

# 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  
**Revision Date:** September 27, 2016

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

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

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## School Vision and Mission

### Biola-Pershing Elementary School's Vision and Mission Statements

#### School Mission Statement:

Biola-Pershing Elementary School maintains a safe and positive learning environment that provide students with relevance, relationships, and effective feedback that increases the individual child, to build the capacity of transitioning mistakes to 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 provide vital feedback to actively engage in student learning. All students will be expected to succeed within the bounds of their individual abilities and educational goals.

#### Our School Vision:

Biola-Pershing Elementary School's vision is to provide support to every student, by preparing and inspiring our students in becoming a 21st century learner that will lead in college, career, and community society. Our montra is "1 Team, 1 Goal, 1 Community"

## School Profile

#### Demographics:

Biola Pershing Elementary School believes that every student can learn. Our staff is devoted to meet the individual needs of our diverse population. 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 enrollment is currently 225 students in grades K-6. Of the diverse student population 90.2% are Hispanic, 6.7% Asian, 1.3% American Indian, 0.4% African American and 0.9% Caucasian. The English Language Learners population consist of 87% and of those 2% are Migrant students. The demographics of Biola Pershing Elementary School qualify for 98% free student lunch programs. The majority of the students walk to school and approximately 7% of the students require school transportation to and from school.

Currently, there is a 27:1 student/teacher ratio in Kindergarten through 2nd grade and 33:1 ratio in 3rd to 6th grade. There are two classes for the Kindergarten level and one grade level classrooms 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 present five days a week, and a part time aide five days a week which serves seven students in a push in structured program. Biola has a part- time Speech Pathologist and a School Psychologist one day a week to also serve the special needs of our students. Other programs and student services include Title 1, Local Control Funding Formula (LCFF), Migrant Education, Gifted and Talented Education, and an after school program enrichment program funded through The Fresno County Office of Education - ASP by Solunet.

During the 2016-17 school year, Biola Pershing Elementary will serve English Language Learners (ELL) daily using Houghton Mifflin's Medallion Program. English Language Development (ELD) and Common Core Standards are woven into core curriculum instruction to ensure that students will have opportunities to access the core and improve upon speaking, listening, reading, and writing. Teachers will continue to receive professional development and support in ways to differentiate and utilize core and ELL supplemental materials. ELL students will also have additional support with the Imagine Learning Program that assists them with acquisition of the English Language. There is after school reading intervention for our students that are two or more years below grade level in reading as part of our Response to Intervention.

The goals identified in this Single Plan were established after reviewing Smarter Balanced Assessment Consortium (SBAC), California English Language Development Test (CELDT), Formative Assessment Data, Fountas & Pinnell, Accelerated Reader (AR) Data, District

Performance Task Data and Spatial-Temporal (ST) Math Data. The data reflects the students' current performance levels, the current instructional practices of the teachers, and the beliefs and behaviors of our population and community. Biola Pershing Elementary school is currently in the third year of Program Improvement (PI) status.

Our primary focus with staff development and professional growth is literacy across the curriculum. Listening, Speaking, Reading, Writing and Critical Thinking is embedded in all lessons throughout the content curricular areas. Teachers set instructional objectives and with frequent feedback to provide student learning. Teachers are supported with instructional coaching and support during the coaching cycles. Lessons are planned in our Professional Learning Community (PLC) both in grade level and in vertical articulation teams. Data is shared after formative and summative assessments occur and implemented in the Continuous Cycle of Improvement model. This will be accomplished using core materials and the expectation is that all students will be on grade level by the end of the year.

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 other stakeholders. Input was extremely vital as the categorical budget was formed to expend all of Biola Pershing Elementary allocated funding: Title 1, Local Control Funding Formula, and School and Library Improvement Program (SLIP). The current budget for Biola Pershing Elementary School will be expended 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).

Student, parent, staff, and the community expect to see the highest achievement of students from 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 with the gains until all students are 2 or more levels above grade level. Another priority is to increase students being reclassified in California English Language Development (CELDT) levels, in order for our English Language Learners (ELL) can exit the program rapidly. We will continuously improve to develop the capacity of our staff to ensure that they are employing all of the best research based teaching and learning practices necessary to assist every student. Our parents have included on the yearly survey a need for additional information and increased communication to assist their children at home. Increased communication with parents will promote the value of positive stakeholders for education. Multiple home communication through Sunday Night weekly Blackboard messages from the Principal, text messages, Monthly newsletters sent home, electronic email, phone calls, access to Biola-Pershing website for current update, and daily progress monitoring by parents through Aeries Gradebook, will inform parents and students immediate feedback for achievement. We will also provide more opportunities to work with parents by showing them how to incorporate Literacy activities at home in library services, one-on-one parent meeting, mandated parent/teacher conferences, and family nights. We will also provide parenting classes to meet the needs of all of our community in our newly developed Parent Engagement Center

### **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 done on a daily basis for all teachers. Feedback is provided on the practices that are observed with support statements matching the CSTP goals that teachers have determined at the beginning of the year. The classroom drop-in visits as well as yearly observations for all teachers. Feedback will also include literacy skills being supported in lessons. Teachers will have support with instruction in the coaching process and in 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 three areas of focus are Creating and Maintaining an effective learning environment, Planning instruction and designing learning experience for all students, and using formative and summative feedback to assess student learning.

