

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: 9/12/2017

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:

Contact Person: Patricia McCurley
Position: Principal
Phone Number: (559) 276-3131
Address: 5650 W. Escalon Ave.
Fresno, CA 93722
E-mail Address: pmccurley@centralusd.k12.ca.us

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School Vision and Mission

William Saroyan Elementary School's Vision and Mission Statements

Vision Statement

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

Mission Statement

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

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 over 35% and is currently at 65%. Saroyan has maintained steady academic achievement through out these changes. Saroyan has been consistently one of the top performing schools in both Math and ELA in the district as well as to similar schools in the state.

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).

Classroom Observations

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

Multiple informal observations are completed throughout the year, while formal observations are completed at a minimum of bi-yearly. Informal and formal observations indicated that teachers were focusing on the use of engagement strategies in the classrooms to increase the proficiency of standards. Teachers are focusing on the use of the board adopted curriculum and resources to close the achievement gap. Teachers were provided with professional development and the resources to assist with the implementation of the curriculum. The data also indicated that teachers were focusing on the teaching of critical thinking skills and problem solving 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 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 or target claims for each grade level. Grade levels meet in PLCs to identify the understanding and skills needed by students at their grade level and develop units and lessons 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, ELPAC) 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's Professional Development is aligned to district initiatives that are designed to build the capacity of all staff with Common Core State Standards with a focus on English Learners, Foster Youth, Students with Disabilities and low SES students.

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 weekly 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 PLC's 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 all 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.

Opportunity and Equal Educational Access

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

Eligible migrant students at Saroyan Elementary are evaluated annually with a migrant "Needs Assessment". If they are determined to be Priority for Service (PFS) then the migrant liaison and the classroom teacher complete a migrant Student Learning Plan (SLP) with recommended interventions and alternative supports for the migrant PFS student.

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 measureable 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 the 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 2018, 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 minutes.

By June 2018, 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 2018, Saroyan staff will improve their ability to provide effective instruction in the conceptual understanding and critical thinking of mathematics as measured by performance tasks, informal and formal assessments, 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 | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 92 | 104 | 103 | 91 | 99 | 102 | 90 | 99 | 102 | 98.9 | 96.1 | 99 |
| Grade 4 | 101 | 94 | 93 | 100 | 92 | 92 | 100 | 92 | 92 | 99.0 | 96.8 | 98.9 |
| Grade 5 | 111 | 103 | 98 | 104 | 99 | 95 | 104 | 99 | 95 | 93.7 | 96.1 | 96.9 |
| Grade 6 | 99 | 106 | 99 | 98 | 104 | 96 | 97 | 104 | 96 | 99.0 | 96.3 | 97 |
| All Grades | 403 | 407 | 393 | 393 | 394 | 385 | 391 | 394 | 385 | 97.5 | 96.3 | 98 |

* 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 | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 2375.5 | 2429.3 | 2422.0 | 5 | 26 | 18.63 | 16 | 21 | 31.37 | 35 | 27 | 25.49 | 42 | 25 | 24.51 |
| Grade 4 | 2426.6 | 2446.7 | 2470.2 | 10 | 15 | 23.91 | 18 | 22 | 22.83 | 25 | 26 | 30.43 | 47 | 37 | 22.83 |
| Grade 5 | 2480.3 | 2480.6 | 2505.2 | 14 | 18 | 17.89 | 26 | 24 | 41.05 | 21 | 23 | 17.89 | 38 | 34 | 23.16 |
| Grade 6 | 2514.0 | 2502.6 | 2521.3 | 8 | 10 | 16.67 | 33 | 27 | 27.08 | 35 | 33 | 31.25 | 23 | 31 | 25.00 |
| All Grades | N/A | N/A | N/A | 10 | 17 | 19.22 | 23 | 24 | 30.65 | 29 | 27 | 26.23 | 38 | 32 | 23.90 |

| Reading | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 7 | 22 | 17.65 | 39 | 48 | 46.08 | 54 | 29 | 36.27 |
| Grade 4 | 9 | 16 | 19.57 | 48 | 42 | 52.17 | 43 | 41 | 28.26 |
| Grade 5 | 17 | 18 | 20.00 | 38 | 39 | 58.95 | 44 | 42 | 21.05 |
| Grade 6 | 11 | 11 | 17.71 | 57 | 48 | 54.17 | 32 | 41 | 28.13 |
| All Grades | 11 | 17 | 18.70 | 46 | 45 | 52.73 | 43 | 39 | 28.57 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 4 | 26 | 13.73 | 48 | 51 | 59.80 | 48 | 23 | 26.47 |
| Grade 4 | 10 | 14 | 28.26 | 47 | 58 | 54.35 | 43 | 28 | 17.39 |
| Grade 5 | 21 | 20 | 31.58 | 43 | 44 | 53.68 | 36 | 35 | 14.74 |
| Grade 6 | 18 | 12 | 22.92 | 48 | 53 | 47.92 | 34 | 36 | 29.17 |
| All Grades | 14 | 18 | 23.90 | 47 | 51 | 54.03 | 40 | 31 | 22.08 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 4 | 14 | 15.69 | 72 | 72 | 73.53 | 23 | 14 | 10.78 |
| Grade 4 | 6 | 15 | 7.61 | 70 | 70 | 68.48 | 24 | 15 | 23.91 |
| Grade 5 | 10 | 12 | 14.74 | 63 | 59 | 62.11 | 27 | 29 | 23.16 |
| Grade 6 | 10 | 8 | 15.63 | 78 | 68 | 69.79 | 11 | 24 | 14.58 |
| All Grades | 8 | 12 | 13.51 | 71 | 67 | 68.57 | 21 | 21 | 17.92 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 8 | 30 | 28.43 | 56 | 54 | 52.94 | 37 | 16 | 18.63 |
| Grade 4 | 7 | 16 | 29.35 | 46 | 52 | 52.17 | 26 | 32 | 18.48 |
| Grade 5 | 22 | 25 | 30.53 | 54 | 55 | 45.26 | 24 | 20 | 24.21 |
| Grade 6 | 15 | 16 | 28.13 | 64 | 62 | 47.92 | 21 | 22 | 23.96 |
| All Grades | 13 | 22 | 29.09 | 55 | 56 | 49.61 | 27 | 22 | 21.30 |

Conclusions based on this data:

1. Saroyan has 41% of the students meeting or exceeding the standards in English Language Arts and 59% of the students not meeting the Language Arts/Literacy standard in grades 3-6.
2. The lowest sub section for standard mastery is in reading, demonstrating understanding of literacy and non-fictional text with only 62% of students near standard or meeting standard in grades 3-6.

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 | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 92 | 104 | 103 | 90 | 100 | 102 | 89 | 100 | 102 | 97.8 | 96.2 | 99 |
| Grade 4 | 101 | 95 | 93 | 100 | 93 | 92 | 100 | 93 | 92 | 99.0 | 96.9 | 98.9 |
| Grade 5 | 111 | 103 | 98 | 104 | 99 | 96 | 104 | 98 | 96 | 93.7 | 96.1 | 98 |
| Grade 6 | 99 | 106 | 99 | 98 | 104 | 95 | 98 | 104 | 95 | 99.0 | 96.3 | 96 |
| All Grades | 403 | 408 | 393 | 392 | 396 | 385 | 391 | 395 | 385 | 97.3 | 96.4 | 98 |

