

The Single Plan for Student Achievement

School: Biola-Pershing Elementary School
CDS Code: 10-73965-6005789
District: Central Unified School District
Principal: Michael Ota; Principal
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Biola-Pershing Elementary School's Vision and Mission Statements

School Mission Statement:

Biola-Pershing Elementary School provides an effective teaching and learning environment with first best teaching practices. Students engage in classroom activities with relevance, relationships, and effective feedback that increases positive learning experiences. The teaching and learning environment provides a standards aligned curriculum with innovative instructional strategies to enhance optimal student performance and equip students with skills needed to lead a successful and productive lifestyle in the 21st Century. Goal setting and progress monitoring occurs with students, teachers, and parents to communicate and actively engage in student success. All students are expected to succeed within the boundaries of their individual abilities and educational goals. Biola-Pershing Elementary School's vision is to provide support to every student, by preparing and inspiring students to become 21st century learners that will lead in college, career, and community. Our mantra is "1 Team, 1 Goal, 1 Community."

Our School Vision:

Biola-Pershing Elementary will create an equitable and viable teaching and learning environment that promotes higher level thinking skills.

School Profile

Demographics:

Biola-Pershing Elementary School strives to create a healthy, active, and rigorous learning environment. Our staff is devoted to meeting the individual needs of our diverse population by following the Central Unified Guiding Principles. Biola-Pershing Elementary School is located seven miles west of Highway 99 in northwest Fresno in Fresno County. Our school is part of a small rural community that is involved with the rich agricultural industry and part of Central Unified School District. Biola-Pershing Elementary's enrollment is currently 238 students in grades TK-6. Of the diverse student population, 88.7% are Hispanic, 7.98% Asian, 0.42% American Indian, 1.26% African American, and 1.26% Caucasian. The English Learner (EL) population comprises 87% of our total student population and of those 2% are Migrant students. 91.71% of Biola Pershing Elementary students qualify for free and reduced lunch. The majority of students walk to school and approximately 7% of students require school transportation to and from school. Biola honors our economically and culturally diverse community.

Currently, there is a 26:1 student/teacher ratio in Kindergarten through 3rd grade and 33:1 ratio in 4th to 6th grade. There are two classes for the Kindergarten level and one grade level classroom from 1st to 6th grade, with an additional 1st/2nd grade combo class due to an increase in student enrollment. Biola-Pershing has a morning and afternoon state funded preschool program for students in Central Unified School District. A part time resource SPED teacher is on-site five days a week, along with a part time aide, who serve students in a structured program. Biola has a part-time Speech Pathologist and a School Psychologist to serve the special needs of our students. Other programs and student services include Migrant Education, Gifted and Talented Education (GATE), and an after school enrichment program.

The Biola-Pershing Elementary staff has highly qualified certificated and classified staff to serve our students. Our staff strive to progress monitor and accelerate the learning of our EL students with high quality instruction and support by following the ELA/ELD framework. We ensure all students have opportunities to access core curriculum and improve their speaking, listening, reading, and writing skills. A focus on reading and overall literacy is embedded in all lessons throughout the content curricular areas. Teachers receive ongoing professional development and support in ways to provide a rigorous curriculum and differentiate instruction to meet the needs of all students. Early identification for academic student intervention takes place in the first three weeks of instruction. Teachers use differentiated strategies to provide both Tier 1 and Tier 2 instruction. Our students have access to Tier 3 supports for more intensive intervention outside of the school day.

The Single Plan for Student Achievement (SPSA) was created with the input of School Site Council (SSC), English Learner Advisory

Committee (ELAC), staff members, Student Council, and various parent stakeholder groups. Stakeholder input was vitally important as the plan was developed to utilize all allocated funding and develop goals and tactics to meet the needs of all students. The current SPSA has been developed for the purpose of improving student learning, building teacher capacity, and providing support for our beliefs and behaviors to ensure that "every student is prepared for success in college, career, and community" by ensuring that every student will engage in rigorous and relevant standards-based instruction in every classroom and every day to ensure student learning.

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).

Parents, staff, and the community expect to see the highest achievement level for students who live in Biola. We are proud of the progress made with the number of students that are reading on grade level and demonstrating proficiency in mathematics, yet we are not satisfied until all students are meeting grade level standards. The Biola staff has a high expectation for student growth, but understand that many students are in need of extra support. We also strive to increase the number of students being redesignated as English Language Proficient.

Our parents indicated on the yearly survey a need for additional information and increased communication to assist their children at home. Multiple methods are used to provide school-home communication including weekly Sunday Blackboard messages from the Principal, monthly newsletters, access to Biola-Pershing's website for current updates, and the availability of daily progress monitoring through Aeries Gradebook. We also provide opportunities for parents by showing them how to incorporate literacy activities at home, providing access to library services, one-on-one parent meetings, parent/teacher conferences, and family nights. Parenting classes are also being provided in our Parent Engagement Center. Based on parent survey results, Biola has increased the number of families who are feeling welcomed to our campus.

Classroom Observations

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

Classroom observations are completed on a regular basis for all teachers. Feedback is provided on observed instructional practices and support statements are included to match the CSTP goals that teachers have determined at the beginning of the year. Teachers are provided support for effective instructional practices during the coaching process and in instructional coaching cycles. At the beginning of the school year, the Biola teaching staff agreed on various areas of focus for a positive teaching and learning environment. The staff has begun implementing various elements of Visible Learning to create an effective learning environment, Biola's Leadership Team continues to focus on the impact of learning cycles to support the teaching and learning environment. Continuous learning occurs as staff members take the time to visit and observe in classrooms to note student's understanding of learning outcomes and success criteria.

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)

Smarter Balanced Assessment Consortium (SBAC)

*Teachers use this data to identify CCSS areas in need of focus. The information is used to assess ongoing mastery of English-language Arts and Math grade level content standards.

CELDT (California English Language Development Test)

*For the 2017-2018 school year, students who enrolling in a California school for the first time, and whose primary language is determined to be other than English based on the Home Language Survey, will take the CELDT. It assesses students' achievement of English language proficiency in listening, speaking, reading and writing. EL students are provided English Language Development (ELD) based on their CELDT scores. In the spring of 2018, all others, established as EL students, will take the ELPAC (English Language Proficiency Assessment for California). While the four reporting domains will remain the same (listening, speaking, reading, writing), the ELPAC is aligned with the 2012 ELD standards for California.

DIBELS

*Teachers in grades 3-6, use the DIBELS reading fluency assessment to determine if a student is at risk in the area of reading. Students identified as "at risk" or "intensive" are monitored on a bi-monthly basis and interventions are implemented in each classroom setting to increase student learning opportunities. This assessment is a "snap shot" of a students ability to determine initial leveling.

Fountas & Pinnell

*Individual student reading assessments in grades TK-2 identifying the following needs: Oral reading, fluency, comprehension, and writing. This assessment is administered twice a year in TK-Kindergarten and three times a year in 1st and 2nd grade.

Accelerated Reader (AR) and STAR Reading

*Teachers use the STAR reading assessment to identify student reading levels. The students select books within their ZPD (zone of proximal development)/reading range and take comprehension tests to monitor their reading. The STAR reading test is administered quarterly to assess for growth.

District Benchmarks (Performance Tasks, ELA, and Mathematics)

*These assessments are developed from the district's state adopted curriculum materials and used to assess ongoing mastery of English-language Arts and math grade level content standards. District Benchmarks are administered three times a year.

Biola teachers use data to analyze and plan instruction to address academic gaps in ELA and Math. Additional professional development is provided and Professional Learning Communities (PLCs) meet weekly for data analysis and to plan instruction.

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 Data System 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 & Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as SBAC, and District Benchmarks are used to inform teachers and principal 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)

All Central USD employees meet current requirements for employment. The term 'highly qualified teacher' was no longer applicable to districts as on May 2017. The district is currently waiting on approved language and definitions from both state and federal Every Student Succeeds Act (ESSA).

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

All teachers meet the criteria for employment during the transition from NCLB to ESSA. 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 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)

Analysis of data, teacher data meetings, parent surveys, as well as formal and informal observations were utilized to determine staff development needs for the school year.

Staff development and PLC time is being allocated to allow teachers to work in teams, to plan and prepare materials needed to provide small group instruction and support, as well as differentiating for individual student needs. This time allotted for collaboration is extensive during the site days and collaboration is strongly encouraged during the teacher prep time. Posted learning intentions with success criteria, academic vocabulary instruction, student engagement, and effective feedback are all areas identified as necessary for staff development and support.

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, Science, Mathematics, History Social Science, Technology, Social and Emotional Learning, and VAPA. Trained instructional support coaches support teachers with effective instructional pedagogy. The instructional support coaches also deepen knowledge about 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 40 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In 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)

All of our district adopted curricular materials are state approved, researched based and are aligned to the state standards. All of the curriculum, instruction and materials are aligned with the state's content and performance standards.

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 ELA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

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

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

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

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

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

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

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

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

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

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

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA/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)

All students have access to standards-based core instructional materials. Full curriculum is available to each student in every grade level in the core content areas of English/Language Arts, Mathematics, Science, History Social Studies, Physical Education, English/Language Development, and VAPA.

As per circulation records and reported on the recent Williams Settlement report, 100% of all of the students at Biola Pershing have all current State and District adopted core materials to address their standards-based curriculum. Each student has access to technology in the form of a tablet or chromebook.

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. 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)

Biola-Pershing is committed to providing opportunities for all students to access the core curriculum. Teachers use strategies including thinking maps, realia, varied groupings for instruction and practice, and support materials from the core adoption. Small groups, differentiated instruction, and daily intervention times are built into each day of instruction. Results from multiple assessments are used to determine areas of need for students.

