplemental curriculum.			
			Technology to increase the availability of resources and tools for teachers and students.	4000-4999: Books And Supplies	LCFF	10,000
			Purchase of Brain Pop Subscription to provide teachers and students additional resources to bring lessons to life.	5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,295

## Planned Improvements in Student Performance

### Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL:</b>
By June 2017, every K-6th student, including students with disabilities, Foster Youth, English Learners and students of poverty will demonstrate one year of academic growth in conceptual understanding and critical thinking of mathematics as measured by instructional supervision, performance tasks, ST Math and SBAC.
<b>Data Used to Form this Goal:</b>
Spring 2016 SBAC and grade level performance task results.
<b>Findings from the Analysis of this Data:</b>
Spring 2016 Benchmark data indicates:  Spring 2016 SBAC data indicates: Grade 3, 58% of students did meeting or exceeding standards in mathematics, which is a 10% increase from the previous year Grade 4, 56% of students did meeting or exceeding standards in mathematics, which is a 20% increase from the previous year Grade 5, 35% of students did meeting or exceeding standards in mathematics, which is a 4% increase from the previous year Grade 6, 45% of students did meeting or exceeding standards in mathematics, which is a 4% increase from the previous year
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Benchmarks ST Math completion and progress

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Staff will participate in Professional Development and Professional Learning Communities with the goal of collaborating on supporting best first instruction and supplementing with remediation and interventions for continued support for all students, including students with disabilities, Foster Youth, English Learners and students of poverty in order to achieve mastery in 8 Math Practices and Common Core State Standards (CCSS).	August 2016- November, 2017	Administration ISC Teachers PE Teacher Instructional Aide	Certificated salaries and benefits for release time for observations.	1000-1999: Certificated Personnel Salaries	LCFF	1,000
			Professional Development and training	5000-5999: Services And Other Operating Expenditures	LCFF	1,000
Implement the use of instruction materials to support conceptual understanding and critical thinking skills to close the achievement gap for all students including students with disabilities, Foster Youth, English Learners and students of poverty.	August 2016- November, 2017	Administration Teachers ISC	ST Math	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,000
			Supplies and resources to support instruction.	4000-4999: Books And Supplies	LCFF	2,000
Implement extended learning opportunities for identified at risk Tier 2 and 3 students in math for to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.  Provide individual and small group opportunities for: <ul style="list-style-type: none"> <li>Intervention</li> <li>reteaching</li> <li>alternative or supported practice materials</li> </ul>	August 2016- November, 2017	Administration Teachers ISC	Certificated EWAs for extended learning opportunities	1000-1999: Certificated Personnel Salaries	SES-Tutoring	10,000
			Classified EWAs for extended learning opportunities	2000-2999: Classified Personnel Salaries	SES-Tutoring	1,372
			STUDENTNEST license for at risk students in Math	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	150
			STUDENTNEST live support for at risk students in Math	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement the use of educational materials and technology to enhance student learning for Tier 1 and Tier 2 identified students through the use of presentations, research and engagement opportunities, and alternative supplemental materials.	August 2016- November, 2017	Administration Librarian ISC Teacher	Technology Professional Development to increase adult capacity and teaching capability in the use of instructional materials provided in the adopted and supplemental curriculum.			
			Technology to increase the availability of resources and tools for teachers and students.	4000-4999: Books And Supplies	LCFF	10,000



## Planned Improvements in Student Performance

### Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL</b>
By June 2017, Saroyan will increase the percent of English Learners meeting standards by 10% as measured by their reading fluency, comprehension, informal and formal assessments.
<b>Data Used to Form this Goal:</b>
CELDT data, SBA, Founts and Pinnell and DIBELS.
<b>Findings from the Analysis of this Data:</b>
CELDT: 2014-15: 37% of English Learners met the criteria to be reclassified 2015-16: 22% of English Learners met the criteria to be reclassified 2016-17: 42% (projection based on hand scoring) of English Learners met the criteria to be reclassified  Founts and Pinnell: Grade 1: 20% of the English Learners did not meet reading expectations Grade 2: 40% of the English Learners did not meet reading expectations Grade 3: 33% of the English Learners did not meet reading expectations  SBA: 75% of the English Learners did not meet standards on the Smarter Balance Assessment in Math 85% of the English Learners did not meet standards on the Smarter Balance Assessment in ELA
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
* ELA Benchmarks * Math Benchmarks