* 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 | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 2426.3 | 2454.9 | 2460.0 | 13 | 29 | 25.49 | 34 | 29 | 39.22 | 31 | 28 | 22.55 | 20 | 14 | 12.75 |
| Grade 4 | 2463.0 | 2484.5 | 2500.5 | 11 | 15 | 25.00 | 25 | 41 | 36.96 | 40 | 27 | 28.26 | 24 | 17 | 9.78 |
| Grade 5 | 2485.3 | 2488.5 | 2506.8 | 13 | 13 | 17.71 | 18 | 22 | 23.96 | 37 | 32 | 34.38 | 33 | 33 | 23.96 |
| Grade 6 | 2527.3 | 2528.0 | 2529.9 | 12 | 16 | 21.05 | 29 | 29 | 28.42 | 39 | 30 | 25.26 | 20 | 25 | 25.26 |
| All Grades | N/A | N/A | N/A | 12 | 18 | 22.34 | 26 | 30 | 32.21 | 37 | 29 | 27.53 | 24 | 22 | 17.92 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 24 | 51 | 44.12 | 44 | 27 | 41.18 | 33 | 22 | 14.71 |
| Grade 4 | 23 | 40 | 44.57 | 39 | 31 | 39.13 | 38 | 29 | 16.30 |
| Grade 5 | 16 | 15 | 29.17 | 34 | 39 | 35.42 | 50 | 46 | 35.42 |
| Grade 6 | 20 | 25 | 31.58 | 44 | 38 | 35.79 | 36 | 37 | 32.63 |
| All Grades | 21 | 32 | 37.40 | 40 | 34 | 37.92 | 39 | 34 | 24.68 |

| 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 | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 20 | 34 | 34.31 | 54 | 46 | 49.02 | 26 | 19 | 16.67 |
| Grade 4 | 16 | 17 | 22.83 | 54 | 60 | 54.35 | 30 | 23 | 22.83 |
| Grade 5 | 14 | 15 | 19.79 | 42 | 45 | 46.88 | 43 | 40 | 33.33 |
| Grade 6 | 11 | 19 | 21.05 | 57 | 48 | 49.47 | 32 | 33 | 29.47 |
| All Grades | 15 | 22 | 24.68 | 52 | 50 | 49.87 | 33 | 29 | 25.45 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 20 | 39 | 40.20 | 63 | 48 | 47.06 | 17 | 12 | 12.75 |
| Grade 4 | 14 | 30 | 32.61 | 43 | 53 | 50.00 | 43 | 17 | 17.39 |
| Grade 5 | 13 | 16 | 16.67 | 52 | 43 | 56.25 | 36 | 41 | 27.08 |
| Grade 6 | 19 | 14 | 21.05 | 57 | 61 | 49.47 | 23 | 25 | 29.47 |
| All Grades | 16 | 25 | 27.79 | 53 | 51 | 50.65 | 30 | 24 | 21.56 |

Conclusions based on this data:

1. Saroyan increased the percentage of students meeting/exceeding the standard in math by 6% in grades 3-6.
2. Saroyan struggles in the area of Problem Solving and Data Modeling.

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 | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| K | | | *** | *** | *** | *** | | | | | *** | | | | |
| 1 | | 10 | 33 | 63 | 30 | 33 | 13 | 40 | 33 | 25 | 20 | | | | |
| 2 | | | 14 | 20 | 43 | 43 | 20 | 29 | 29 | 40 | 29 | 14 | 20 | | |
| 3 | | | | 25 | | 14 | 25 | 20 | 43 | 25 | 40 | 29 | 25 | 40 | 14 |
| 4 | | | | 50 | 14 | 25 | 25 | 43 | 50 | 25 | 29 | 25 | | 14 | |
| 5 | 25 | | *** | | | *** | 75 | *** | | | *** | | | | |
| 6 | | | | *** | 20 | | | 40 | *** | | 40 | | | | *** |
| Total | 4 | 3 | 20 | 43 | 23 | 31 | 25 | 36 | 31 | 21 | 31 | 11 | 7 | 8 | 6 |

Conclusions based on this data:

1. Saroyan had 23 students re-designed in 2016-17. 36 students remained in their EL status.

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 | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| K | | | | 25 | 14 | | 31 | 14 | | 31 | 43 | | 13 | 29 | |
| 1 | 10 | 9 | | 60 | 27 | | 10 | 45 | | 20 | 18 | | | | |
| 2 | | | | 17 | 33 | | 33 | 33 | | 33 | 22 | | 17 | 11 | |
| 3 | | | | 29 | 17 | | 43 | 17 | | 14 | 33 | | 14 | 33 | |
| 4 | | | | 50 | 22 | | 25 | 33 | | 25 | 33 | | | 11 | |
| 5 | 40 | | | | | | 60 | *** | | | *** | | | | |
| 6 | | | | *** | 20 | | | 40 | | | 40 | | | | |
| Total | 6 | 2 | | 34 | 21 | | 30 | 32 | | 22 | 32 | | 8 | 14 | |

Conclusions based on this data:

1. Saroyan has over 32% 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 23% 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.

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 student performance 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:

| |
|---|
| SUBJECT: English Language Arts |
| LEA GOAL: |
| LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. |
| SCHOOL GOAL: |
| By June 2018, 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. |
| Data Used to Form this Goal: |
| Spring 2017 Fountas and Pinnell and DIBEL data, common assessments, progress and report card grades. |
| Findings from the Analysis of this Data: |
| Fountas and Pinnell Assessment: Grade K: 77% of students met or exceeded the grade level expectations Grade 1: 76% of students met or exceeded the grade level expectations Grade 2: 74% of students met or exceeded the grade level expectations DIBELS Assessment: Grade 3: 82% of students met the benchmark Grade 4: 87% of students met the benchmark Grade 5: 81% of students met the benchmark Grade 6: 79% of students met the benchmark English Learners: SBAC: 19% of English Learners meet or exceed standards on the SBAC compared to 50% of non English Learners |
| Means of evaluating progress & group data needed to measure gains: |
| 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. |

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| |
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| Tactics to be Taken to Reach This Goal | Start & End Date | People assigned | Proposed Expenditure(s) | | | |
|---|-------------------------------|---|--|--|----------------------------|-----------|
| | | | Description | Type | Funding Source | Cost |
| Implement small group instruction and alternative supports for students in the classroom for identified at risk students in Tier 2 or Tier 3 in reading and writing to close the achievement gap for all students, including students with disabilities, Foster Youth, English Learners and students of poverty. <ul style="list-style-type: none"> • Intervention • reteaching • push in/pull out intervention • alternative or supported practice materials | August, 2017 - November, 2018 | Administration Teachers Intervention Team | Teaching Fellows to support classroom teacher win grades 1 and 2 in order to provide small group instruction for Tier 1 and Tier 2 students. | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 54,845.44 |
| | | | Leveled Readers for alternative supports | 4000-4999: Books And Supplies | Title I Part A: Allocation | 5,000 |
| | | | Certificated EWAs to provide individualized instruction to close the achievement gap for identified at risk Tier 3 students. | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 12,479.21 |
| | | | Classified Personnel to provide additional learning opportunities for students in grades TK and Kinder. | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 19,218.18 |
| | | | Certificated EWAs for extended learning opportunities | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 5,500 |
| Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support). | | | Classified EWAs for extended learning opportunities | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 2,250 |
| Implement extended learning opportunities and alternative support 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 | | | | | | |

| Tactics to be Taken to Reach This Goal | Start & End Date | People assigned | Proposed Expenditure(s) | | | |
|---|-------------------------------|---|---|---|----------------------------|-------|
| | | | Description | Type | Funding Source | Cost |
| support. | | | | | | |
| Implement the use of instructional 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, 2017 - November, 2018 | Administration Teachers Intervention Team | Substitutes to provide release time for teachers in order to assess students, review data and plan for intervention needs. | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 8,450 |
| | | | Substitutes and payment to provide release time for teachers to develop plans using adopted core curriculum by grade level. | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 4,400 |
| | | | Supplies and resources to support instruction. | 4000-4999: Books And Supplies | LCFF | 8,000 |
| | | | Supplies and resources to support instruction. | 5700-5799: Transfers Of Direct Costs | LCFF | 1,000 |
| | | | Jammin' J shirt award 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 | 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"> Observations of teaching practices through release time and coaching Instructional Support Coach to improve instruction of the | August, 2017 - November, 2018 | Administration Teachers Instructional Support Coach | Professional Development provided by site administration and ISC. | 4000-4999: Books And Supplies | LCFF | 1,000 |
| | | | 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 |
| <p>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</p> <ul style="list-style-type: none"> 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 | | | | | | |
| <p>Continue to increase the access to the library and increase the availability of books in the library by providing additional hours for the Library Tech Aide and 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 0-4 years in order to teach parents the importance of early literacy.</p> | August, 2017 - November, 2018 | Administration Librarian ISC Teachers | <p>Library Books</p> <p>Library Books and realia to support student interest in reading.</p> <p>Classified EWA for Library Tech Aide to increase access to the library.</p> <p>Monthly Story Time sessions in the library for community members to take part in.</p> | <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> | <p>LCFF-SLIP</p> <p>LCFF</p> <p>LCFF</p> <p>Title I Part A: Allocation</p> | <p>1,400.49</p> <p>3,000</p> <p>3,000</p> <p>1,000</p> |