In addition, eligible migrant students 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 that are proven to be effective in raising student achievement are the foundation of the Central Way. Developed with input from every school team, the Central Way identifies key expectations for the practices of teachers as well as the practices of students that should be developed in order to positively impact achievement. At the core of each of these practices are the characteristics of a multi-tiered system of support for teaching and learning that include student engagement, setting of standards-based learning intentions and success criteria based on diagnosis of student need, promotion of student ownership in learning with timely and the consistent use of effective feedback. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. The Central Way promotes teacher clarity, a research-based educational practice with the highest effect size (Hattie), through high-impact professional learning teams that rely on formative data to define progress and prescribe next steps for teaching and learning.

Parental Involvement

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

Biola- Pershing Elementary, Central Unified School District, and our community have a multitude of resources available to assist under-achieving students.

*ST Math is available at school and at home via the internet, in order to offer practice for students to affirm conceptual mathematical understanding of grade level standards

*Accelerated Reader progress monitoring is available from each home via the internet in order to inform and support student reading comprehension

*Several teachers use Google Classroom informing families and students of multiple resources and information

*Biola Pershing has a website, and a weekly update informing families and students of multiple resources and information that will provide support for student achievement and understanding

*CUSD website has a technology support access for our community

*Parenting classes for family members to strengthen and support student achievement

*Ongoing partnership between the after school program and Biola Congregational Church continues to provide opportunities for music enrichment classes

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)

Parents provide input into Biola's Single Plan for Student Achievement (SPSA) and its allocated funds through the English Language Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Association (PTA), Annual Title I meeting, and parent education events.

Funding

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

Biola provides opportunities for students who are performing below level to meet standards by participating in supplemental push- in flexible groups. All students receive access to core curriculum throughout the school day. This access is provided through flexible groupings and utilization of instructional strategies which foster understanding of the standard regardless of the student's ability to read the information. Some of the programs that students have access to are ST Math, Accelerated Reader, Promethean Boards for stimulated learning and engagement, tablets/Chromebooks, and Brain Pop. In addition, extended learning opportunities are provided to support our under-performing students.

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 ELA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEAP/LCAP 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 LEAP/LCAP Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Biola is a small rural community with a large population of families who are farm laborers, but maintains a low mobility rate. There is a high population of students that come from families that speak Spanish as a primary language and are identified as socio-economically disadvantaged. 91.71% of students qualify for free and reduced lunch. Communication can be a barrier for parents who do not speak fluent English. To overcome this barrier, all communication home is translated to be clear and comprehensible. With these barriers in mind, our school works closely with our parent groups along with the support of our Migrant Program and Title I services to meet the needs of our families. It is essential that we encourage parents to volunteer and feel comfortable within the school setting. Parents are welcome to assist teachers and staff members throughout the day in the classrooms and on campus. We have a Parent Engagement Center for parents to meet regarding school concerns and discussions, parent educational classes, and a place for families to use our technology to check on academic progress of their student, or to email teachers for information. Our public library is also a resource for our families to visit, do research, and check-out books. Biola-Pershing Elementary school has developed relationships with community businesses and the Biola Community Center to provide additional support and resources for our families. Biola's demographic profile is not viewed as a barrier, but an opportunity. .

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	33	29	27	33	29	27	33	29	27	100.0	100.0	100
Grade 4	22	31	30	22	31	30	22	31	30	100.0	100.0	100
Grade 5	32	25	30	32	25	30	32	25	30	100.0	100.0	100
Grade 6	25	32	26	25	32	26	25	32	26	100.0	100.0	100
All Grades	112	117	113	112	117	113	112	117	113	100.0	100	100

* 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	2339.7	2396.3	2364.4	0	10	11.11	3	21	7.41	24	31	25.93	73	38	55.56
Grade 4	2460.1	2422.8	2469.8	23	10	16.67	23	16	33.33	23	32	33.33	32	42	16.67
Grade 5	2456.7	2487.2	2467.0	3	12	10.00	31	28	16.67	28	32	26.67	38	28	46.67
Grade 6	2516.6	2546.0	2549.7	0	9	15.38	40	63	46.15	52	22	34.62	8	6	3.85
All Grades	N/A	N/A	N/A	5	10	13.27	23	32	25.66	31	29	30.09	40	28	30.97

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	3	10	7.41	12	38	44.44	85	52	48.15
Grade 4	5	6	3.33	59	45	66.67	36	48	30.00
Grade 5	9	20	6.67	44	40	56.67	47	40	36.67
Grade 6	4	13	15.38	64	56	69.23	32	31	15.38
All Grades	5	12	7.96	42	45	59.29	53	43	32.74

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	0	3	7.41	33	62	37.04	67	34	55.56
Grade 4	23	10	16.67	50	55	70.00	27	35	13.33
Grade 5	3	16	10.00	56	48	60.00	41	36	30.00
Grade 6	8	25	19.23	88	66	65.38	4	9	15.38
All Grades	7	14	13.27	55	58	58.41	38	28	28.32

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	0	3	11.11	45	69	51.85	55	28	37.04
Grade 4	18	10	13.33	68	65	80.00	14	26	6.67
Grade 5	9	8	6.67	63	68	66.67	28	24	26.67
Grade 6	4	13	3.85	80	78	88.46	16	9	7.69
All Grades	7	9	8.85	63	70	71.68	30	21	19.47

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	3	14	7.41	39	59	29.63	58	28	62.96
Grade 4	23	10	30.00	45	48	56.67	32	42	13.33
Grade 5	16	32	16.67	63	52	43.33	22	16	40.00
Grade 6	28	44	34.62	64	53	61.54	8	3	3.85
All Grades	16	25	22.12	53	53	47.79	31	22	30.09

Conclusions based on this data:

1. An analysis of ELA data reveals that the percentage of fifth grade students Below Standard increased from 28% in 15-16 to 46.67% in 16-17.
2. An analysis of ELA data reveals that 48.15% of third grade students are Below Standard in Reading.
3. An analysis of ELA data reveals that the percentage of third grade students Below Standard increased from 38% in 15-16 to 55.56% in 16-17.

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	33	29	27	33	29	27	33	29	27	100.0	100.0	100
Grade 4	22	31	30	22	31	30	22	31	30	100.0	100.0	100
Grade 5	32	25	30	32	25	30	32	25	30	100.0	100.0	100
Grade 6	25	32	26	25	32	26	25	32	26	100.0	100.0	100
All Grades	112	117	113	112	117	113	112	117	113	100.0	100.0	100

* 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	2370.8	2383.5	2398.3	0	3	7.41	12	14	22.22	30	31	33.33	58	52	37.04
Grade 4	2470.6	2423.4	2466.1	9	0	6.67	32	13	40.00	36	45	33.33	23	42	20.00
Grade 5	2461.7	2497.8	2468.9	3	12	10.00	16	24	6.67	38	36	36.67	44	28	46.67
Grade 6	2510.3	2536.4	2541.3	4	13	23.08	16	34	11.54	52	38	53.85	28	16	11.54
All Grades	N/A	N/A	N/A	4	7	11.50	18	21	20.35	38	38	38.94	40	34	29.20

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	9	7	7.41	18	41	51.85	73	52	40.74
Grade 4	27	6	16.67	45	32	50.00	27	61	33.33
Grade 5	6	20	13.33	41	44	26.67	53	36	60.00
Grade 6	4	16	23.08	60	56	50.00	36	28	26.92
All Grades	11	12	15.04	39	44	44.25	50	44	40.71

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	6	7	11.11	21	52	44.44	73	41	44.44
Grade 4	23	3	13.33	45	32	66.67	32	65	20.00
Grade 5	3	20	6.67	44	48	53.33	53	32	40.00
Grade 6	0	13	23.08	68	75	46.15	32	13	30.77
All Grades	7	10	13.27	43	52	53.10	50	38	33.63

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	3	0	11.11	55	55	48.15	42	45	40.74
Grade 4	9	6	10.00	59	32	66.67	32	61	23.33
Grade 5	3	8	6.67	59	64	43.33	38	28	50.00
Grade 6	4	31	19.23	76	56	50.00	20	13	30.77
All Grades	4	12	11.50	62	51	52.21	34	37	36.28

Conclusions based on this data:

1. An analysis of Math data reveals that the percentage of fifth grade students Below Standard increased from 28% in 15-16 to 46.67% in 16-17. This data matches ELA data.
2. An analysis of Math data reveals that the percentage of all students Above Standard or At or Near Standard for Concepts and Procedures has increased each of the last three years.
3. An analysis of Math data reveals that the percentage of all students Above Standard or At or Near Standard for Problem Solving & Modeling/Data Analysis has increased each of the last three years.

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	***	25					***	75	***	***		***			
1	50	30	25	17	25	30	22	35	30	6	10	15	6		
2	14		7	14	60	21	43		57	29	40	14			
3					14		69	29	25	31	57	75			
4	17	23		50	38	33	17	38	50			17	17		
5	11			67	***	17	11	***	83				11		
6	33			50				***	***	17	***	***			
Total	24	18	11	26	29	22	31	35	47	15	18	20	5		

Conclusions based on this data:

1. An analysis of the 16-17 CELDT data reveals that 33% of the students tested in TK-6 scored Advanced or Early Advanced
2. An analysis of the 16-17 CELDT data reveals that 75% of third grade students scored Early Intermediate.
3. An analysis of the 16-17 CELDT data reveals that no students tested in TK-6 scoring Beginning.

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	4	4			15		30	26		43	30		22	26	
1	50	30		17	25		22	35		6	10		6		
2	13			13	60		38			25	40		13		
3					13		64	38		36	50				
4	17	23		50	38		17	38					17		
5	10			70	50		10	25			25		10		
6	33			50				25		17	75				
Total	18	12		20	25		29	30		22	25		11	9	

Conclusions based on this data:

1.