- \* Practice CELDT tests
- \* Informal Assessments
- \* Common Assessments within grade levels

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide quality English Language Development instruction for all identified at risk English Learners or Long Term English Learners, delivered by certificate staff and monitored by administration. <ul style="list-style-type: none"> <li>• provide support materials for ELD</li> <li>• small group instruction</li> <li>• Professional Development in ELD strategies</li> <li>• Professional Development in EL Standards</li> </ul>	August 2016- November, 2017	Administration Teachers Instructional Aides	Provide instructional support and intervention through an English Learners Bootcamp starting on the second week of school focusing on English Language Development, academic language, reading, writing and comprehension for EL students.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8,000
Provide individualized instruction for students designated as LTELs in order to increase their fluency. By increasing their reading fluency, academic language and providing them with individualized instruction we will increase their ability to be re-designated.	August 2016- November, 2017	Administration Teachers Instructional Aides	Provide English Language Development, academic language, reading, writing and comprehension for English Learners and LTEL students.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,681.60

## Planned Improvements in Student Performance

### Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Culture</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
<b>SCHOOL GOAL</b>
Saroyan staff will develop motivation in every Saroyan student, including students with disabilities, Foster Youth, English Learners and students of poverty to increase attendance and persevere which will enable them to be prepared for success in college, career and community as measured by grade level performance tasks, benchmark results, and common assessments.
<b>Data Used to Form this Goal:</b>
LCFF Student and Community feedback SWIS Data 2015-16 attendance data 2014-15 attendance data
<b>Findings from the Analysis of this Data:</b>
Attendance Data: Average percent of student attendance 2014-15: 97% Average percent of student attendance 2015-16: 96%  Discipline Data: Number of students suspended in 2014-15: 17 Number of students suspended in 2015-16: 8 Number of suspensions in 2014-15: 33 Number of suspensions in 2015-16: 13

**Means of evaluating progress & group data needed to measure gains:**

Attendance Data  
 Discipline Data  
 Participation Data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement behavior support for students on Tier II and Tier III according to SWIS and school personnel observations.	August 2016 - November, 2017	Administration Behavior Intervention Team Teachers ISC	Classified Instructional Aide to support alternative recess and alternative play	2000-2999: Classified Personnel Salaries	LCFF	11,627.38
			Provide clear expectations for behavior in all areas of the school to build the Triple R-S culture.	4000-4999: Books And Supplies	LCFF	500
Implement opportunities for students, including students with disabilities, Foster Youth, English Learners and students of poverty to build character and provide learning opportunities to develop the whole student to be prepared for college, career and community.	August 2016 - November, 2017	Administration Teachers ISC Community members	Transportation to provide educational experiences for all 6th grade students to attend the Egyptian Museum in San Jose.	5700-5799: Transfers Of Direct Costs	LCFF	1,500
Increase adult capacity of Social Emotion Learning to better understand how to support the needs of students.	August 2016 - November, 2017	Administration SEL PCC Members ISC School Psychologist	Provide Professional Development and materials needed to support students identified as at risk.			
Build the character of students and the community through service learning projects, community events, building relationships and building opportunities for the community to be involved with the school.	August 2016 - November, 2017	Administration Staff PFC Community Partners	Recognition of students who demonstrate Triple R-S through positive referrals, public recognition at rallies, assemblies, athletic events and co-curricular events.			

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Provide multiple community events that are free for parents and students to attend (ex. pastries with parents and holiday event).			

## Planned Improvements in Student Performance

### Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent Engagement</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
<b>SCHOOL GOAL</b>
By June 2017, Saroyan will increase parent involvement, including parents of students with disabilities, Foster Youth, English Learners and students of poverty by 3% by providing an increase of opportunities for the parents to access support for student learning in educational programs and academic success.
<b>Data Used to Form this Goal:</b>
2015-16 parent involvement opportunities increased and therefore more parents became involved. Parents were provided opportunities to learn about literacy, GATE, EL programs, Health and Nutrition, Community support and events.
<b>Findings from the Analysis of this Data:</b>
Saroyan Elementary has increased the parent involvement rate, but still does not have all parents engaged in school activities.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
2013-14 parent involvement opportunity sign-in sheets 2014-15 parent involvement opportunity sign-in sheets 2015-16 parent involvement opportunity sign-in sheets