| 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 academically at risk students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials. | August, 2017 - November, 2018 | Administration Librarian ISC Teacher | Technology Professional Development to increase adult capacity and teaching capability in the use of instructional materials for academically at risk students using the adopted and supplemental curriculum. | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1,000 |
| | | | Technology to increase the availability of resources and tools for teachers and for academically at risk students. | 4000-4999: Books And Supplies | Title I Part A: Allocation | 15,000 |
| | | | Renew Lexia Learning subscription to provide teachers and students additional resources for reading intervention. | 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation | 5,000 |
| | | | Renew Brain Pop Subscription to provide teachers and students additional resources to bring lessons to life. | 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation | 1,508 |
| | | | Renew Spelling City Subscription to provide teachers and students additional resources for reading intervention. | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 1,000 |
| | | | Duplication of core materials and assessments. | 5700-5799: Transfers Of Direct Costs | Title I Part A: Allocation | 2,000 |

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 student performance 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:

| |
|---|
| SUBJECT: Mathematics |
| LEA GOAL: |
| LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. |
| SCHOOL GOAL: |
| By June 2018, 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. |
| Data Used to Form this Goal: |
| Spring 2016 SBAC and grade level performance task results. |
| Findings from the Analysis of this Data: |
| Spring 2016 SBAC data indicates: Grade 3, 65% of students did meeting or exceeding standards in mathematics, which is a 7% increase from the previous year Grade 4, 62% of students did meeting or exceeding standards in mathematics, which is a 6% increase from the previous year Grade 5, 42% of students did meeting or exceeding standards in mathematics, which is a 7% increase from the previous year Grade 6, 50% of students did meeting or exceeding standards in mathematics, which is a 5% increase from the previous year English Learners: SBAC: 41% of English Learners meet or exceed standards on the SBAC compared to 55% of non English Learners |
| Means of evaluating progress & group data needed to measure gains: |
| Benchmarks Common Assessments Quick Checks IABs |

| 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, 2017 - November, 2018 | Administration ISC Teachers PE Teacher Instructional Aide | Substitutes to provide release time for teachers in order to provide professional development. | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 500 |
| | | | Professional Development and training | 4000-4999: Books And Supplies | Title I Part A: Allocation | 500 |
| 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, 2017 - November, 2018 | Administration Teachers ISC | ST Math | 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation | 5,000 |
| | | | Supplies and resources to support instruction. | 4000-4999: Books And Supplies | Title I Part A: Allocation | 6,000 |
| Implement extended learning opportunities for identified at risk Tier 2 and Tier 3 students in math in order 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"> • Intervention • reteaching • alternative or supported practice materials | August, 2017 - November, 2018 | Administration Teachers ISC | Certificated EWAs for extended learning opportunities | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 5,500 |
| | | | Classified EWAs for extended learning opportunities | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 2,250 |

| 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 students through the use of presentations, research and engagement opportunities, and alternative supplemental materials. | August, 2017 - November, 2018 | Administration Librarian ISC Teacher | Technology to increase the availability of resources and tools for teachers and students. | 4000-4999: Books And Supplies | Title I Part A: Allocation | 15,000 |
| Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support). | August, 2017 - November, 2018 | Classified Personnel to provide additional learning opportunities for students | | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 19,218.17 |

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 student performance 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:

| |
|---|
| SUBJECT: English Language Development |
| LEA GOAL: |
| 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: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student. |
| SCHOOL GOAL |
| By June 2018, Saroyan will increase the percent of English Learners meeting standards by 10% as measured by their reading fluency, comprehension, informal and formal assessments. |
| Data Used to Form this Goal: |
| CELDT data, SBA, Founts and Pinnell and DIBELS. |
| Findings from the Analysis of this Data: |
| 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: 39% 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 SBAC: 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 |
| Means of evaluating progress & group data needed to measure gains: |
| * ELA Benchmarks * Math Benchmarks * Practice CELDT tests |

- * Informal Assessments
- * Common Assessments within grade levels
- * ELPAC

| 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"> • provide support materials for ELD • small group instruction • Professional Development in ELD strategies • Professional Development in ELD Standards | August, 2017 - November, 2018 | Administration Teachers Instructional Aides | Provide instructional support and intervention through an English Learners Bootcamp 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 | 3,000 |
| 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, 2017 - November, 2018 | 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 | 1,000 |
| Provide independent high interest low level reading books or primary language books for English Learners. | August, 2017 - November, 2018 | Administration Teachers Librarian ISC Instructional Aides | Reading books for English Learners | 4000-4999: Books And Supplies | Title I Part A: Allocation | 4,000 |

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 student performance 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:

| |
|--|
| SUBJECT: School Culture |
| LEA GOAL: |
| 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 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being. |
| SCHOOL GOAL |
| Saroyan staff will develop motivation in every Saroyan student, including students with disabilities, Foster Youth, English Learners and students of poverty by closing the experience gap and teaching students to 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. |
| Data Used to Form this Goal: |
| LCFF Parent Survey SWIS Data Aeries Data |
| Findings from the Analysis of this Data: |
| Discipline Data: Number of students suspended in 2014-15: 17 Number of students suspended in 2015-16: 8 Number of students suspended in 2016-17: 6 Number of suspensions in 2014-15: 33 Number of suspensions in 2015-16: 13 Number of suspensions in 2016-17: 12 LCAP Parent Survey Results: 92% of parents feel like they connect with their child's teacher 90% of parents feel like the English Learner origami is helping their student learn English quickly 32% of parents find the school uninviting 31% of parents find the school to be better for some groups |

36% of parents feel like the school is not preparing their child for future job/career goals

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

Discipline Data
 Participation Data
 SWIS
 LCAP Parent Survey

| 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 2 and Tier 3 according to SWIS and school personnel observations. | August, 2017 - November, 2018 | Administration Behavior Intervention Team Teachers ISC | Classified Instructional Aide to support alternative recess, alternative play and provide push in support to classrooms. | 2000-2999: Classified Personnel Salaries | LCFF | 12,267 |
| | | | Provide clear expectations for behavior in all areas of the school to build the Triple R-S culture. | 4000-4999: Books And Supplies | LCFF | 1,000 |
| | | | Provide a culture of community through the use of signage. | 5000-5999: Services And Other Operating Expenditures | LCFF | 7,000 |
| 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, 2017 - November, 2018 | 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 | 3,141 |
| Increase student safety, staff safety and catastrophic preparation with school wide communication devices and safety materials. | August, 2017 - November, 2018 | Administration ISC PBIS Team Leadership Team | Safety Equipment, radios, flashlights, first aide equipment | 4000-4999: Books And Supplies | LCFF | 2,400 |

| Tactics to be Taken to Reach This Goal | Start & End Date | People assigned | Proposed Expenditure(s) | | | |
|---|-------------------------------|--|---|---|----------------|-------|
| | | | Description | Type | Funding Source | Cost |
| 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, 2017 - November, 2018 | 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. | 4000-4999: Books And Supplies | LCFF | 3,000 |
| Provide opportunities for students to explore healthier eating options and the nutritional value of fruits and vegetables. Students who eat healthier and live healthier lifestyles have an easier time learning and retaining information. | August, 2017 - November, 2018 | Administration | Harvest of the Month Program | 5000-5999: Services And Other Operating Expenditures | LCFF | 1,300 |
| | | | Farmer's Market to provide students an opportunity to explore additional fruits and vegetables locally grown and readily available. | 5000-5999: Services And Other Operating Expenditures | LCFF | 1,500 |
| Support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground. | August, 2017 - November, 2018 | Administration | Additional Yard Duty support to ensure student safety | 2000-2999: Classified Personnel Salaries | LCFF | 8,753 |
| The School's PBIS (positive behavior intervention supports) team will systematically collect, summarize, and use data for decision making and supporting positive behavior. | August, 2017 - November, 2018 | Administration PBIS Team | SWIS | 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 600 |