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, the percent of TK-2 students who Meet or Exceed Expectations in reading as measured by Fountas & Pinnell will increase from 73% to 81%. By June 2018, the percent of students in grades 3-6 who achieve Met or Exceeds Standards in English-language Arts as measured by SBAC will increase from 34% to 62%.
Data Used to Form this Goal:
District assessments, Fountas & Pinnell, DIBELS, and SBAC data
Findings from the Analysis of this Data:
F&P June 2017 89 of 109 Met or Exceeds Standards TK- 3 of 4 students stayed on track and 1 student approaches expectations Kindergarten 29 of 36 students stayed on Track, 5 students stayed off track, and 2 slipped off track 1st Grade 22 of 34 students on stayed on Track, 10 students slipped off track and 2 slipped off track 2nd Grade 26 of 35 students on stayed Track, 9 stayed off Track, 0 students slipped off track SBAC English Language Arts results from May 2017 based on 100% participation. 34% Met or Exceeded Standards while 66% Nearly or not met Standards 4th Grade 33% of students met or exceeded standards and 67% of students did not meet standards 5th Grade 30% of students met or exceeded standards and 70% of students did not meet standards 6th Grade 42% of students met or exceeded standards and 58% of students did not meet standards

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

Fountas & Pinnell
 SBAC
 District Benchmarks
 DIBELS
 AR/STAR
 Common grade level assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers will provide lessons that are highly engaging and differentiated based on student need. These lessons will develop deeper knowledge and mastery learning of content.	August 2017-June 2018	Administration Teachers Instructional Support Coach	Purchase Home to School student writing organizer folders used during Writer's Workshop.	4000-4999: Books And Supplies	LCFF	700.
			Composition Writing Books for students to create interactive Journals	4000-4999: Books And Supplies	LCFF	200.
			Sight Word incentives for students to increase the use of grade level site words	4000-4999: Books And Supplies	LCFF	500.
			Substitute teachers to allow Certificated teachers to participate in collaboration to support lesson planning of newly adopted Wonders curriculum	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.
Progress monitoring will be used to track reading levels of students as they work toward reading goals.	August 2017- June 2018	Administration Teachers Instructional Support Coach	Duplication of materials to monitor reading levels of each student	4000-4999: Books And Supplies	Title I Part A: Allocation	50.
			Data card used to monitor updated reading levels for all grade level students	4000-4999: Books And Supplies	Title I Part A: Allocation	100.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Classified support to assist primary students (guided reading, small group instruction in ELA/or Math, differentiation, and teacher support)	August 2017-June 2018	Administration Teachers Instructional Aide	Instructional Aide to provide additional support for small group instruction	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	13,000.
			Two Instructional Aides to provide additional support for Kindergarten students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	13000.
			Instructional Aide to provide additional support for Transitional Kindergarten students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5500
Students have access to rich, complex reading materials that promote literacy skills and vocabulary development	August 2017- June 2018	All staff	Purchase Expository Text Scholastic Weekly Readers Magazine	4000-4999: Books And Supplies	LCFF	1730.
			Purchase fiction and nonfiction books for student access in the library	4000-4999: Books And Supplies	LCFF	900.
			Collegiate American Heritage Dictionary of English Language 5th Edition	4000-4999: Books And Supplies	LCFF	900.
Qualifying students based on academic need will be provided Supplemental Educational Services (tutoring and intervention) outside the regular school day	September 1017 - May 2018	Classified Staff	One hour of tutorial will be held every Tuesday and Thursday for Tier 2-3 students not meeting mastery of standards in English-language Arts	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2000.
Teachers will provide engaging lessons to develop a deeper level of mastery learning	September 2017- June 2018	Administration Teachers	Promethean ACTIV Panel 70	4000-4999: Books And Supplies	LCFF	11749.00
			Front Row license	4000-4999: Books And Supplies	Title I Part A: Allocation	1000.
			Raz Kids	4000-4999: Books And Supplies	Title I Part A: Allocation	1000.
			Brain Pop	4000-4999: Books And Supplies	Title I Part A: Allocation	2000.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			BenQ Interactive Short Throw 3D Projector Installation	5800: Professional/Consulting Services And Operating Expenditures	LCFF	896.
			Promethean ACTIV Panel 70	4000-4999: Books And Supplies	LCFF	5874.50

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, the percent of TK-2 students who achieve Meets or Exceeds Expectations in math as measured by District Benchmarks will increase from 76% to 92%. By June 2018, the percent of students in grades 3-6 who achieve Met or Exceeds Standards in math as measured by SBAC will increase from 33% to 66%.
Data Used to Form this Goal:
District Benchmarks and SBAC
Findings from the Analysis of this Data:
2016 Year end ST Math Syllabus Progress was 59.7% May 2016 SBAC Mathematics based on 100% participation for all students 33% of students Met or Exceeded Standards while 67% of students Nearly or did not meet Standards 3rd grade 17% of students met or exceeded standards, but 52% did not meet standards a decrease in 6% of students. 4th grade 17% of students met or exceeded standards, but 83% did not meet standards. 5th grade 11% of students met or exceeded standards and 89% did not meet standards a big decrease of students from 2016. 6th grade 17% of students met or exceeded standards and 83% did not meet standards.
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: ST Math reports Common Formative Assessments-daily and weekly SBAC

Group data needed to measure gains:

ST Math progress reports
Envision Math Assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students will use technology to increase conceptual understanding of mathematics.	August 2017- June 2018	Administration Teachers Instructional Support Coach	Flexible Headphone for students to use in classroom during ST Math activities	4000-4999: Books And Supplies	Title I Part A: Allocation	500.
			Renew ST Math license	4000-4999: Books And Supplies	Title I Part A: Allocation	5316.
Teachers will provide lessons that are highly engaging and differentiated based on student need. These lessons will develop deeper knowledge and mastery learning of content.	August 2017- June 2018	Administration Teachers Instructional Support Coach	Substitute teacher to allow teachers to take part in math planning with Pearson math curriculum	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	500.
			Professional Development that supports planning time and develop lessons in math.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	500.
Students will implement Science, Technology, Engineering and Mathematics (STEM) into daily lessons to support math practices	October 2017- November 2017	Administration Teachers Instructional Support Coach	STEM Activities, Robotics, and Science Olympiad to support integrated math and science	4000-4999: Books And Supplies	LCFF	1500.
			Substitute teacher for STEM workshop attendance	5800: Professional/Consulting Services And Operating Expenditures	LCFF	100.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Fresno County Superintendent of Schools (FCSS) STEM Workshop and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1000
			Transportation for students to attend Robotics workshop	4000-4999: Books And Supplies	LCFF	300.
Qualifying students based on academic need will be provided Supplemental Educational Services (tutoring and intervention) outside the regular school day	October 2017 - June 2018	Classified Staff	One hour of tutorial will be held every Tuesday and Thursday for Tier 2-3 students not meeting mastery of standards in math	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3000.
Classified support to assist primary students (guided reading, small group instruction in ELA/or math, differentiation, and teacher support).		Classified Staff	Instructional Aide to provide additional support for small group instruction	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12000.
			Two Instructional Aides to provide additional support for Kindergarten students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	13000.
			Instructional Aide to provide additional support for Transitional Kindergarten students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5500.

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, all EL students will increase at least one proficiency band as measured by CELDT/ELPAC and/or ELD Wonders assessments
Data Used to Form this Goal:
ELPAC, District Benchmarks , F & P data, AR/STAR reports, SBAC, ELD assessments from core
Findings from the Analysis of this Data:
Biola did not meet AMAO 1.
Means of evaluating progress & group data needed to measure gains:
Group data needed to measure gains: Weekly PLC with grade level student data (Teacher assessed) EL Progress Reports AR STAR DIBELS Fountas & Pinnell ELD Wonders Assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Intervention delivered through small group instruction will be provided to Tier 2-3 students based on English-language need and utilizing the	October 2017- June 2018	Administration Teachers Instructional Support Coach	Leveled Literacy Intervention Kit	4000-4999: Books And Supplies	Title I Part A: Allocation	1510.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Leveled Literacy Intervention kits.						
EL students will be recognized and celebrated for achieving English language proficiency	August 2017-June 2018	Administration Teachers Instructional Support Coach	Medals and Certificates for exiting the EL program through redesignation	4000-4999: Books And Supplies	LCFF	300.
Students will have enrichment opportunities that promote making meaning through real life experience in support of English Language Development (ELD)	August 2017 - May 2018	Administration Teachers Instructional Support Coach	Sixth grade opportunity to visit the USS Pampanito in San Francisco	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1600.
			Fourth grade Mission trip to San Luis Obispo to support students' History Day Project	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1200.
			Third and fourth grade opportunity to visit the Fresno Fair	5800: Professional/Consulting Services And Operating Expenditures	LCFF	300.
			Fifth grade opportunity to visit the Civil War Reenactment at Kearney Park	5800: Professional/Consulting Services And Operating Expenditures	LCFF	300.
			Kindergarten opportunity to visit a working farm	5800: Professional/Consulting Services And Operating Expenditures	LCFF	300.
			First and second grade learning trip to the Fresno Zoo	5800: Professional/Consulting Services And Operating Expenditures	LCFF	300.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Professional Development time for teachers to discuss instructional strategies and plan for effective use of the newly adopted ELA/ELD curriculum	Aug 2017 - June 2018	Administration Teachers Instructional Support Coach	Planning time with EL District coordinator to implement ELA/ELD curriculum Substitute teachers to allow staff release time	5800: Professional/Consulting Services And Operating Expenditures 2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	600.
Students will have access to fiction and nonfiction books	Year around	Librarian	Increase in books for the library	4000-4999: Books And Supplies	LCFF-SLIP	578.66
CELDT Assessment for Kindergarten and initial students and then ELPAC in the spring as an annual assessment to determine language proficiency levels for EL students	August 2017-October 2017	Teachers	Substitute teacher to provide release time for kindergarten teachers to administer CELDT	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	400.
			Substitute teachers to provide release time for teachers to administer ELPAC	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	700.
Teachers will be provided with professional development opportunities in differentiation to meet the diverse needs of our school population.	August 2017-May 2018	Administration Teachers	Conferences and training opportunities	5000-5999: Services And Other Operating Expenditures	LCFF	3000.