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities: <ul style="list-style-type: none"> <li>engaging parents with the curriculum being used in the classroom</li> <li>provide strategies for parents to</li> </ul>	August 2016 - November, 2017	Administration EL Coordinator GATE Coordinator Teachers Instructional Aide Translator	Instructional Aide/Yard duty to provide supervision of students	2000-2999: Classified Personnel Salaries	LCFF	100
			Interpreter for parent workshops	2000-2999: Classified Personnel Salaries	LCFF	100
			Snacks for workshops	5000-5999: Services And Other Operating Expenditures	LCFF	500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>be used with assisting students with homework in order to prevent students from becoming at risk</p> <ul style="list-style-type: none"> <li>building a strong relationship between parents and school personnel</li> <li>provide translation for parents/guardians</li> <li>provide child care and snacks for evening events so parents are able to attend; EL Workshops, GATE workshops</li> </ul>			<p>Interpreter to provide home to school communication regarding at risk English Language Learners.</p>	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	100
			<p>Parent workshop training to provide parents with skills and strategies for parents of at risk English Learners.</p>	5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1,596
				5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,404
<p>Implement opportunities for parents to learn how to provide their students and families with healthy meals and healthy lifestyles in alignment with the Alliance for a Healthier Generation and USDA guidelines.</p>	<p>August 2016 - November, 2017</p>	<p>Administration Community Members</p>	<p>Cooking and nutrition educational opportunities.</p>	1000-1999: Certificated Personnel Salaries	LCFF	500
				5700-5799: Transfers Of Direct Costs	LCFF	1,500

## Summary of Expenditures in this Plan

### Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	61,781.80	2,847.62
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,424.96	0.00
Title I Part A: Allocation	69821.00	0.00
Title I Parent Involvement	1,596.00	0.00
SES-Tutoring	24045.00	0.00

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	58,934.18
LCFF-SLIP	1,424.96
SES-Tutoring	24,045.00
Title I Part A: Allocation	69,821.00
Title I Parent Involvement	1,596.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
	35,435.40
1000-1999: Certificated Personnel Salaries	47,200.00
2000-2999: Classified Personnel Salaries	18,353.98
4000-4999: Books And Supplies	25,924.96
5000-5999: Services And Other Operating Expenditures	16,311.80
5700-5799: Transfers Of Direct Costs	4,000.00
5800: Professional/Consulting Services And Operating	8,595.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	2,000.00
2000-2999: Classified Personnel Salaries	LCFF	11,827.38
4000-4999: Books And Supplies	LCFF	24,500.00
5000-5999: Services And Other Operating	LCFF	13,311.80
5700-5799: Transfers Of Direct Costs	LCFF	4,000.00
5800: Professional/Consulting Services And	LCFF	3,295.00
4000-4999: Books And Supplies	LCFF-SLIP	1,424.96
1000-1999: Certificated Personnel Salaries	SES-Tutoring	20,000.00
2000-2999: Classified Personnel Salaries	SES-Tutoring	2,745.00
5800: Professional/Consulting Services And	SES-Tutoring	1,300.00
	Title I Part A: Allocation	35,435.40
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	25,200.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,781.60
5000-5999: Services And Other Operating	Title I Part A: Allocation	1,404.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	4,000.00
5000-5999: Services And Other Operating	Title I Parent Involvement	1,596.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Section</b>	<b>Total Expenditures</b>
<b>Goal: English Language Arts</b>	94,690.16
<b>Goal: Mathematics</b>	30,022.00
<b>Goal: English Language Development</b>	11,681.60
<b>Goal: School Culture</b>	13,627.38
<b>Goal: Parent Engagement</b>	5,800.00

## School Site Council Members

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Patricia McCurley	X				
Laura Bolton		X			
Sherrill Brown		X			
Ron Reese		X			
Katrina Rojas			X		
Deanna Carbajal				X	
Ignacio Liscano				X	
Vanessa Pulido				X	
Melinda Brewer				X	
Latricia Zavala				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

*UMF*

\_\_\_\_\_  
Signature

English Learner Advisory Committee

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/20/2016.