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 student performance 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:

| |
|--|
| SUBJECT: Parent Engagement |
| LEA GOAL: |
| LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being. |
| SCHOOL GOAL |
| By June 2018, 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. |
| Data Used to Form this Goal: |
| 2016-17 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. |
| Findings from the Analysis of this Data: |
| Saroyan Elementary has increased the parent involvement rate, but still does not have all parents engaged in school activities. |
| Means of evaluating progress & group data needed to measure gains: |
| 2014-15 parent involvement opportunity sign-in sheets 2015-16 parent involvement opportunity sign-in sheets 2016-17 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"> engaging parents with the curriculum being used in the classroom provide strategies for parents to | August, 2017 - November, 2018 | Administration EL Coordinator GATE Coordinator Teachers Instructional Aide Translator | Classified Support to provide supervision of students while parents attend workshop/trainings. | 2000-2999: Classified Personnel Salaries | LCFF | 100 |
| | | | Interpreter for parent workshops | 2000-2999: Classified Personnel Salaries | LCFF | 100 |

| Tactics to be Taken to Reach This Goal | Start & End Date | People assigned | Proposed Expenditure(s) | | | |
|---|-------------------------------|--|---|--|----------------------------|-------|
| | | | Description | Type | Funding Source | Cost |
| be used with assisting students with homework in order to prevent students from becoming at risk <ul style="list-style-type: none"> • building a strong relationship between parents and school personnel • provide translation for parents/guardians • provide child care and snacks for evening events so parents are able to attend; EL Workshops, GATE workshops | | | Light snacks for workshops | 5000-5999: Services And Other Operating Expenditures | LCFF | 1,000 |
| | | | Parent workshop training to provide parents with skills and strategies for parents of at risk English Learners. | 5000-5999: Services And Other Operating Expenditures | Title I Parent Involvement | 1,925 |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 1,075 |
| 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. | August, 2017 - November, 2018 | Administration First Grade Teachers ISC Librarian | Literacy training for parents provided by site administration, first grade teachers and ISC. | 4000-4999: Books And Supplies | Title I Part A: Allocation | 1,000 |

Summary of Expenditures in this Plan

Total Allocations by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| LCFF | 59,661.00 | 0.00 |
| 21st Family Literacy Grant | 0.00 | 0.00 |
| LCFF-SLIP | 1,400.49 | 0.00 |
| Title I Part A: Allocation | 202,694.00 | 0.00 |
| Title I Parent Involvement | 1925.00 | 0.00 |

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|----------------------------|--------------------|
| LCFF | 59,661.00 |
| LCFF-SLIP | 1,400.49 |
| Title I Part A: Allocation | 202,694.00 |
| Title I Parent Involvement | 1,925.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 41,329.21 |
| 2000-2999: Classified Personnel Salaries | 69,156.35 |
| 4000-4999: Books And Supplies | 66,300.49 |
| 5000-5999: Services And Other Operating Expenditures | 69,645.44 |
| 5700-5799: Transfers Of Direct Costs | 6,141.00 |
| 5800: Professional/Consulting Services And Operating | 13,108.00 |

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 | 500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 24,220.00 |
| 4000-4999: Books And Supplies | LCFF | 18,400.00 |
| 5000-5999: Services And Other Operating | LCFF | 10,800.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF | 4,141.00 |
| 5800: Professional/Consulting Services And | LCFF | 1,600.00 |
| 4000-4999: Books And Supplies | LCFF-SLIP | 1,400.49 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 40,829.21 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 44,936.35 |
| 4000-4999: Books And Supplies | Title I Part A: Allocation | 46,500.00 |
| 5000-5999: Services And Other Operating | Title I Part A: Allocation | 56,920.44 |
| 5700-5799: Transfers Of Direct Costs | Title I Part A: Allocation | 2,000.00 |
| 5800: Professional/Consulting Services And | Title I Part A: Allocation | 11,508.00 |
| 5000-5999: Services And Other Operating | Title I Parent Involvement | 1,925.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Section | Total Expenditures |
|---|---------------------------|
| Goal: English Language Arts | 157,551.32 |
| Goal: Mathematics | 53,968.17 |
| Goal: English Language Development | 8,000.00 |
| Goal: School Culture | 40,961.00 |
| Goal: Parent Engagement | 5,200.00 |

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 | | | | |
| Patricia Farinelli | | 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 | |
| Numbers of members of each category: | 1 | 3 | 1 | 5 | |

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

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature _____
Eddie Reese
 Signature _____
 Signature _____
 Signature _____
 Signature _____
 Signature _____
 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 9/19/2017.

Attested:

Patricia McCurley _____ *P. McCurley* _____ 9/19/17
 Typed Name of School Principal Signature of School Principal Date

Ron Reese _____ *Ron Reese* _____ 9/19/17
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Name _____ Grade _____ Teacher _____

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.**

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.**

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.**

Parent's/Guardian's Signature _____

date _____

Saroyan Elementary School Parental Involvement Policy 2017-18

Revised and approved 5/9/2017

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 Council 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 Elementary 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 the school website
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 the school website
 - 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
 - Back to School Night
 - Open House
 - Book Fairs
 - Science Fair
 - Artist Fair
 - Young Author's Faire
 5. Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - Website (<http://sa.centralunified.org/>)
 - On line registration
 - Device 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
- Movie Nights
- Science Fair
- Robotics/Science Olympiads
- Theater Arts Productions
- Carnival

Accessibility

William Saroyan Elementary 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 are available in multiple languages.

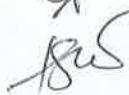
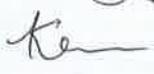
PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout 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/>

ELAC
9/27/2017

Saroyan Elementary

| | Name | Signature | Representation |
|----|--|---|----------------|
| 1 | Patricia McCurley |  | Principal |
| 2 | ^{Eddie Rodriguez} Marlene Lozano |  | Staff |
| 3 | Bernice Hernandez | | Staff |
| 4 | SWINDER-KAUR | S-K | EL Parent |
| 5 | Suminder - Kaur | S.K | EL Parent |
| 6 | Alfredo Delgado | Alfredo Delgado | EL Parent |
| 7 | Maria Callesteros |  | EL Parent |
| 8 | Maria Lea M. Generad |  | EL Parent |
| 9 | Abdul Alghazali |  | EL Parent |
| 10 | Rejwant |  | EL Parent |
| 11 | Yessenia Serrano |  | EL Parent |
| 12 | Neiva Bautista | Neiva Bautista | EL Parent |



**Saroyan Elementary
English Learner Advisory Committee (ELAC) Meeting
1st Quarter**

Date of Posting: 9/22/2017

Meeting Date: 9/27/2017

Location: Room 15

Starting Time: 8:00

Ending Time: 8:30

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, 15% rule, Site Parent Involvement Policy, & District Parent Education Calendar

Participants at the Meeting: ELAC members Mrs. McCurley, Marlene Lozano, All staff, parents, and members of the public are invited to attend the meeting.

| Agenda Item | Action Requested | Responsible Person(s) | Time Limit |
|--|---|------------------------------|-------------------|
| Call the Meeting to Order | None | Principal | 2 minutes |
| Roll Call—establish quorum | None | Principal | 1 minute |
| Changes/Additions to the Agenda | Approval/Modification of the agenda | Principal | 1 minute |
| Secretary's Report | Approval/Amendments | Principal | 0 minutes |
| Report of Officers, Standing & Special Committees | TBD | Principal | 0 minutes |
| Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person | Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting. | Principal | 10 minutes |
| Unfinished Business | TBD | Principal | 0 minutes |

| | | | |
|--|--|------------------|-----------------|
| <p>New Business</p> <ul style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the ELAC. c. Review the duties of ELAC members. d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DELAC representative o DELAC alternate e. By-laws-initial review f. AYP/Title III Accountability g. EL program entrance & exit criteria h. Site program for ELD & access to core i. Advise on SPSA EL goals j. CELDT review & student goal setting k. Parent Involvement Policy/Compact 2017-18 L. District Parent Education Opportunities M. 15% rule (if applicable) N. Site items O. Discuss future meeting dates, training, and agenda items. | <p>A – C. Information and discussion.</p> <p>D. Discussion, nomination and election of officers.</p> <p>E. – J. Information and discussion</p> <p>K. Review, discuss and approve</p> <p>L - O. Discuss</p> | <p>Principal</p> | |
| <p>Evaluation (ways to improve the meeting) and Adjournment</p> | <p>Meeting input and approval to adjourn</p> | <p>Principal</p> | <p>1 minute</p> |