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
By June 2018, Biola will have a decrease in the number of behavior incidents by 2% when compared to June 2017, as measured by SWIS and Aeries. By June 2018, Biola will have an increase in participation of students joining an extra curricular activity as measured by event sign-ins and class rosters. by June 2018, Biola will have an increase in student attendance as measured by Aeries.
Data Used to Form this Goal:
SWIS, School Climate Survey, Aeries
Findings from the Analysis of this Data:
Parent survey indicates that 76% of parents believe their child is participating in a high quality academic program. During LCAP meeting on February 2016 parents requested an increase in student activity outside of the classroom.
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: SWIS data- monthly Anecdotal evidence from teachers-PBIS monthly meetings Climate Survey- end of year Aeries System Group data needed to measure gains: Aeries and SWIS data Anecdotal evidence from teachers Classified Staff Climate Survey

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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
Students and staff will be exposed to character building modeling and traits throughout the year. We strive for students to demonstrate desired expectations in and out of classrooms in order to maximize instructional time. Students model exemplary behavior and will be recognized through student achievement awards.	August 2017- June 2018	Administration Teachers Support Staff	Student of the Month recognition activities, Character Certificate, and medals	4000-4999: Books And Supplies	LCFF	610.10
			Classroom and school expectation posters for hallway, library, cafeteria, Restrooms, office, and playground	4000-4999: Books And Supplies	LCFF	2000.
Support and enhance Parent/Student/Teacher communication. Empower parents, students, and community to become actively involved with the school.	August 2017- June 2018	All staff	Biola Elementary Signs at the front entrance gate of the school that promote a positive learning environment, academics, and enhance curb appeal	5900: Communications	LCFF	6100.
			Student agendas to involve parents in an environment that promotes an academic culture	4000-4999: Books And Supplies	Title I Part A: Allocation	900.
Biola Elementary will implement PBIS Tier 1, Tier 2, and Tier 3 intervention by using a data system to assist the team in making decisions and progress monitoring of student behavior.	August 2017 - June 2018	Administration Teachers Support Staff	Renew license for SWIS that supports data for PBIS	5000-5999: Services And Other Operating Expenditures	LCFF	460.
Increase communication to support the culture for a safe teaching and learning environment	August 2017 -June 2018	Administration Teachers Support Staff	Purchase portable walkie talkie for use at recess, PE, and Field Trips	4000-4999: Books And Supplies	LCFF	2000.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Create a culture of active participation that increases engagement and active learning for students in the classrooms	August 2017 - June 2018	Administration Teachers	Go Noodle Inc. license renew used for interactive activities, singing, and kinesthetic movement	4000-4999: Books And Supplies	Title I Part A: Allocation	1000.
Students will be provided with presentations and other opportunities to reinforce a positive mindset and encourage behaviors that promote a positive culture for students. This includes positive incentives during school wide testing windows.	January 2018 - May 2018	Administration Teachers	Testing incentives for SBAC and	5000-5999: Services And Other Operating Expenditures	LCFF	1000.
Students will have access to fiction and nonfiction books	August 2017 - July 2018	Librarian	Increase books in the library	4000-4999: Books And Supplies	LCFF	2000.

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
All parents will be involved in goal setting and progress monitoring of their child in partnership with our school community. Biola parents will be invited and actively involved with increased opportunities to participate in evening events, workshops, and parent training that supports student achievement.
Data Used to Form this Goal:
Parent Survey Goal Setting Title I documents Report Cards/Progress Reports signature Percentage of Parents involved at school: meetings, school functions, and conferences Sign in document on Raptor system Parent sign in for activities and meetings
Findings from the Analysis of this Data:
Data from the 2016-17 Parent Survey indicated that parents want more information about what they can do to help their children academically. The parents are requesting information from Parent Meetings throughout the year.
Means of evaluating progress & group data needed to measure gains:
Compare data from 2014-15 survey, 2015-16, 2016-17 that include qualitative data (feedback from parents).

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Increase parent and community involvement with school sponsored events.	August 2017- June 2018	Biola staff ELAC/SSC/DAC members Parent Community	Translated literature for parent involvement and engagement	4000-4999: Books And Supplies	Title I Part A: Allocation	200.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Provide child care for parents who attend evening workshops for the school	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	100.
			PBS parent workshops	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	9800.
			Light refreshments for evening training session for parents	4000-4999: Books And Supplies	Title I Parent Involvement	500.
			Hmong and Spanish interpreter for parent workshops	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	400.
Provide opportunities and information to prepare our students to be college and career ready when they leave Biola.	August 2017 - June 2018	Parent Community Biola Staff Administrator	Migrant Education College University campus tour for parents and students (Fresno State)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2810.
			Feria de Educacion college learning trip to Fresno State	5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	326.
Increase parent communication to families through the use of phone dialer, email, text messaging, social media, Edlio Website, and written documents	August 2017 - June 2018	Administrator	Newsletter called "Paw Print" sent home to parents in English and Spanish	4000-4999: Books And Supplies	Title I Part A: Allocation	200.
Technology used to present school information and video footage for parents during workshops and meetings	September 2017- June 2018	Administration Teachers Instructional Aide	Promethean ACTIV Panel 70	4000-4999: Books And Supplies	LCFF	5874.50

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	53,694.10	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	578.66	0.00
Title I Part A: Allocation	97486.00	0.00
Title I Parent Involvement	926.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	53,694.10
LCFF-SLIP	578.66
Title I Part A: Allocation	97,486.00
Title I Parent Involvement	926.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	69,700.00
4000-4999: Books And Supplies	51,992.76
5000-5999: Services And Other Operating Expenditures	17,396.00
5800: Professional/Consulting Services And Operating	6,496.00
5900: Communications	6,100.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF	37,138.10
5000-5999: Services And Other Operating	LCFF	4,460.00
5800: Professional/Consulting Services And	LCFF	5,996.00
5900: Communications	LCFF	6,100.00
4000-4999: Books And Supplies	LCFF-SLIP	578.66
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	69,600.00
4000-4999: Books And Supplies	Title I Part A: Allocation	13,776.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	12,610.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	100.00
4000-4999: Books And Supplies	Title I Parent Involvement	500.00
5000-5999: Services And Other Operating	Title I Parent Involvement	326.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	62,099.50
Goal: Mathematics	43,216.00
Goal: English Language Development	11,088.66
Goal: School Culture	16,070.10
Goal: Parent Engagement	20,210.50

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
Michael Ota	X				
Cindy Escandon		X			
Angelica Loera-Lopez		X			
Frances Sias		X			
Amanda Rose Lewis Rogoff				X	
Teresa Conde				X	
Cecilia Diaz				X	
Luisa Diaz				X	
Jessica Elorza				X	
Amanda Aguilar			X		
Numbers of members of each category:	1	3	1	5	0

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on September 21, 2017.

Attested:

Michael Ota; Principal

Typed Name of School Principal

Signature of School Principal

Date

Amanda Rose Lewis-Rogoff Chairperson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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.
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- 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
- 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

Amelia

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 September 21, 2017.

Attested:

Michael Ota; Principal
Typed Name of School Principal

Michael Ota
Signature of School Principal

9/21/17
Date

Amanda Rose Lewis-Rogoff Chairperson
Typed Name of SSC Chairperson

Amanda Rose Lewis-Rogoff
Signature of SSC Chairperson

9-21-2017
Date

Name _____ Grade _____

Biola-Pershing Elementary School
SCHOOL-FAMILY COMPACT TO LEARNING
Three-Way School Pledge

Teacher Pledge: I will

- Create a learning partnership with every family in my class
- Explain my approach to teaching, expectations, and grading system to students and their families
- Monitor student progress in reading and math and update parents regularly
- Make sure all students get help as soon as it's needed
- Continually work on my teaching strategies so that I can successfully teach all children
- Make sure students understand the assignment and what they'll learn from it, and grade it promptly
- Provide opportunities for parent volunteers and participation in your child's education
- Send home school information promptly
- Teachers will keep a parent communication log.

Teacher's Signature

date

Students Pledge: I will

- Get to class on time
- Let my teacher know if I need help
- Read on my own and with my family everyday
- Work on my math and reading skills at home, using the materials my teacher sends home
- Write down assignments, do my homework everyday, and turn it in when it's due
- Participate in all intervention programs that are offered to me
- Take school information home to parents

Student's Signature

date

Parent's Pledge: I will

- Let the teacher know if my child has any problems with learning, academic, health, and/or social issues.
- Attend all scheduled parent conferences or meetings.
- Use reading and math materials the school sends home each week to help my child
- Encourage a specified time for students and/or family reading.
- Provide a quiet place/time for my students to complete homework
- Help my child see how to use reading and math to pursue his/her interests and goals
- Get my child to school on time everyday
- Read school information nightly
- Participate in and attend school activities.

Parent's/Guardian's Signature

date

White Copy – Teacher

Yellow Copy – Parent/Student

Nombre _____ Grado _____

Escuela Primaria de Biola-Pershing
CONVENIO DE APRENDIZAJE ENTRE ESCUELA Y FAMILIA
Compromiso Escolar Entre Tres

Compromiso del Maestro: Prometo

- Crear una sociedad de aprendizaje con cada familia en mi clase
- Explicar a los estudiantes y sus familias cual es mi manera de enseñar, mis expectativas, y mi método de calificar
- Vigilar el progreso del estudiante en lectura y matemáticas y poner al día a los padres
- Asegurarme de que todo estudiante obtenga ayuda tan pronto como sea necesario
- Trabajar continuamente en mis métodos de enseñanza de modo que pueda enseñar con éxito a todos los estudiantes
- Asegurarme de que los estudiantes entiendan la tarea y lo que aprenderán de ella y calificarla puntualmente
- Proveer oportunidades para padres voluntarios y participación en la educación de sus hijos
- Enviar puntualmente información a los hogares
- Los maestros mantendrán un registro de las comunicaciones con los padres.