Attested:

Patricia McCurley \_\_\_\_\_ *P. McCurley* \_\_\_\_\_ 10/14/16  
 Typed Name of School Principal Signature of School Principal Date

Laura Bolton \_\_\_\_\_ *L. Bolton* \_\_\_\_\_ 10/14/16  
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date

# Budget By Expenditures

## William Saroyan Elementary School

**Funding Source: LCFF**

**\$61,781.80 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Jammin' J shirt incentive for all first grade students who reach their goal of level J by the end of first grade.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	English Language Arts	Implement the use of instruction materials and assessments to diagnose at risk students and differentiate instruction and support reading and writing across the curriculum to close the achievement gap for all students.Using the reading comprehension assessments provide goal setting for all students. Acknowledge and recognize students for the achievement of their goals.
Supplies and resources to support instruction.	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	Implement the use of instruction materials and assessments to diagnose at risk students and differentiate instruction and support reading and writing across the curriculum to close the achievement gap for all students.Using the reading comprehension assessments provide goal setting for all students. Acknowledge and recognize students for the achievement of their goals.
Supplies and resources to support instruction of snack attack for grade 2 students.	5700-5799: Transfers Of Direct Costs	\$1,000.00	English Language Arts	Implement the use of instruction materials and assessments to diagnose at risk students and differentiate instruction and support reading and writing across the curriculum to close the achievement gap for all students.Using the reading comprehension assessments provide goal setting for all students. Acknowledge and recognize students for the achievement of their goals.
Substitutes to provide teachers with release time to observe lessons.	1000-1999: Certificated Personnel Salaries	\$500.00	English Language Arts	Professional Development to build adult capacity in small group instruction, academic language development, building learning goals and success criteria.- Observations of teaching practices through release time and coaching - Instructional Support Coach to improve instruction of the curriculum using researched-based instructional practices in order to specifically assist with the learning of students with disabilities, Foster Youth, English Learners and students of poverty - Professional Learning Communities with a focus on implementation of Common Core State Standards- Individual feedback on goals regarding quality of instruction provided by administration through formal and informal observations- Conference and training participation

## William Saroyan Elementary School

Technology to increase the availability of resources and tools for teachers and students.	4000-4999: Books And Supplies	\$10,000.00	English Language Arts	Implement the use of educational materials and technology for Tier 1 and Tier 2 identified students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials.
Purchase of Brain Pop Subscription to provide teachers and students additional resources to bring lessons to life.	5800: Professional/Consulting Services And Operating Expenditures	\$2,295.00	English Language Arts	Implement the use of educational materials and technology for Tier 1 and Tier 2 identified students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials.
Certificated salaries and benefits for release time for observations.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	Staff will participate in Professional Development and Professional Learning Communities with the goal of collaborating on supporting best first instruction and
Professional Development and training	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Mathematics	Staff will participate in Professional Development and Professional Learning Communities with the goal of collaborating on supporting best first instruction and
Supplies and resources to support instruction.	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Implement the use of instruction materials to support
Classified Instructional Aide to support alternative recess and alternative play	2000-2999: Classified Personnel Salaries	\$11,627.38	School Culture	Implement behavior support for students on Tier II and Tier III according to SWIS and school personnel observations.
Provide clear expectations for behavior in all areas of the school to build the Triple R-S culture.	4000-4999: Books And Supplies	\$500.00	School Culture	Implement behavior support for students on Tier II and Tier III according to SWIS and school personnel observations.
Transportation to provide educational experiences for all 6th grade students to attend the Egyptian Museum in San Jose.	5700-5799: Transfers Of Direct Costs	\$1,500.00	School Culture	Implement opportunities for students, including students with disabilities, Foster Youth, English Learners and students of poverty to build character and provide learning opportunities to develop the whole student to be prepared for college, career and community.

## William Saroyan Elementary School

Instructional Aide/Yard duty to provide supervision of students	2000-2999: Classified Personnel Salaries	\$100.00	Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum being
Interpreter for parent workshops	2000-2999: Classified Personnel Salaries	\$100.00	Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum being
Snacks for workshops	5000-5999: Services And Other Operating Expenditures	\$500.00	Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum being