List of handouts: Guiding Principles, by-laws, accountability report, SPSA EL goals

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

**Saroyan Elementary ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for September 27, 2017**

Total Number of ELAC Members:

- 5 ELAC parents/guardians of English learners
- ELAC parents/guardians of other students
- 3 School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

- 5 ELAC parents/guardians of English learners
- ELAC parents/guardians of other students
- 5 School staff

A quorum of insert number members must be present in order to conduct business. The number of committee members in attendance is 4:

- Has been met (X)
- Has not been met

| DATE(S) | Legal Requirement/Training Topics (By the end of the year, all topics must be addressed) |
|---------|--|
| | Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services. |
| | Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c]) |
| | Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1]) |
| | Advising the school on the administration of annual language census. (5 CCR 11308[c][5]) |
| | Advising the school on practices to make parents/guardians aware of the importance of regular school attendance. |
| | Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b]) |
| | ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d]) |
| | Training on district's Uniform Complaint Procedures, including William's requirements. |

This first page is the cover page for the minutes.

1. Call the Meeting to Order:

The meeting was called to order at 8:06am by Mrs. McCurley.

A quorum of the members was present. The principal welcomed all ELAC Representatives

2. Changes/Additions to the Meeting Agenda:

The following changes/additions were made to the agenda: No changes were made. Maria motioned; Yessenia second

3. Secretary's Report:

N/A

4. Committee Reports:

None.

5. Public Comments:

The following public comments were presented to the ELAC: None

6. Unfinished Business:

None.

7. New Business:

A. Guiding Principles- Mrs. McCurley explained how the guiding principles tie into the ELAC and the importance of having their input.

B. Purpose of ELAC: Importance of parents to participate in the program and assist their students at home. Our school receives funding and our ELAC committee helps decide how funds will be spent for our students in the EL program. We welcome and want parent/ELAC committee input.

C. P and VP role is to facilitate meeting and gain input and comments from the ELAC committee so we can blend this info and SSC info to service all students at this site. Teachers roles are to help with goals and funding sources as well as how teachers need support in the classroom so we can service our students and community as well.

D. Review ELAC officer positions and their duties. DELAC must be filled by a parent that is willing to attend meetings 4 times a year. We also need an alternate.

Q: When are the DELAC meeting dates?

A: They are not known at this time but it will be 4 times per year and around this time.

Review and elect ELAC officers

Chairperson: Is there anyone that wants to nominate anyone for president?

Eddie Rodriguez was nominated for president by Ms. McCurley. Maria seconds.

All were in favor, no opposed. Motion approved.

Vice Chair Person: Is there anyone that would like to nominate a vice president?
No nomination at this time.

Secretary: Is there anyone to be nominated for Secretary? No nomination at this time.

DELAC: Is there anyone that wants to be a representative for our site? Abdul Alghazari was nominated for DELAC by Eddie Rodriguez. Patricia McCurley seconds. All in favor, no opposed.

DELAC alternative: Maria Ballosteros was nominated by Abdul. Patricia McCurley seconds. All in favor, no opposed.

E. By laws reviewed. Ms. McCurley highlighted that there are 8 elected members on the committee. Parents are elected that attended. Principal or designee is not elected- we only get one vote, but are permanent on the panel. 2 staff members are elected, Eddie Rodriguez and Kapoo Singh. Anyone from the public can come and are welcome, but only the 8 elected people have voting rights. Ms. McCurley's vote is no different from any other member; she cannot outvote or hold extra power. ELAC will meet four times throughout the year and it is a two-year commitment. We will meet in room 15. Agenda will always be posted outside of the office at least two days before the meeting, or it may be requested at any time. Agendas can be sent in email form as well- email addresses collected for those interested in that mode of communication.

F. Data reviewed specific to Saroyan elementary students, focused on our sub groups.

G. Explain CELDT and the criteria as well as the process of the new testing and it will take place in the late spring. Process followed. Explained by Ms. McCurley.

H. Site Program for ELD and access to core.

Mrs. Gunstream reviewed practice of designated ELD time as well as EL bootcamp, in class small group, and embedded instruction.

Q: How will the new test affect the students?

A: Ms. McCurley explained that this test is very new and were are piloting it in the district this fall so we will have more information on the assessment soon. As a council we can choose to support intervention for our EL students again this year.

I. Goals/Single Plan reviewed.

Goal 1- assure a minimum of 1 years growth in all core areas. Ms. McCurley explained the reason behind this and how we don't limit it to one year, but that is the minimum growth for all students.

SPSA

Goal 6- specific to all EL students- at least 1 year growth in the area of English Language as determined by the ELPAC (this year the test has changed).

Goal 7- close the experience gap for EL students, foster youth, and students of poverty.

By June 2017 all EL students that have been in the EL program for 3 years or more will be fluent proficient as evidenced by the ELPAC.

Q: what percentage of our EL students met that goal last year?

A: 15% of our EL students are scoring proficient on the CELDT in 2016, 42% in 2017 and we are looking at all new data this year with the change to the ELPAC.

New Goal: by June of 2018, Saroyan will decrease the achievement gap for EL learners by 10%.

How will we achieve this goal:

- 1) EL Bootcamp just prior to the administration of the ELPAC. We will need to allocate \$3000 to pay for the teachers. Parents wanted to know if this would be run the same way as last year. Mrs. McCurley told them it would. Students would receive additional support outside of the classroom.
- 2) Parent Engagement: Offering Parent Ed classes to better support students at home with work and learning. \$2,250 through Valley PBS. Classes will be offered in Spanish with dinner and day care provide. Classes are interactive with the families and they get to take items home. Parents are expressing their interest in also attending classes to learn to speak English. Mrs. McCurley said she would get the information from CLASS and get it to them.

Parents were asked about what their needs are for their students and their homes.

- Parents stated they want classes on how to discipline their children at home.
- How to assist with homework
- Self Esteem
- Financing

Mrs. McCurley asked for a motion to approve the changes to the SPSA. Maria made a motion, Eddie Rodriguez seconded the motion. Motion approved.

J. CELDT explanation: Ms. McCurley reviewed CELDT assessment, dates, protocols, result levels, designated minutes, types of ELD instruction, RFEP criteria,

SPSA

notes and communication home, ex. PAL 1 that was already sent to EL parents. She also reviewed the change to ELPAC.

K. Parent involvement- is there a better way we could reach out to our parents? Translators, flyers translated, personal phone calls- feedback from classroom Review home/school compact. Eddie Rodriguez is our Community Liaison who will help provide assistance with communicating to parents.

8. Evaluation: Mrs. McCurley asked parents for input, what they would like to see in the future, what they would like done differently. Parents already have given input throughout the meeting, although one parent stressed again the want for more parent involvement from all EL parents and support for RFEP kids.

9. Adjournment

The meeting was adjourned at 9:15 am, with a reminder that our next ELAC meeting is on November 17, 2016.