Firma del Maestro

Fecha

Compromiso del Estudiante: Prometo

- Llegar a clase a tiempo
- Hacerle saber al maestro si necesito ayuda
- Leer por mi cuenta y con mi familia diariamente
- Trabajar en matemáticas y lectura en casa, utilizando los materiales que mi maestro envía al hogar
- Escribir las actividades, hacer mi tarea diario, y regresarla a tiempo
- Participar en todos los programas de intervención que me ofrezcan
- Llevar a los padres la información provista por la escuela

Firma del Estudiante

Fecha

Compromiso del Padre: Prometo

- Comunicarle al Maestro si mi hijo tiene algún problema de aprendizaje, académico, de salud, y/o social
- Asistir a todas las conferencias o reuniones de padres que estén programadas
- Utilizar materiales de lectura y matemáticas que la escuela envíe a casa cada semana para ayudar a mi hijo(a)
- Asignar un tiempo específico de lectura para el estudiante y/o familia
- Proporcionar un lugar y tiempo tranquilo para que mi estudiante haga su tarea
- Asistir a mi hijo(a) en cómo utilizar la lectura y la matemáticas en la búsqueda de sus propósitos y metas
- Asegurar que mi hijo llegue a tiempo a la escuela todos los días
- Leer la información de la escuela por la noche
- Participar y asistir a las actividades de la escuela

Firma del Padre/Tutor

Fecha

Biola Pershing Elementary School

Title I School-Level Parental Involvement Policy

High Achieving Biola Pershing Elementary has developed a written Title I parent involvement policy with input from Title I, School Site Council, and English Language Advisory Council parents. In preparation for the new school year and the development of the following year's Single Plan for Student Achievement (SPSA), in the spring, the previous year's policy is reviewed by School Site Council (SSC) members, staff, and the English Learner Advisory Committee (ELAC) members for revisions. The School Site Council consists of parents representing Title I and other students. The parents and other school site members are asked to preview the policy prior to the SSC meeting and to come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed in both English and Spanish to be distributed to all students the first day of the new school year. At the annual fall Title I parent meeting, copies are again given to parents attending the meeting. Biola Pershing Elementary's policy describes the means for carrying out the following Title I parental involvement requirements. [Title I Parental Involvement, 20 USC 6318 (a)-(f)]

Involvement of Parents in the Title I Program

High Achieving Biola Pershing Elementary School does the following:

1. In late September or October an annual meeting is held to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program.
 - Students are identified as Title I using district criteria by site personnel.
 - Prior to the scheduled annual Title I Parent Meeting, the staff mails a letter to the parents of identified Title I students notifying them that their child has been identified as a Title I student and invites them to attend the first Title I meeting of the school year. This letter states the date, place, and time of the annual Title I meeting. In addition, a reminder flyer is given to the parents of Title I students at the first parent-teacher conference. At this conference, teachers discuss the *Plan to Modify* which identifies the accommodations and support the teacher plans to provide for their child throughout the school year. The *Plan to Modify* is reviewed and updated, if needed, at each parent conference
 - At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the SSC meetings to further learn about Biola Pershing's programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher with concerns about their child's progress.
 - The Title I parent survey results are used to assist in the planning of the Title I parent meetings.
2. Offers a flexible number of meetings
 - All parents are invited to attend the School Site Council meetings which are held five to six times throughout the school year. The meetings are announced in the monthly school newsletter and on the District-wide Connect Ed telephone communication system. The agenda is posted in the school office at least 72 hours in advance of the meeting.
 - Title I parents are encouraged to request a Title I meeting. This is announced at the annual Title I parent meeting.
 - There will be 3 scheduled Title I parent meetings each school year, one in the morning, one at lunch time, and one in the evening.
3. The planning, review, and improvement of Title I programs is discussed at the SSC meetings which are held five to six times throughout the school year. The posted SSC agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council which includes representation of Title I students are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.

School-Parent-Student Compact

High Achieving Biola Pershing Elementary has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

The School-Parent Compact is signed by all participating parties by the end of the first Parent-Teacher Conference which is held 6-10 weeks into the new school year. The teacher has the responsibility of assuring that all compacts have been signed by all parties. The parent keeps one copy, the teacher keeps a copy in the student profile binder and the third copy is given to the Resource Teacher to be filed for Categorical Program Monitoring.

The school-parent-student compact describes the following items which includes items added by parents of benchmark and Title I students, by staff, and by students:

Escuela Primaria de Biola Pershing

Política de Participación de Padres a Nivel Escolar del Título I

La Escuela Primaria de Biola Pershing alto rendimiento desarrolló una política de participación de padres del Título I con aportes de los padres del Título I y de las pruebas de referencias. Como preparación para el nuevo ciclo escolar y el desarrollo del Plan Escolar para el Aprovechamiento Estudiantil (Single Plan for Student Achievement, SPSA) del próximo año, en primavera, la política del año pasado es revisada por los miembros del consejo escolar y con el consejo del Comité de los padres de lo aprendices de ingles. El Consejo Escolar (School Site Council, SSC) está conformado por padres representantes tanto de las pruebas de referencia como del Título I. Se solicita a los padres y otros miembros del consejo escolar revisar la política en forma previa a la reunión del consejo escolar y venir preparados para realizar aportes sobre las revisiones de la política. Luego de la aprobación del Consejo Escolar (SSC), la política es impresa tanto en inglés como en español y a continuación es distribuida a todos los estudiantes el primer día del nuevo ciclo escolar. En la reunión anual de padres del Titulo I realizada en otoño, se entregan nuevamente copias a los padres que asisten a la reunión. La política de la escuela Primaria de Biola Pershing describe los medios para reunir los siguientes requisitos de participación de padres del Título I.

[Participación de Padres en el Título I, 20 USC 6318 (a)-(f)]

Participación de Padres en el Programa Título I

Escuela Primaria de Biola Pershing posee altos niveles de logro y realiza lo siguiente:

1. A fines de septiembre o comienzos de octubre, se realiza una reunión anual a fin de informar a los padres de los estudiantes del Título I sobre los requisitos y sus derechos de participación en este programa.
 - El maestro de recursos escolares identifica a los estudiantes del Título I, utilizando criterios del distrito.
 - En forma previa a la Reunión de Padres del Título I programada en forma anual, la maestra de recursos envía por correo una carta a los padres de estudiantes identificados del Título I, notificándoles que sus hijos fueron identificados por estudiantes del Título I y los invita a asistir a la primera reunión del programa del ciclo escolar. En esta carta figura la fecha, lugar y horario de la reunión anual del Título I. Además, se entrega un anuncio como recordatorio a los padres de los estudiantes del Título I en la primera conferencia de padres y maestros. En dicha conferencia, los maestros hablan sobre el *Plan de Modificación*, que identifica las ubicaciones y apoyo que el maestro planea brindar a su hijo durante el ciclo escolar. Este plan es revisado y actualizado, si es necesario, en cada conferencia para padres.
 - En la Reunión de Padres anual del Título I, se invita a los padres a solicitar más reuniones para padres del Título I. Se establecen las fechas y horarios. Además, se alienta a los padres a asistir a las reuniones del Consejo Escolar (School Site Council) para aprender más sobre los programas de Biola Pershing y para que los padres expresen sus opiniones de forma continua con relación a los programas académicos. También se alienta a los padres a sentir la confianza para comunicarse con los maestros con relación al progreso de sus hijos.
 - Los resultados de las encuestas para padres del Título I se usan para ayudar a planificar reuniones para padres del Título I.
2. Ofrece un número flexible de reuniones
 - Se invita a todos los padres a asistir a las reuniones del Consejo Escolar, que se realizan cinco o seis veces durante el año. Las reuniones se anuncian a través del boletín informativo escolar y en comunicación del telefono de Connect ED. La agenda se publica en la oficina escolar por lo menos 72 horas antes de la reunión.
 - Se alienta a los padres del Título I a solicitar una reunión sobre el programa. Esto se anuncia en la reunión de padres anual del Título I.
 - Se programarán 3 reuniones de padres del Título I durante cada ciclo escolar, una por la mañana, una durante el almuerzo y una por la tarde.
3. En las reuniones del Consejo Escolar (SSC), se habla sobre la planificación, revisión y mejoramiento de los programas del Título I, que se realizan cinco o seis veces durante el ciclo escolar. La publicación de la

lleva a los padres a la escuela a fin de que puedan asistir a la reunión. Para las conferencias de padres se contratan traductores de español, hmong y Punjabi.

- El personal y los padres de Biola Pershing pueden solicitar una reunión del Equipo de Estudio del Estudiante (Student Study Team) a fin de hablar sobre las preocupaciones de los estudiantes.
- Se planifican reuniones programadas para los estudiantes con un Plan de Educación Individual (Individual Education Plan, IEP).

Acuerdo entre la Escuela, los Padres y el Estudiante

La Escuela Primaria Biola Pershing de alto rendimiento desarrolló en forma conjunta con y distribuyó entre los padres de los estudiantes del Título I un acuerdo entre la escuela y los padres donde se detalla cómo los padres, todo el personal escolar y los estudiantes compartirán su responsabilidad para mejorar el nivel de aprovechamiento académico de los estudiantes. También describe cómo la escuela y los padres desarrollarán una alianza para ayudar a los niños a lograr el dominio en los estándares de contenido académico de California.