## William Saroyan Elementary School

Teaching Fellows to support classroom teacher in order to provide small group instruction for identified Tier 1 and 2 students.	5000-5999: Services And Other Operating Expenditures	\$11,811.80	English Language Arts	Implement small group instruction for students in the classroom for identified at risk students in Tier 1 and 2 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- Intervention- reteachingImplement small group instruction for students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- pull out intervention - alternative or supported practice materials- extended learning opportunitiesImplement extended learning opportunities for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.. Provide intervention, materials and support.
Technology to increase the availability of resources and tools for teachers and students.	4000-4999: Books And Supplies	\$10,000.00	Mathematics	Implement the use of educational materials and technology to enhance student learning for Tier 1 and Tier 2 identified students through the use of presentations, research and engagement opportunities, and alternative supplemental materials.
Cooking and nutrition educational opportunities.	1000-1999: Certificated Personnel Salaries	\$500.00		Implement opportunities for parents to learn how to provide their students and families with healthy meals and healthy lifestyles in alignment with the Alliance for a Healthier Generation and USDA guidelines.
	5700-5799: Transfers Of Direct Costs	\$1,500.00		Implement opportunities for parents to learn how to provide their students and families with healthy meals and healthy lifestyles in alignment with the Alliance for a Healthier Generation and USDA guidelines.
LCFF Total Expenditures:		\$58,934.18		
LCFF Allocation Balance:		\$2,847.62		

**Funding Source: LCFF-SLIP**

**\$1,424.96 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## William Saroyan Elementary School

Library Books	4000-4999: Books And Supplies	\$1,424.96	English Language Arts	Continue to increase the availability of library books in the library by adding new titles for all levels of readers to increase
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LCFF-SLIP Total Expenditures: \$1,424.96

LCFF-SLIP Allocation Balance: \$0.00

### Funding Source: SES-Tutoring

**\$24,045.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Classified EWAs for extended learning opportunities	2000-2999: Classified Personnel Salaries	\$1,373.00	English Language Arts	Implement small group instruction for students in the classroom for identified at risk students in Tier 1 and 2 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- Intervention- reteachingImplement small group instruction for students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- pull out intervention - alternative or supported practice materials- extended learning opportunitiesImplement extended learning opportunities for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.. Provide intervention, materials and support.

## William Saroyan Elementary School

Certificated EWAs for extended learning opportunities	1000-1999: Certificated Personnel Salaries	\$10,000.00	English Language Arts	Implement small group instruction for students in the classroom for identified at risk students in Tier 1 and 2 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- Intervention- reteachingImplement small group instruction for students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- pull out intervention - alternative or supported practice materials- extended learning opportunitiesImplement extended learning opportunities for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.. Provide intervention, materials and support.
STUDENTNEST license for at risk students in ELA	5800: Professional/Consulting Services And Operating Expenditures	\$150.00	English Language Arts	Implement small group instruction for students in the classroom for identified at risk students in Tier 1 and 2 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- Intervention- reteachingImplement small group instruction for students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- pull out intervention - alternative or supported practice materials- extended learning opportunitiesImplement extended learning opportunities for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.. Provide intervention, materials and support.

## William Saroyan Elementary School

STUDENTNEST live tutoring for at risk students in ELA	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	English Language Arts	Implement small group instruction for students in the classroom for identified at risk students in Tier 1 and 2 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- Intervention- reteachingImplement small group instruction for students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- pull out intervention - alternative or supported practice materials- extended learning opportunitiesImplement extended learning opportunities for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.. Provide intervention, materials and support.
Certificated EWAs for extended learning opportunities	1000-1999: Certificated Personnel Salaries	\$10,000.00	Mathematics	Implement extended learning opportunities for identified at risk Tier 2 and 3 students in math for to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.Provide individual and small group opportunities for:- Intervention- reteaching- alternative or supported practice materials
Classified EWAs for extended learning opportunities	2000-2999: Classified Personnel Salaries	\$1,372.00	Mathematics	Implement extended learning opportunities for identified at risk Tier 2 and 3 students in math for to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.Provide individual and small group opportunities for:- Intervention- reteaching- alternative or supported practice materials
STUDENTNEST license for at risk students in Math	5800: Professional/Consulting Services And Operating Expenditures	\$150.00	Mathematics	Implement extended learning opportunities for identified at risk Tier 2 and 3 students in math for to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.Provide individual and small group opportunities for:- Intervention- reteaching- alternative or supported practice materials
STUDENTNEST live support for at risk students in Math	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Mathematics	Implement extended learning opportunities for identified at risk Tier 2 and 3 students in math for to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.Provide individual and small group opportunities for:- Intervention- reteaching- alternative or supported practice materials