Respectfully submitted,

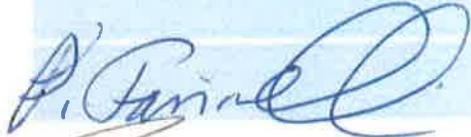
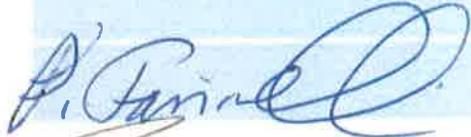
ELAC Secretary
Date Submitted/Revised

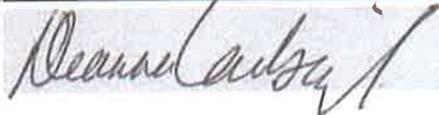
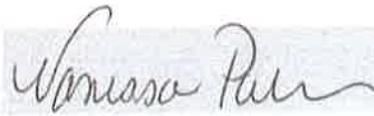
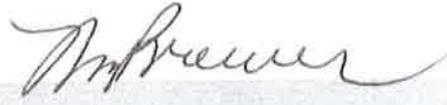
(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)

Elementary SSC Composition

School Site Saroyan

Date: 9/19/2017

| | Name | Sign In |
|---|----------------------|--|
| 1 | Patricia McCurley |  |
| 2 | Ron Reese Yr. 2 |  |
| 3 | Sherrill Brown Yr. 1 |  |
| 4 | Katrina Rojas Yr. 1 |  |
| 5 | Pat Farinelli Yr. 1 |  |
| | Laura Polton |  |

| Parent Name | Sign In |
|--------------------------|--|
| 1. Deanna Carbajal Yr. 2 |  |
| 2. Ignacio Liscano Yr. 2 | |
| 3. Vanessa Pulido Yr. 2 |  |
| 4. Melinda Brewer Yr. 2 |  |
| 5. Leticia Zavala Yr. 2 | |

Saroyan Elementary School

School Site Council (SSC) 1st Quarter Meeting/s

Date of Posting: 09/15/2017

Meeting Date: 09/19/2017

Location: Room 15

Starting Time: 8:00a.m.

Ending Time: 9:00 a.m.

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Discuss and begin to analyze school's academic instructional program
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members Patricia McCurley, Sherrill Brown, Pat Farinelli, Katrina Rojas, Ron Reese, Deanna Carbajal, Ignacio Liscano, Vanessa Pulido, Melinda Brewer, Leticia Zavala. Guests:

All staff, parents, and members of the public are invited to attend the meeting.

| Agenda Item | Action Requested | Responsible Person(s) | Time Limit |
|---|---|---|-------------|
| Call the Meeting to Order | None | Principal | 2 minutes |
| Roll Call—establish quorum | None | Principal | 1 minute |
| Changes/Additions to the Agenda | Approval/Modification of the agenda | Principal | 1 minute |
| Secretary's Report | Approval/Amendments | Principal until election of secretary | 5 minutes |
| Report of Officers, Standing & Special Committees | Determined by site SSC | Determined by site SSC | TBD minutes |
| Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person | Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting. | Principal until election of chairperson | 10 minutes |
| Unfinished Business | Business not completed from previous SSC meeting | Principal until election of chairperson | 0 minutes |

| | | | |
|--|---|--|-------------------|
| <p>New Business</p> <ul style="list-style-type: none"> a. SSC Training <ul style="list-style-type: none"> • Video b. Review the purpose of the SSC c. Review the duties of SSC members. d. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DAC representative o DAC alternate e. Review and approve By Laws f. Review and approve SPSA g. Discuss district/site parent education opportunities h. Safety Plan i. Discuss future meeting dates, training, and agenda items. | <p>Information</p> <p>Information & discussion. Information & discussion.</p> <p>Nomination and elect officers</p> <p>Information & Discussion Information</p> <p>Information Information</p> | <p>Principal until chairperson is elected</p> | <p>45 minutes</p> |
| <p>Evaluation (ways to improve the meeting) and Adjournment</p> | <p>Meeting input and approval to adjourn</p> | <p>Principal until election of chairperson</p> | <p>1 minute</p> |

List of handouts: Guiding Principles, by-laws, SPSA goals, Site Parent Involvement Policy & Compact, School Safety Plan.

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

Saroyan ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
9/19/2017

1. Call the Meeting to Order:

- The meeting was called to order at 8:03 a.m. by Patricia McCurley. Everyone was welcomed. Members and guests introduced themselves. Present were:

| | Parent/Guardian | Present | | Staff | | Present |
|---|-----------------|---------|---|--------------------|-----------|---------|
| 1 | Vanessa Pulido | X | 1 | Ron Reese | Teacher | X |
| 2 | Deanna Carbajal | X | 2 | Patricia Farinelli | Teacher | X |
| 3 | Ignacio Liscano | | 3 | Sherrill Brown | Teacher | X |
| 4 | Melinda Brewer | | 4 | Katrina Rojas | Other | |
| 5 | Leticia Zavala | X | 5 | Patricia McCurley | Principal | X |

| | Guest | | Non member staff | Position |
|---|-------|---|------------------|----------|
| 1 | | 1 | Laura Bolton | Teacher |
| 2 | | 2 | | |
| 3 | | 3 | | |
| 4 | | 4 | | |

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - o 6 members are needed to establish a quorum
 - o 7 members are present 3 members are absent
 - o A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- Additions were made to the agenda. An additional Handout of the School Safety Plan was added to the list of handouts. M/S/C to approve the agenda Deanna Carbajal made motion to approve agenda, Ron Reese seconds motion
 - o Motion to approve agenda passed

4. Secretary's Report:

- n/a

5. Committee Reports:

- n/a

6. Public Comment:

- n/a

7. Unfinished Business:

- n/a

8. New Business

- A- SSC training video was previewed prior only new member is Ms. Farinelli,
- School site council training conducted
- B- review purpose for SSC, Mrs. McCurley explained need for SSC and alignment of the LCAP goals to the district goals and tying them to the site goals and expenditures
- Mrs. McCurley explained that the SSC has the responsibility of ensuring the alignment of expenditures to student needs based on data.
- C- review duties of school site council members reviewed by Mrs. McCurley. The need for parent and staff input is vital to the functioning of a SSC
- D- SSC officers nomination and election of officers,

- Chairperson; Patricia McCurley nominated Ron Reese, Patricia Farinelli seconds and motion approved
- Pat Farinelli nominated Sherrill Brown for Co-Chairperson, Ron Reese to second and motion approved
- Patricia McCurley nominated Katrina Rojas as Secretary, Patricia Farinelli to second motion, motion approved
- DAC rep, Ron Reese nominated Deanna Carbajal, Sherrill Brown to second motion, motion approved
- DAC alternate; Deanna Carbajal nominates Melinda Brewer, Sherrill Brown to second. Motion approved
- E- Bylaws reviewed by Mrs. McCurley. Highlighting bylaws she discussed the need to meet a quorum at every meeting. Without 51% or 6 members present meeting must be rescheduled.
- SSC works with ELAC to develop ELD plans for single plan, the two councils work together and one does not supercede the other
- Membership to SSC may not be assigned, all members must be elected.
- If a member misses 2 consecutive meetings they will be replaced by an election
- All SSC meetings are open to the public, and can provide input but has no voting rights and the council is not to respond to the public input
- Amendments to bylaws have to be submitted 72 hours prior to meeting
- Bylaws were approved, D.Carbajal motion to approve, seconded by S. Brown
- F- review of SPSA pages 9-33 reviewed for data. Mrs. McCurley provided SBAC data for ELA and Math indicating that Saroyan had a 9% increase in ELA and a 6% increase in math, she also discussed EL data indicating that our English Learners are performing much lower than non English Learners and that money should be allocated to address the needs of our English Learners. Deanna Carbajal asked if we were providing any type of parent education classes for our English Learner's parents in order to support their students. Mrs. McCurley explained that there is a section to be reviewed shortly that would include parent engagement opportunities.
- ELA goal from last year was reviewed, members from the staff appreciated the verbiage and the goal to allow using informal assessments in class as well as state assessments to measure the effectiveness of the goal
- ELA tactics implement small group instruction was discussed using Teaching Fellows to provide additional services in classroom, Mrs. McCurley explained that this is now solely funded out of Title I.
- Kinder Aide funding is now being pushed to the site budgets. So they are listed in both the ELA and Math sections of the SPSA. The exact amount they get paid is pulled from Title I.
- Implement the use of instructional materials and assessments; the council agreed to allocate funds for subs in order for K-2 grades to be able to F&P assess their students outside of the classroom
- Funds also allocated for materials and supplies to support reading and writing across the curriculum
- Mathematics- the goal was discussed and since we had a 6% increase in SBAC data from previous year, the council would like to keep the tactics the same. Ron Reese asked if we could add in \$1000 to pay for subs under the professional development tactic in order for teachers to observe other teachers lessons. All members of council agreed that this is in alignment with goal
- Implement the use of instructional materials to support conceptual understanding- the council agreed to allocate \$4000 for ST math site licensing and money allocated for materials and supplies to support critical thinking skills
- English language development - discussed what LTEL's are and how students have a really hard time being reclassified after being in the program for 3 or more years. Mrs. McCurley explained the EL boot camp that we have been doing since the 4th day of school in order to provide our Tier 2 and Tier 3 English learners with intervention specific to their needs - the council agreed to allocate \$3000 to pay for certificated subs to provide these services out of Title I funding. Also discussed opportunities later in the year for Tier 2 and Tier 3 students to be provided small group instruction by allocating funding out of Title I
- School Culture - Saroyan will develop motivation in students to be prepared for success in college, career and community. Mrs. McCurley explained the salary being paid up to \$15,000 for Tier 2 and Tier 3 behavior support,
- Implement the use of technology - Mrs. McCurley explained the technology plan to replace a percentage of computers on campus each year in order to keep technology up to date. She also explained the need for smart boards or interactive projectors to be installed in classrooms. The council agreed to allocate up to \$30,000 to support that tactic