El Acuerdo entre la Escuela y los Padres será firmado por todas las partes participantes al finalizar la primera Conferencia de Padres y Maestros, la cual se realizará 6 -10 semanas luego del comienzo del nuevo ciclo escolar. El maestro tiene la responsabilidad de asegurar que todos los acuerdos hayan sido firmados por todas las partes. Los padres conservan una copia, el maestro conserva una copia en la carpeta del perfil del estudiante y la tercera copia es entregada al Maestro de Recursos, de modo que sea archivada para el Monitoreo del Programa Categórico (Categorical Program Monitoring).

El acuerdo entre la escuela, los padres y los estudiantes describe los siguientes ítems, los cuales incluyen ítems agregados por los padres de los estudiantes del Título I y de referencia y el personal:



BIOLA PERSHING ELEMENTARY
 4885 N. Bola Ave., Fresno, CA 93723
 Telephones: (559) 276-5235 · Fax: (559) 276-2151
ELAC MEETING
SEPTEMBER 21, 2017
MINUTES



Date of Posting: September 19, 2017 Meeting Date: September 21, 2017

Location: Parent Engagement Center

Start time 2:30pm

Ending Time: 3:30 pm

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, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members Margarita Altamirano, Inez Flores, Guillermina Platon, Carmela Martinez, Abigail Velasquez (Not present) Yanet Paniagua Interpreter, Michael Ota Administrator, Lucrecia Martinez Guest. 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	Michael Ota	2 minutes
Roll Call—establish quorum	None	Michael Ota	1 minute
Changes/Additions to the Agenda	Mrs. Altamirano moved to accept minutes, Mrs. Flores 2 nd motion	Michael Ota	1 minute
Secretary's Report	No Secretary Report	Michael Ota	0 minutes
Report of Officers, Standing & Special Committees	No Officer report	Michael Ota	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. (No Public Comment)	Michael Ota	2 minutes
Unfinished Business	TBD	Michael Ota	0 minutes
New Business a. CUSD Guiding Principles b. Review the purpose of the ELAC	Mr. Ota discussed the CUSD Guiding Principles and how Biola follows the path of College Career, and Community • Mr. Ota presented what is an English	Michael Ota	2 min

District Administration

Mark G. Sutton, Superintendent

Ketti Davis, Assistant Superintendent, Educational Services · Jack Kelejian, Assistant Superintendent, Human Resources

Kelly Porterfield, Assistant Superintendent, Chief Business Officer · Paul Birrell, Director, 7-12 and Adult Education

Tami Boatright Ed.D, Director, K-8 Education · Andrea Valadez, Administrator, Special Education & Support Services

4605 N Polk Avenue · Fresno, California 93722



BIOLA PERSHING ELEMENTARY
 4885 N. Bola Ave., Fresno, CA 93723
 Telephones: (559) 276-5235 · Fax: (559) 276-2151
SSC MEETING
SEPTEMBER 21, 2017
MINUTES



Date of Posting: September 19, 2017 Meeting Date: September 21, 2017

Location: Parent Engagement Center

Start time 2:30pm

Ending Time: 3:30 pm

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 SPSA & Safety Plan
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members': Angelica Loera-Lopez, Frances Sias, Cindy Escandon, Cecelia Diaz, Amanda Rose Lewis-Rogoff, Luisa Diaz, Jessica Elorza, Teresa Conde (not present) Linda Jackson (Guess), Michael Ota Principal 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	Michael Ota	2 minutes
Roll Call—establish quorum	None	Michael Ota	1 minute
Changes/Additions to the Agenda	Mrs. Lewis-Rogoff, 2 nd by Cecelia Diaz	Michael Ota	1 minute
Secretary's Report	No Secretary Report	Michael Ota	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. (No Public Comment)	Michael Ota	2 minutes
New Business a.	SSC Training Education Code requires that the SSC develop and revises School site plan, The committee was nominated for election except Jessica Elorza and Teresa Code. The public has elected the members to represent the voice of the parents. Funding through Title 1, Title 11, Title 111 and the LCAP is shared with and input request from the school site such as SSC to align school and District goals and action plan. The	Michael Ota	2 min 10 min

District Administration

Mark G. Sutton, Superintendent

Ketti Davis, Assistant Superintendent, Educational Services · Jack Kelejian, Assistant Superintendent, Human Resources

Kelly Porterfield, Assistant Superintendent, Chief Business Officer · Paul Birrell, Director, 7-12 and Adult Education

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BIOLA PERSHING ELEMENTARY
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 Telephones: (559) 276-5235 • Fax: (559) 276-2151
SSC MEETING
SEPTEMBER 21, 2017
MINUTES



	<p>SSC will analyze the date and needs of the school and work closely with EAC committee of the Biola. The committee will approve and monitor all expenditures that is submitted to the Board. The Principal works directly under the committee and cannot override the power of the committee. Meeting is open to the public and agenda must be posted 72 hours before dated meeting.</p>	Michael Ota	
<p>b. Guiding Principals</p>	<p>Guiding principles match the belief of the Biola Elementary Administration and the importance of college, career, and community.</p>	Michael Ota	2 min
<p>c. Review the purpose of SSC and aligned with the ELAC</p>		Michael Ota	
<p>D. Nominate and elect the committee:</p>	<p>Amanda Rose Lewis-Rogoff – Chairperson Accept nomination for Chairperson – Jessica Elorza 2nd Sias Angelica Loera-Lopez – Vice Chairperson Accept nomination for Vice Chairperson – Cecilia Diaz 2nd Rogoff-Lewis Frances Sias – Secretary Accept nomination for Secretary – Angelica Loera Lopez 2nd Jessica Elorza Ty Jackson – Dac Accept nomination for DAC rep – Jessica Elorza 2nd Amanda Lewis Rogoff</p>	Michael Ota	10 min
<p>E. Review the 2017 SPSA.</p>	<p>The input was from Title 1 parent meeting, Certificated staff input Classified Staff input and ELAC committee. Amanda Rose Lewis-Rogoff inquired with all the funding what happen to our new Library? Mr. Ota explained that the funding we receive from Ttile 1 and LCFF is nowhere around the 4 million mark to build the library. SSC wants a bully program implemented for the parents. On the document provides information to have the parent training on bullying. The acceptance of the SPSA moved by Angelica Loera-Lopez and seconded by Amanda Rose Lewis-Rogoff.</p>		5 min
<p>F. Review of the School Safety Plan</p>	<p>Motion to accept the plan by Jessica Elorza and seconded by Cecilia Diaz</p>		



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SSC MEETING
SEPTEMBER 21, 2017
MINUTES



<p>G. Evaluation (ways to improve the meeting) and Adjournment</p>	<p>Meeting input and approval to adjourn The following dates have been approved for 3:30PM on December 14, March 15, May 17 Linda Jackson moved to adjourn the meeting and Jessica Elorza seconded. Amanda Rose Lewis-Rogoff adjourn meeting at 4:55PM</p>		<p>2 Min.</p>
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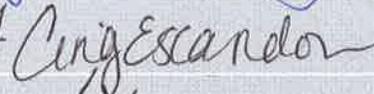
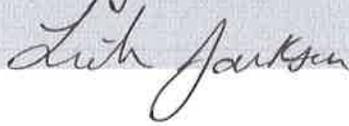
List of handouts: e.g. Guiding Principles, by-laws, Site plan EL goals,

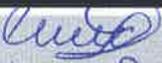
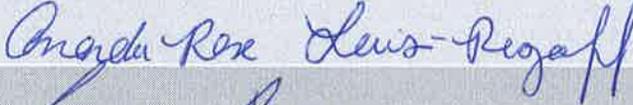
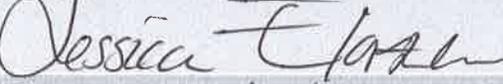
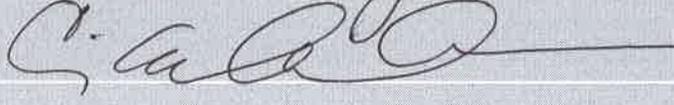
Thank you for coming

SSC Member Sign In

Biola Pershing Elementary

Date: September 21, 2017

	Name	Position	Sign in
1		Principal	
2	Angelica Loera-Lopez	Teacher Grade 4	
3	Frances Sias	Teacher Grade	
4	Cy Escandon	Teacher Grade	
5	Linda Jackson	Teacher PK	

Parent Name	Sign In
Cecilia Diaz	 Cecilia DIAZ
Amanda Rose Lewis-Rogoff	 Amanda Rose Lewis-Rogoff
Lisa Diaz	 Lisa Diaz
Jessica Ebra	 Jessica Ebra
LINDA JACKSON	 Linda Jackson
Cindy Escandon	 C. Escandon

Parent Contact Log

TIME	Date	Parent Name	Student Name	Contact Info	Reason
		Lucrecia Math Margarita Altar	Jennifer Soriano Vanessa Rodriguez Yovani Rodriguez		
		Ines Flores	Briant Garcia Hugo Garcia	395 5624	
		Guille Platon	Guadalupe Y Emilio Salazar	593 9825	
		Carmela Martine	Piorela Vasquez	598-6216	
		MICHAEL OTA			

ELAC



BIOLA PERSHING ELEMENTARY
 4885 N. Bola Ave., Fresno, CA 93723
 Telephones: (559) 276-5235 · Fax: (559) 276-2151
ELAC MEETING
SEPTEMBER 21, 2017
MINUTES