# William Saroyan Elementary School

SES-Tutoring Total Expenditures: \$24,045.00

SES-Tutoring Allocation Balance: \$0.00

**Funding Source: Title I Part A: Allocation \$69,821.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
ST Math	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	Mathematics	Implement the use of instruction materials to support
Substitutes to provide release time for teachers in order to assess students, review data and plan for intervention needs.	1000-1999: Certificated Personnel Salaries	\$7,200.00	English Language Arts	Implement the use of instruction materials and assessments to diagnose at risk students and differentiate instruction and support reading and writing across the curriculum to close the achievement gap for all students.Using the reading comprehension assessments provide goal setting for all students. Acknowledge and recognize students for the achievement of their goals.
	5000-5999: Services And Other Operating Expenditures	\$1,404.00		Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum being
Provide instructional support and intervention through an English Learners Bootcamp starting on the second week of school focusing on English Language	1000-1999: Certificated Personnel Salaries	\$8,000.00	English Language Development	Provide quality English Language Development instruction for all identified at risk English Learners or Long Term English Learners, delivered by certificate staff and monitored by

## William Saroyan Elementary School

Provide English Language Development, academic language, reading, writing and comprehension for English Learners and LTEL students.	2000-2999: Classified Personnel Salaries	\$3,681.60	English Language Development	Provide individualized instruction for students designated as LTELS in order to increase their fluency. By increasing their reading fluency, academic language and providing them with individualized instruction we will increase their ability to be re-designated.
		\$35,435.40	English Language Arts	Implement small group instruction for students in the classroom for identified at risk students in Tier 1 and 2 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- Intervention- reteachingImplement small group instruction for students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- pull out intervention - alternative or supported practice materials- extended learning opportunitiesImplement extended learning opportunities for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.. Provide intervention, materials and support.
Certificated EWAs to provide pull out instruction for identified at risk Tier 3 students in order to provide individualized instruction to close the achievement gap.	1000-1999: Certificated Personnel Salaries	\$10,000.00	English Language Arts	Implement small group instruction for students in the classroom for identified at risk students in Tier 1 and 2 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- Intervention- reteachingImplement small group instruction for students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.- pull out intervention - alternative or supported practice materials- extended learning opportunitiesImplement extended learning opportunities for identified at risk Tier 2 and 3 students in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty.. Provide intervention, materials and support.

## William Saroyan Elementary School

Interpreter to provide home to school communication regarding at risk English Language Learners.	2000-2999: Classified Personnel Salaries	\$100.00	Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum being
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Title I Part A: Allocation Total Expenditures: \$69,821.00

Title I Part A: Allocation Allocation Balance: \$0.00

### Funding Source: Title I Parent Involvement

**\$1,596.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent workshop training to provide parents with skills and strategies for parents of at risk English Learners.	5000-5999: Services And Other Operating Expenditures	\$1,596.00		Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum being

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Title I Parent Involvement Total Expenditures: \$1,596.00

Title I Parent Involvement Allocation Balance: \$0.00

William Saroyan Elementary School Total Expenditures: \$155,821.14

# **Saroyan Elementary School Parental Involvement Policy 2016-17**

William Saroyan Elementary School has jointly developed with parents a written Parental Involvement Policy. The emphasis is to build a bridge between school and home to support the academic needs of all students. Parents are encouraged to be full partners in their child's education by active involvement with the school. It is our belief and desire to have parents, families, and community members as an integral part of our students learning process.

William Saroyan Elementary School's Parent Involvement Policy was developed with input from School Site Advisory and English Language Advisory Committee. The Parental Involvement Policy will be posted on the William Saroyan Elementary School website. This policy is reviewed and updated on an annual basis.