SPSA

SPSA

- Implement opportunities for students to develop the whole student and prepare them for college, career and community by providing them with transportation to activities and experiences up to \$3,000
- Parent engagement- Mrs. McCurley explained that we have contracted with valley PBS in the past and partnered up with other schools in order to provide parent education classes where the parent learns how to support their student in academic areas as well as socially and emotionally. Mrs. McCurley proposed that we continue to do this and allocate \$2,250 for parent engagement activities. The council agrees. Ron Reese makes a motion to approve all changes stated above. Deanna Carbajal seconds the motion. Motion approved. Mrs. McCurley will finalize the SPSA and send it out via email for all members to view final changes to goals, tactics, expenditures and allocations by funding.
- G- discussed district and site parent education opportunities
- Mrs. McCurley reviewed the Parent Involvement Policy that was approved in May of 2017. Sherrill Brown motioned to approve, Ron Reese seconds the motion.
- Mrs. McCurley reviews the purpose of the Home School Compact and reviews it for content. Patricia Farinelli motions for approval, Melinda Brewer seconds the motion. Motion approved.
- H- Safety plan, Mrs. McCurley presented our school site safety plan. She explained the importance of practicing drills and evacuations. She also explained how each staff member has a different role in the case of an emergency, she spoke about how the staff were trained in 'Run, Hide, Fight' by the Fresno Sheriff Dept. and the need for teachers to practice this in their classes.

9. Evaluation & Adjournment:

- Future dates for meetings will be : 11/14/17, 2/13/18 and 4/17/18
- The Saroyan SSC meeting was adjourned by Ron Reese at 8:50 a.m
-

Respectfully submitted,
Katrina Rojas

Katrina Rojas
SSC Secretary
9/30/2017

Budget By Expenditures

William Saroyan Elementary School

Funding Source: LCFF

\$59,661.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|-------------|-----------------------|---|
| Library Books and realia to support student interest in reading. | 4000-4999: Books And Supplies | \$3,000.00 | English Language Arts | Continue to increase the access to the library and increase the availability of books in the library by providing additional hours for the Library Tech Aide and adding new titles for all levels of readers to increase fluency and comprehension skills. Provide monthly "Story Time" sessions in the library for families with children ages 0-4 years in order to teach parents the importance of early literacy. |
| Classified EWA for Library Tech Aide to increase access to the library. | 2000-2999: Classified Personnel Salaries | \$3,000.00 | English Language Arts | Continue to increase the access to the library and increase the availability of books in the library by providing additional hours for the Library Tech Aide and adding new titles for all levels of readers to increase fluency and comprehension skills. Provide monthly "Story Time" sessions in the library for families with children ages 0-4 years in order to teach parents the importance of early literacy. |
| Classified Instructional Aide to support alternative recess, alternative play and provide push in support to classrooms. | 2000-2999: Classified Personnel Salaries | \$12,267.00 | School Culture | Implement behavior support for students on Tier 2 and Tier 3 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 | \$1,000.00 | School Culture | Implement behavior support for students on Tier 2 and Tier 3 according to SWIS and school personnel observations. |
| Provide a culture of community through the use of signage. | 5000-5999: Services And Other Operating Expenditures | \$7,000.00 | School Culture | Implement behavior support for students on Tier 2 and Tier 3 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 | \$3,141.00 | 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. |
| Safety Equipment, radios, flashlights, first aide equipment | 4000-4999: Books And Supplies | \$2,400.00 | School Culture | Increase student safety, staff safety and catastrophic preparation with school wide communication devices and safety materials. |
| Recognition of students who demonstrate Triple R-S through positive referrals, public recognition at rallies, assemblies, athletic events and co-curricular events. | 4000-4999: Books And Supplies | \$3,000.00 | School Culture | 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. |

William Saroyan Elementary School

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|---|---|------------|----------------|--|
| Harvest of the Month Program | 5000-5999: Services And Other Operating Expenditures | \$1,300.00 | School Culture | Provide opportunities for students to explore healthier eating options and the nutritional value of fruits and vegetables. Students who eat healthier and live healthier lifestyles have an easier time learning and retaining information. |
| Farmer's Market to provide students an opportunity to explore additional fruits and vegetables locally grown and readily available. | 5000-5999: Services And Other Operating Expenditures | \$1,500.00 | School Culture | Provide opportunities for students to explore healthier eating options and the nutritional value of fruits and vegetables. Students who eat healthier and live healthier lifestyles have an easier time learning and retaining information. |
| Additional Yard Duty support to ensure student safety | 2000-2999: Classified Personnel Salaries | \$8,753.00 | School Culture | Support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground. |
| SWIS | 5800: Professional/Consulting Services And Operating Expenditures | \$600.00 | School Culture | The School's PBIS (positive behavior intervention supports) team will systematically collect, summarize, and use data for decision making and supporting positive behavior. |
| Classified Support to provide supervision of students while parents attend workshop/trainings. | 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 used in the classroom- provide strategies for parents to be used with assisting students with homework in order to prevent students from becoming at risk- building a strong relationship between parents and school personnel- provide translation for parents/guardians- provide child care and snacks for evening events so parents are able to attend; EL Workshops, GATE workshops |
| 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 used in the classroom- provide strategies for parents to be used with assisting students with homework in order to prevent students from becoming at risk- building a strong relationship between parents and school personnel- provide translation for parents/guardians- provide child care and snacks for evening events so parents are able to attend; EL Workshops, GATE workshops |

William Saroyan Elementary School

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| Light snacks for workshops | 5000-5999: Services And Other Operating Expenditures | \$1,000.00 | | Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum being used in the classroom- provide strategies for parents to be used with assisting students with homework in order to prevent students from becoming at risk- building a strong relationship between parents and school personnel- provide translation for parents/guardians- provide child care and snacks for evening events so parents are able to attend; EL Workshops, GATE workshops |
| Supplies and resources to support instruction. | 4000-4999: Books And Supplies | \$8,000.00 | English Language Arts | Implement the use of instructional 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. | 5700-5799: Transfers Of Direct Costs | \$1,000.00 | English Language Arts | Implement the use of instructional 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. |
| Jammin' J shirt award 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 instructional 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. |

William Saroyan Elementary School

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| Professional Development provided by site administration and ISC. | 4000-4999: Books And Supplies | \$1,000.00 | 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 |
| 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 |

LCFF Total Expenditures: \$59,661.00

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,400.49 Allocated

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

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| Library Books | 4000-4999: Books And Supplies | \$1,400.49 | English Language Arts | Continue to increase the access to the library and increase the availability of books in the library by providing additional hours for the Library Tech Aide and adding new titles for all levels of readers to increase fluency and comprehension skills. Provide monthly "Story Time" sessions in the library for families with children ages 0-4 years in order to teach parents the importance of early literacy. |
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LCFF-SLIP Total Expenditures: \$1,400.49