Date of Posting: September 19, 2017 Meeting Date: September 21, 2017

Location: Parent Engagement Center

Start time 2:30pm

Ending Time: 3:30 pm

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, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members Margarita Altamirano, Inez Flores, Guillermina Platon, Carmela Martinez, Abigail Velasquez (Not present) Yanet Paniagua Interpreter, Michael Ota Administrator, Lucrecia Martinez Guest. 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	Michael Ota	2 minutes
Roll Call—establish quorum	None	Michael Ota	1 minute
Changes/Additions to the Agenda	Mrs. Altamirano moved to accept minutes, Mrs. Flores 2 nd motion	Michael Ota	1 minute
Secretary's Report	No Secretary Report	Michael Ota	0 minutes
Report of Officers, Standing & Special Committees	No Officer report	Michael Ota	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. (No Public Comment)	Michael Ota	2 minutes
Unfinished Business	TBD	Michael Ota	0 minutes
New Business a. CUSD Guiding Principles b. Review the purpose of the ELAC	Mr. Ota discussed the CUSD Guiding Principles and how Biola follows the path of College Career, and Community • Mr. Ota presented what is an English	Michael Ota	2 min

District Administration

Mark G. Sutton, Superintendent

Ketti Davis, Assistant Superintendent, Educational Services · Jack Kelejian, Assistant Superintendent, Human Resources

Kelly Porterfield, Assistant Superintendent, Chief Business Officer · Paul Birrell, Director, 7-12 and Adult Education

Tami Boatright Ed.D, Director, K-8 Education · Andrea Valadez, Administrator, Special Education & Support Services

4605 N Polk Avenue · Fresno, California 93722



BIOLA PERSHING ELEMENTARY
 4885 N. Bola Ave., Fresno, CA 93723
 Telephones: (559) 276-5235 · Fax: (559) 276-2151
SSC MEETING
SEPTEMBER 21, 2017
MINUTES



Date of Posting: September 19, 2017 Meeting Date: September 21, 2017

Location: Parent Engagement Center

Start time 2:30pm

Ending Time: 3:30 pm

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 SPSA & Safety Plan
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members': Angelica Loera-Lopez, Frances Sias, Cindy Escandon, Cecelia Diaz, Amanda Rose Lewis-Rogoff, Luisa Diaz, Jessica Elorza, Teresa Conde (not present) Linda Jackson (Guess), Michael Ota Principal 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	Michael Ota	2 minutes
Roll Call—establish quorum	None	Michael Ota	1 minute
Changes/Additions to the Agenda	Mrs. Lewis-Rogoff, 2 nd by Cecelia Diaz	Michael Ota	1 minute
Secretary's Report	No Secretary Report	Michael Ota	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. (No Public Comment)	Michael Ota	2 minutes
New Business a.	SSC Training Education Code requires that the SSC develop and revises School site plan, The committee was nominated for election except Jessica Elorza and Teresa Code. The public has elected the members to represent the voice of the parents. Funding through Title 1, Title 11, Title 111 and the LCAP is shared with and input request from the school site such as SSC to align school and District goals and action plan. The	Michael Ota	2 min 10 min

District Administration

Mark G. Sutton, Superintendent

Ketti Davis, Assistant Superintendent, Educational Services · Jack Kelejian, Assistant Superintendent, Human Resources

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SSC MEETING
SEPTEMBER 21, 2017
MINUTES



	<p>SSC will analyze the date and needs of the school and work closely with EAC committee of the Biola. The committee will approve and monitor all expenditures that is submitted to the Board. The Principal works directly under the committee and cannot override the power of the committee. Meeting is open to the public and agenda must be posted 72 hours before dated meeting.</p>	Michael Ota	
<p>b. Guiding Principals</p>	<p>Guiding principles match the belief of the Biola Elementary Administration and the importance of college, career, and community.</p>	Michael Ota	2 min
<p>c. Review the purpose of SSC and aligned with the ELAC</p>		Michael Ota	
<p>D. Nominate and elect the committee:</p>	<p>Amanda Rose Lewis-Rogoff – Chairperson Accept nomination for Chairperson – Jessica Elorza 2nd Sias Angelica Loera-Lopez – Vice Chairperson Accept nomination for Vice Chairperson – Cecilia Diaz 2nd Rogoff-Lewis Frances Sias – Secretary Accept nomination for Secretary – Angelica Loera Lopez 2nd Jessica Elorza Ty Jackson – Dac Accept nomination for DAC rep – Jessica Elorza 2nd Amanda Lewis Rogoff</p>	Michael Ota	10 min
<p>E. Review the 2017 SPSA.</p>	<p>The input was from Title 1 parent meeting, Certificated staff input Classified Staff input and ELAC committee. Amanda Rose Lewis-Rogoff inquired with all the funding what happen to our new Library? Mr. Ota explained that the funding we receive from Ttile 1 and LCFF is nowhere around the 4 million mark to build the library. SSC wants a bully program implemented for the parents. On the document provides information to have the parent training on bullying. The acceptance of the SPSA moved by Angelica Loera-Lopez and seconded by Amanda Rose Lewis-Rogoff.</p>		5 min
<p>F. Review of the School Safety Plan</p>	<p>Motion to accept the plan by Jessica Elorza and seconded by Cecilia Diaz</p>		



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SSC MEETING
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<p>G. Evaluation (ways to improve the meeting) and Adjournment</p>	<p>Meeting input and approval to adjourn The following dates have been approved for 3:30PM on December 14, March 15, May 17 Linda Jackson moved to adjourn the meeting and Jessica Elorza seconded. Amanda Rose Lewis-Rogoff adjourn meeting at 4:55PM</p>		<p>2 Min.</p>
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List of handouts: e.g. Guiding Principles, by-laws, Site plan EL goals,

Thank you for coming

Budget By Expenditures

Biola-Pershing Elementary School

Funding Source: LCFF

\$53,694.10 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase Home to School student writing organizer folders used during Writer's Workshop.	4000-4999: Books And Supplies	\$700.00	English Language Arts	Teachers will provide lessons that are highly engaging and differentiated based on student need. These lessons will develop deeper knowledge and mastery learning of content.
Composition Writing Books for students to create interactive Journals	4000-4999: Books And Supplies	\$200.00	English Language Arts	Teachers will provide lessons that are highly engaging and differentiated based on student need. These lessons will develop deeper knowledge and mastery learning of content.
Sight Word incentives for students to increase the use of grade level site words	4000-4999: Books And Supplies	\$500.00	English Language Arts	Teachers will provide lessons that are highly engaging and differentiated based on student need. These lessons will develop deeper knowledge and mastery learning of content.
Purchase Expository Text Scholastic Weekly Readers Magazine	4000-4999: Books And Supplies	\$1,730.00	English Language Arts	Students have access to rich, complex reading materials that promote literacy skills and vocabulary development
Purchase fiction and nonfiction books for student access in the library	4000-4999: Books And Supplies	\$900.00	English Language Arts	Students have access to rich, complex reading materials that promote literacy skills and vocabulary development
Collegiate American Heritage Dictionary of English Language 5th Edition	4000-4999: Books And Supplies	\$900.00	English Language Arts	Students have access to rich, complex reading materials that promote literacy skills and vocabulary development
Promethean ACTIV Panel 70	4000-4999: Books And Supplies	\$11,749.00	English Language Arts	Teachers will provide engaging lessons to develop a deeper level of mastery learning
STEM Activities, Robotics, and Science Olympiad to support integrated math and science	4000-4999: Books And Supplies	\$1,500.00	Mathematics	Students will implement Science, Technology, Engineering and Mathematics (STEM) into daily lessons to support math practices
Substitute teacher for STEM workshop attendance	5800: Professional/Consulting Services And Operating Expenditures	\$100.00	Mathematics	Students will implement Science, Technology, Engineering and Mathematics (STEM) into daily lessons to support math practices
Fresno County Superintendent of Schools (FCSS) STEM Workshop and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Mathematics	Students will implement Science, Technology, Engineering and Mathematics (STEM) into daily lessons to support math practices
Transportation for students to attend Robotics workshop	4000-4999: Books And Supplies	\$300.00	Mathematics	Students will implement Science, Technology, Engineering and Mathematics (STEM) into daily lessons to support math practices

Biola-Pershing Elementary School

Medals and Certificates for exiting the EL program through redesignation	4000-4999: Books And Supplies	\$300.00	English Language Development	EL students will be recognized and celebrated for achieving English language proficiency
Sixth grade opportunity to visit the USS Pampanito in San Francisco	5800: Professional/Consulting Services And Operating Expenditures	\$1,600.00	English Language Development	Students will have enrichment opportunities that promote making meaning through real life experience in support of English Language Development (ELD)
Fourth grade Mission trip to San Luis Obispo to support students' History Day Project	5800: Professional/Consulting Services And Operating Expenditures	\$1,200.00	English Language Development	Students will have enrichment opportunities that promote making meaning through real life experience in support of English Language Development (ELD)
Third and fourth grade opportunity to visit the Fresno Fair	5800: Professional/Consulting Services And Operating Expenditures	\$300.00	English Language Development	Students will have enrichment opportunities that promote making meaning through real life experience in support of English Language Development (ELD)
Fifth grade opportunity to visit the Civil War Reenactment at Kearney Park	5800: Professional/Consulting Services And Operating Expenditures	\$300.00	English Language Development	Students will have enrichment opportunities that promote making meaning through real life experience in support of English Language Development (ELD)
Kindergarten opportunity to visit a working farm	5800: Professional/Consulting Services And Operating Expenditures	\$300.00	English Language Development	Students will have enrichment opportunities that promote making meaning through real life experience in support of English Language Development (ELD)
First and second grade learning trip to the Fresno Zoo	5800: Professional/Consulting Services And Operating Expenditures	\$300.00	English Language Development	Students will have enrichment opportunities that promote making meaning through real life experience in support of English Language Development (ELD)
BenQ Interactive Short Throw 3D Projector Installation	5800: Professional/Consulting Services And Operating Expenditures	\$896.00	English Language Arts	Teachers will provide engaging lessons to develop a deeper level of mastery learning
Promethean ACTIV Panel 70	4000-4999: Books And Supplies	\$5,874.50	English Language Arts	Teachers will provide engaging lessons to develop a deeper level of mastery learning
Conferences and training opportunities	5000-5999: Services And Other Operating Expenditures	\$3,000.00	English Language Development	Teachers will be provided with professional development opportunities in differentiation to meet the diverse needs of our school population.