## **Home-School Compact**

William Saroyan Elementary School has jointly developed with and distributed to parents a home-school compact that outlines how parents, the entire school staff, and students will share the responsibility for realizing high student academic achievement. It also describes how the school and parents will develop a partnership to help reach proficiency on the Common Core State Standards. Parents can provide input and be involved in the revision of the Home-School Compact by attending the last School Site Advisory meeting of the year. The home-school compact describes the following items:

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The student's responsibility for their learning and participating in school and activities
4. The importance of ongoing communication between parents and teachers, through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program
5. The home-school compact is updated yearly
6. The compact is discussed with all students and can also be discussed with parents at fall parent conferences

*(See attached copy)*

## **Building Capacity for Involvement**

William Saroyan Elementary School engages parents in meaningful interactions with the school. The school convenes annual meetings to inform parents of the importance of participating in their child's education. It supports a partnership among staff, parents, and the community to improve student academic achievement. William Saroyan School does the following:

1. Assists parents in understanding academic content standards, assessment, how to monitor and improve the achievement of their children.
  - Parent Conferences
  - Student Success Team
  - IEP meetings
  - Homework Guidelines



- Grade Level Standards
  - Progress Reports
  - Parent Resource Link on eChalk
2. Provides materials and training to help parents work with their children to realize growth towards the highest in academic excellence:
    - Parent Resources in school library
    - Parent Resources on eChalk
    - Booklets, newsletters, additional printed information
    - SSA, ELAC, PFC
    - AR Links
    - ST Math
    - Super Kids Parent Links
    - Houghton Mifflin Links
  3. Educates staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
    - Parent/Staff Meetings
    - Staff Development on effective strategies for working with parents
  4. Coordinates and integrates the parental involvement program with other programs and other activities that encourage and support parents in more fully participating in the education of their children. Saroyan offers a flexible number of meetings to accommodate parents' schedules.
    - Parent Faculty Club Activities
    - Open House
    - Book Fairs
    - Science Fair
    - Artist Fair
    - Author's Faire
    - Back to School Night
  5. Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
    - eChalk and website (<http://sa.centralunified.org/>)
    - **On line registration**
    - **Tablet usage and monitoring classes**
    - **Parent Portal**
    - Connect-Ed
    - Translators provided as needed
    - Newsletters and additional written information
  6. Provides support for parental involvement activities requested by parents.
    - Back to School Night
    - Parent Conferences
    - Multicultural Events (**would like to have annually**)
    - Band Performances
    - Peach Blossom

- Book Fair
- Open House
- Career Day (**not held annually**)
- University Bound (**not held annually**)
- **Parent led Clubs**
- Movie Nights
- Science Fair
- Science Olympiad
- Theater Arts Productions
- Carnival

### **Accessibility**

William Saroyan School provides opportunities for parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

#### Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at [http://www.bilingualeducation.org/programs\\_parent.php](http://www.bilingualeducation.org/programs_parent.php) are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

Name \_\_\_\_\_ Grade \_\_\_\_\_

Saroyan Elementary  
**HOME-SCHOOL COMPACT TO LEARNING**  
Three-Way School Pledge

**Teacher Pledge: I will**

**Respectful:**

- Create a partnership with every student's family including identifying and maintaining a method of communication.
- Explain my approach to teaching, expectations, and grading system to students and their families

**Responsible:**

- Monitor student progress in reading, writing and math and update parents regularly
- Monitor learning, differentiate instruction and provide intervention and assistance as needed
- Continually work to develop my teaching strategies so that learning is enhanced for each student

**Ready:**

- Ensure students understand the assignment, learning objective and receive immediate feedback
- Provide opportunities for parent volunteers and participation in your child's education

**Safe:**

- Send home school information promptly
- Enforce behavior expectations established in the Triple R-S.

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Teacher's Signature

date

**Students Pledge: I will be**

**Respectful:**

- Participate in all intervention programs that are offered to me

**Responsible:**

- Get to class on time
- Let my teacher know if I need help
- Read on my own and/or with my family everyday
- Work on my math, reading and writing skills at home, using the materials my teacher sends home
- Take school information home to parents

**Ready:**

- Write down assignments, do my homework everyday, and turn it in when it's due

**Safe:**

- Meet the behavior expectations established in the Triple R-S.

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Student's Signature

date

**Parent's Pledge: I will**

**Respectful:**

- Let the teacher know if my child has any problems with learning, attend conferences and meetings

**Responsible:**

- Read school information nightly
- Use reading and math materials the school sends home each week to help my child
- Help my child see how to use reading, writing and math to pursue his/her interests and goals
- Get my child to school on time everyday

**Ready:**

- Encourage my child to engage in reading activities at least 30 minutes everyday

**Safe:**

- Provide a quiet place/time for my child to complete homework
- Enforce the expectations established in the Triple R-S with my child.

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Parent's/Guardian's Signature

date