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$202,694.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|------------|------|--|
| | 5000-5999: Services And Other Operating Expenditures | \$1,075.00 | | Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum being used in the classroom- provide strategies for parents to be used with assisting students with homework in order to prevent students from becoming at risk- building a strong relationship between parents and school personnel- provide translation for parents/guardians- provide child care and snacks for evening events so parents are able to attend; EL Workshops, GATE workshops |
| Literacy training for parents provided by site administration, first grade teachers and ISC. | 4000-4999: Books And Supplies | \$1,000.00 | | 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. |

William Saroyan Elementary School

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| Teaching Fellows to support classroom teacher in grades 1 and 2 in order to provide small group instruction for Tier 1 and Tier 2 students. | 5000-5999: Services And Other Operating Expenditures | \$54,845.44 | English Language Arts | Implement small group instruction and alternative supports for students in the classroom for identified at risk students in Tier 2 or Tier 3 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-reteaching- push in/pull out intervention - alternative or supported practice materialsClassified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support).Implement extended learning opportunities and alternative support 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. |
| Leveled Readers for alternative supports | 4000-4999: Books And Supplies | \$5,000.00 | English Language Arts | Implement small group instruction and alternative supports for students in the classroom for identified at risk students in Tier 2 or Tier 3 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-reteaching- push in/pull out intervention - alternative or supported practice materialsClassified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support).Implement extended learning opportunities and alternative support 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 individualized instruction to close the achievement gap for identified at risk Tier 3 students. | 1000-1999: Certificated Personnel Salaries | \$12,479.21 | English Language Arts | Implement small group instruction and alternative supports for students in the classroom for identified at risk students in Tier 2 or Tier 3 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-reteaching- push in/pull out intervention - alternative or supported practice materialsClassified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support).Implement extended learning opportunities and alternative support 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

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| Classified Personnel to provide additional learning opportunities for students in grades TK and Kinder. | 2000-2999: Classified Personnel Salaries | \$19,218.18 | English Language Arts | Implement small group instruction and alternative supports for students in the classroom for identified at risk students in Tier 2 or Tier 3 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-reteaching- push in/pull out intervention - alternative or supported practice materialsClassified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support).Implement extended learning opportunities and alternative support 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 | \$5,500.00 | English Language Arts | Implement small group instruction and alternative supports for students in the classroom for identified at risk students in Tier 2 or Tier 3 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-reteaching- push in/pull out intervention - alternative or supported practice materialsClassified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support).Implement extended learning opportunities and alternative support 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. |
| Classified EWAs for extended learning opportunities | 2000-2999: Classified Personnel Salaries | \$2,250.00 | English Language Arts | Implement small group instruction and alternative supports for students in the classroom for identified at risk students in Tier 2 or Tier 3 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-reteaching- push in/pull out intervention - alternative or supported practice materialsClassified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support).Implement extended learning opportunities and alternative support 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

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| Substitutes to provide release time for teachers in order to assess students, review data and plan for intervention needs. | 1000-1999: Certificated Personnel Salaries | \$8,450.00 | English Language Arts | Implement the use of instructional 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 and payment to provide release time for teachers to develop plans using adopted core curriculum by grade level. | 1000-1999: Certificated Personnel Salaries | \$4,400.00 | English Language Arts | Implement the use of instructional 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. |
| Monthly Story Time sessions in the library for community members to take part in. | 2000-2999: Classified Personnel Salaries | \$1,000.00 | English Language Arts | Continue to increase the access to the library and increase the availability of books in the library by providing additional hours for the Library Tech Aide and adding new titles for all levels of readers to increase fluency and comprehension skills. Provide monthly "Story Time" sessions in the library for families with children ages 0-4 years in order to teach parents the importance of early literacy. |
| Technology Professional Development to increase adult capacity and teaching capability in the use of instructional materials for academically at risk students using the adopted and supplemental curriculum. | 1000-1999: Certificated Personnel Salaries | \$1,000.00 | English Language Arts | Implement the use of educational materials and technology for academically at risk students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials. |
| Technology to increase the availability of resources and tools for teachers and for academically at risk students. | 4000-4999: Books And Supplies | \$15,000.00 | English Language Arts | Implement the use of educational materials and technology for academically at risk students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials. |
| Renew Lexia Learning subscription to provide teachers and students additional resources for reading intervention. | 5800: Professional/Consulting Services And Operating Expenditures | \$5,000.00 | English Language Arts | Implement the use of educational materials and technology for academically at risk students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials. |
| Renew Brain Pop Subscription to provide teachers and students additional resources to bring lessons to life. | 5800: Professional/Consulting Services And Operating Expenditures | \$1,508.00 | English Language Arts | Implement the use of educational materials and technology for academically at risk students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials. |

William Saroyan Elementary School

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| Renew Spelling City Subscription to provide teachers and students additional resources for reading intervention. | 5000-5999: Services And Other Operating Expenditures | \$1,000.00 | English Language Arts | Implement the use of educational materials and technology for academically at risk students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials. |
| Duplication of core materials and assessments. | 5700-5799: Transfers Of Direct Costs | \$2,000.00 | English Language Arts | Implement the use of educational materials and technology for academically at risk students to enhance learning through the use of presentations, research and engagement opportunities, and alternative supplemental materials. |
| Substitutes to provide release time for teachers in order to provide professional development. | 1000-1999: Certificated Personnel Salaries | \$500.00 | Mathematics | 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). |
| Professional Development and training | 4000-4999: Books And Supplies | \$500.00 | Mathematics | 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). |
| ST Math | 5800: Professional/Consulting Services And Operating Expenditures | \$5,000.00 | Mathematics | 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. |
| Supplies and resources to support instruction. | 4000-4999: Books And Supplies | \$6,000.00 | Mathematics | 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. |
| Certificated EWAs for extended learning opportunities | 1000-1999: Certificated Personnel Salaries | \$5,500.00 | Mathematics | Implement extended learning opportunities for identified at risk Tier 2 and Tier 3 students in math in order 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

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| Classified EWAs for extended learning opportunities | 2000-2999: Classified Personnel Salaries | \$2,250.00 | Mathematics | Implement extended learning opportunities for identified at risk Tier 2 and Tier 3 students in math in order 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 |
| Technology to increase the availability of resources and tools for teachers and students. | 4000-4999: Books And Supplies | \$15,000.00 | Mathematics | Implement the use of educational materials and technology to enhance student learning for Tier 1 and Tier 2 students through the use of presentations, research and engagement opportunities, and alternative supplemental materials. |
| | 2000-2999: Classified Personnel Salaries | \$19,218.17 | Mathematics | Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support). |
| Provide instructional support and intervention through an English Learners Bootcamp school focusing on English Language Development, academic language, reading, writing and comprehension for EL students. | 1000-1999: Certificated Personnel Salaries | \$3,000.00 | 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 administration. - provide support materials for ELD- small group instruction - Professional Development in ELD strategies - Professional Development in ELD Standards |
| Provide English Language Development, academic language, reading, writing and comprehension for English Learners and LTEL students. | 2000-2999: Classified Personnel Salaries | \$1,000.00 | 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. |
| Reading books for English Learners | 4000-4999: Books And Supplies | \$4,000.00 | English Language Development | Provide independent high interest low level reading books or primary language books for English Learners. |

Title I Part A: Allocation Total Expenditures: \$202,694.00

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

Funding Source: Title I Parent Involvement

\$1,925.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
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William Saroyan Elementary School

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| Parent workshop training to provide parents with skills and strategies for parents of at risk English Learners. | 5000-5999: Services And Other Operating Expenditures | \$1,925.00 | Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum being used in the classroom- provide strategies for parents to be used with assisting students with homework in order to prevent students from becoming at risk- building a strong relationship between parents and school personnel- provide translation for parents/guardians- provide child care and snacks for evening events so parents are able to attend; EL Workshops, GATE workshops |
| Title I Parent Involvement Total Expenditures: | | \$1,925.00 | |
| Title I Parent Involvement Allocation Balance: | | \$0.00 | |
| William Saroyan Elementary School Total Expenditures: | | \$265,680.49 | |