Biola-Pershing Elementary School

Student of the Month recognition activities, Character Certificate, and medals	4000-4999: Books And Supplies	\$610.10	School Culture	Students and staff will be exposed to character building modeling and traits throughout the year. We strive for students to demonstrate desired expectations in and out of classrooms in order to maximize instructional time. Students model exemplary behavior and will be recognized through student achievement awards.
Classroom and school expectation posters for hallway, library, cafeteria, Restrooms, office, and playground	4000-4999: Books And Supplies	\$2,000.00	School Culture	Students and staff will be exposed to character building modeling and traits throughout the year. We strive for students to demonstrate desired expectations in and out of classrooms in order to maximize instructional time. Students model exemplary behavior and will be recognized through student achievement awards.
Biola Elementary Signs at the front entrance gate of the school that promote a positive learning environment, academics, and enhance curb appeal	5900: Communications	\$6,100.00	School Culture	Support and enhance Parent/Student/Teacher communication. Empower parents, students, and community to become actively involved with the school.
Renew license for SWIS that supports data for PBIS	5000-5999: Services And Other Operating Expenditures	\$460.00	School Culture	Biola Elementary will implement PBIS Tier 1, Tier 2, and Tier 3 intervention by using a data system to assist the team in making decisions and progress monitoring of student behavior.
Purchase portable walkie talkie for use at recess, PE, and Field Trips	4000-4999: Books And Supplies	\$2,000.00	School Culture	Increase communication to support the culture for a safe teaching and learning environment
Testing incentives for SBAC and	5000-5999: Services And Other Operating Expenditures	\$1,000.00	School Culture	Students will be provided with presentations and other opportunities to reinforce a positive mindset and encourage behaviors that promote a positive culture for students. This includes positive incentives during school wide testing windows.
Increase books in the library	4000-4999: Books And Supplies	\$2,000.00	School Culture	Students will have access to fiction and nonfiction books
Promethean ACTIV Panel 70	4000-4999: Books And Supplies	\$5,874.50		Technology used to present school information and video footage for parents during workshops and meetings
LCFF Total Expenditures:		\$53,694.10		
LCFF Allocation Balance:		\$0.00		

Biola-Pershing Elementary School

Funding Source: LCFF-SLIP

\$578.66 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase in books for the library	4000-4999: Books And Supplies	\$578.66	English Language Development	Students will have access to fiction and nonfiction books

LCFF-SLIP Total Expenditures: \$578.66

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$97,486.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Substitute teacher to provide release time for kindergarten teachers to administer CELDT	2000-2999: Classified Personnel Salaries	\$400.00	English Language Development	CELDT Assessment for Kindergarten and initial students and then ELPAC in the spring as an annual assessment to determine language proficiency levels for EL students
Substitute teachers to provide release time for teachers to administer ELPAC	2000-2999: Classified Personnel Salaries	\$700.00	English Language Development	CELDT Assessment for Kindergarten and initial students and then ELPAC in the spring as an annual assessment to determine language proficiency levels for EL students
Go Noodle Inc. license renew used for interactive activities, singing, and kinesthetic movement	4000-4999: Books And Supplies	\$1,000.00	School Culture	Create a culture of active participation that increases engagement and active learning for students in the classrooms
Translated literature for parent involvement and engagement	4000-4999: Books And Supplies	\$200.00		Increase parent and community involvement with school sponsored events.
Student agendas to involve parents in an environment that promotes an academic culture	4000-4999: Books And Supplies	\$900.00	School Culture	Support and enhance Parent/Student/Teacher communication. Empower parents, students, and community to become actively involved with the school.
Flexible Headphone for students to use in classroom during ST Math activities	4000-4999: Books And Supplies	\$500.00	Mathematics	Students will use technology to increase conceptual understanding of mathematics.
Renew ST Math license	4000-4999: Books And Supplies	\$5,316.00	Mathematics	Students will use technology to increase conceptual understanding of mathematics.
Substitute teacher to allow teachers to take part in math planning with Pearson math curriculum	2000-2999: Classified Personnel Salaries	\$500.00	Mathematics	Teachers will provide lessons that are highly engaging and differentiated based on student need. These lessons will develop deeper knowledge and mastery learning of content.

Biola-Pershing Elementary School

Professional Development that supports planning time and develop lessons in math.	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Mathematics	Teachers will provide lessons that are highly engaging and differentiated based on student need. These lessons will develop deeper knowledge and mastery learning of content.
Newsletter called "Paw Print" sent home to parents in English and Spanish	4000-4999: Books And Supplies	\$200.00		Increase parent communication to families through the use of phone dialer, email, text messaging, social media, Edlio Website, and written documents
PBS parent workshops	5000-5999: Services And Other Operating Expenditures	\$9,800.00		Increase parent and community involvement with school sponsored events.
Hmong and Spanish interpreter for parent workshops	2000-2999: Classified Personnel Salaries	\$400.00		Increase parent and community involvement with school sponsored events.
Migrant Education College University campus tour for parents and students (Fresno State)	5000-5999: Services And Other Operating Expenditures	\$2,810.00		Provide opportunities and information to prepare our students to be college and career ready when they leave Biola.
Substitute teachers to allow staff release time	2000-2999: Classified Personnel Salaries	\$600.00	English Language Development	Professional Development time for teachers to discuss instructional strategies and plan for effective use of the newly adopted ELA/ELD curriculum
One hour of tutorial will be held every Tuesday and Thursday for Tier 2-3 students not meeting mastery of standards in math	2000-2999: Classified Personnel Salaries	\$3,000.00	Mathematics	Qualifying students based on academic need will be provided Supplemental Educational Services (tutoring and intervention) outside the regular school day
Instructional Aide to provide additional support for small group instruction	2000-2999: Classified Personnel Salaries	\$12,000.00	Mathematics	Classified support to assist primary students (guided reading, small group instruction in ELA/or math, differentiation, and teacher support).
Two Instructional Aides to provide additional support for Kindergarten students	2000-2999: Classified Personnel Salaries	\$13,000.00	Mathematics	Classified support to assist primary students (guided reading, small group instruction in ELA/or math, differentiation, and teacher support).
Instructional Aide to provide additional support for Transitional Kindergarten students	2000-2999: Classified Personnel Salaries	\$5,500.00	Mathematics	Classified support to assist primary students (guided reading, small group instruction in ELA/or math, differentiation, and teacher support).
Leveled Literacy Intervention Kit	4000-4999: Books And Supplies	\$1,510.00	English Language Development	Intervention delivered through small group instruction will be provided to Tier 2-3 students based on English-language need and utilizing the Leveled Literacy Intervention kits.
Front Row license	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Teachers will provide engaging lessons to develop a deeper level of mastery learning
Raz Kids	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Teachers will provide engaging lessons to develop a deeper level of mastery learning

Biola-Pershing Elementary School

Brain Pop	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	Teachers will provide engaging lessons to develop a deeper level of mastery learning
One hour of tutorial will be held every Tuesday and Thursday for Tier 2-3 students not meeting mastery of standards in English-language Arts	2000-2999: Classified Personnel Salaries	\$2,000.00	English Language Arts	Qualifying students based on academic need will be provided Supplemental Educational Services (tutoring and intervention) outside the regular school day
Substitute teachers to allow Certificated teachers to participate in collaboration to support lesson planning of newly adopted Wonders curriculum	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Arts	Teachers will provide lessons that are highly engaging and differentiated based on student need. These lessons will develop deeper knowledge and mastery learning of content.
Duplication of materials to monitor reading levels of each student	4000-4999: Books And Supplies	\$50.00	English Language Arts	Progress monitoring will be used to track reading levels of students as they work toward reading goals.
Data card used to monitor updated reading levels for all grade level students	4000-4999: Books And Supplies	\$100.00	English Language Arts	Progress monitoring will be used to track reading levels of students as they work toward reading goals.
Instructional Aide to provide additional support for small group instruction	2000-2999: Classified Personnel Salaries	\$13,000.00	English Language Arts	Classified support to assist primary students (guided reading, small group instruction in ELA/or Math, differentiation, and teacher support)
Two Instructional Aides to provide additional support for Kindergarten students	2000-2999: Classified Personnel Salaries	\$13,000.00	English Language Arts	Classified support to assist primary students (guided reading, small group instruction in ELA/or Math, differentiation, and teacher support)
Instructional Aide to provide additional support for Transitional Kindergarten students	2000-2999: Classified Personnel Salaries	\$5,500.00	English Language Arts	Classified support to assist primary students (guided reading, small group instruction in ELA/or Math, differentiation, and teacher support)
Title I Part A: Allocation Total Expenditures:		\$97,486.00		
Title I Part A: Allocation Allocation Balance:		\$0.00		

Funding Source: Title I Parent Involvement

\$926.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Feria de Educacion college learning trip to Fresno State	5000-5999: Services And Other Operating Expenditures	\$326.00		Provide opportunities and information to prepare our students to be college and career ready when they leave Biola.
Light refreshments for evening training session for parents	4000-4999: Books And Supplies	\$500.00		Increase parent and community involvement with school sponsored events.

Biola-Pershing Elementary School

Provide child care for parents who attend evening workshops for the school	2000-2999: Classified Personnel Salaries	\$100.00	Increase parent and community involvement with school sponsored events.
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Title I Parent Involvement Total Expenditures: \$926.00

Title I Parent Involvement Allocation Balance: \$0.00

Biola-Pershing Elementary School Total Expenditures: \$152,684.76