### **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)**

Multiple measures are used to assess the needs of students at Biola Pershing. Assessments utilized for program placement and instruction include: District Performance Tasks in English Language Arts and Mathematics are given in September and February, Smarter Balance Assessment Consortium (SBAC) in May, California English Language Development Test (CELDT) in October are curriculum embedded assessments and common assessments.

Teachers also utilize Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Fountas and Pinnell (F&P), and Benchmark fluency tests are given school-wide three times per year. Students who are identified as at-risk are progress monitored every three weeks. The progress monitoring data is analyzed for program effectiveness and movement/placement. ST Math is used weekly by all students on campus to develop conceptual understanding of mathematics. ST Math Reports are analyzed to determine intervention for students that are struggling in mathematics.

Additional time and training is allocated for Professional Learning Communities (PLC) to establish and implement systems for data analysis and planned instruction. STAR, A computer based reading inventory/assessment through Accelerated Reader (AR), is utilized to set Accelerated Reading levels and progress monitor student reading achievement. Data from the SBAC Summative 2016-17 will serve as a baseline data for students in grades 3-8 from which annual academic progress can be measured as it relates to California state accountability

#### **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, Quarterly Benchmark, and CELDT are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

### **Staffing and Professional Development**

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

100% of certificated and classified staff members are highly qualified

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

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by qualified 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 CELDT data, Reading Data, ST Math Data, teacher PLC, SBAC data, parent surveys, staff development surveys, as well as formal and informal observations were utilized to determine staff development needs for the school year. Biola-Pershing will continue to align our goals with the Central Unified School District Guiding Principles. The staff development plan for the school year includes a focus on Common Core standards-based objectives, 8 Math Practices, English Language Arts Anchor Standards, and College and Career Readiness Standards.

Professional Development and PLC time is being allocated to allow teachers to collaborate in teams for planning and preparing materials needed to provide small group instruction and support, as well as differentiating for the higher level students. This time allotted for collaboration is extensive during the site days and collaboration is strongly encouraged during the teacher prep time. Teachers are also provided with 45 minutes each week on Wednesdays during a PE pull-out program for Professional Learning Communities. Staff has vertical team planning/collaboration twice a month on minimum days. The data team process is utilized in these meetings as teachers collaborate to gain knowledge of how to improve instruction. Implementing full adoption of Common Core State Standards as well as utilizing technology is our focus this year. We are also working toward implementing guided reading in all classrooms and provide intervention to improve reading level. Posted and taught objectives, academic vocabulary, direct explicit instruction, student engagement strategies, and differentiated instruction of Common Core State Standards. Creativity, Collaboration, Communication and Critical Thinking is woven in to all planning as well as English Language Arts Anchor Standards and 8 Math Practices.

Teachers will continue to meet in district-wide grade level collaborative meetings this year our continuous focus will be toward the special needs and EL students by integrating Common Core State Standards across the curriculum with technology. This year Biola along with all the schools in Central Unified is working on student learners and how data has the effect on learning. Teachers will also go through the coaching cycle which will enable them to experience a training to practice model. The areas that we have identified based on the will be planned in the lessons, co-taught, reflected upon after the lesson and next steps will be planned to ensure mastery.

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 the knowledge about the content and the delivery of instruction.

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

The school facilitates and supports a 40 minute Vertical Team PLC every and provides additional time for the PLC team partners to meet for 45 minutes weekly. Teachers are able to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, our staff has implemented Peer Learning sessions where each teacher will have scheduled times to visit instruction in other classrooms. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery. They are also focusing on the implementation of claims and targets of the teaching and learning environment.

### Teaching and Learning

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

Multiple measures are used to assess the needs of students at Biola Pershing. Assessments utilized for program placement and instruction include: English Language Arts and Mathematics District Performance Tasks and benchmarks given in October & February, SBAC in May, California English Language Development Test (CELDT), curriculum imbedded assessments, and common assessments. STAR, A computer based reading inventory/assessment through Accelerated Reader (AR), is utilized to set Accelerated Reading levels and as a trigger for other assessments. Teachers also utilize Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Fountas & Pinnell (F&P), and Benchmark fluency tests are given school-wide three times per year with District Benchmark Assessments. Students who are identified as at-risk are progress monitored every three weeks. The progress monitoring data is analyzed for program effectiveness and movement/placement. ST Math is used weekly by all students on campus. Staff is developing the knowledge and use of data to guide instruction. Additional time and training is allocated for PLCs to establish and implement systems for data analysis and planned instruction.

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

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

R/LA:Core---Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours  
R/LA Strategic---Grades K-6 30 minutes  
R/LA Intensive---Grades 4-6 2.5 hours  
ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour  
Mathematics Strategic---Grades K-6 15-30 minutes  
Mathematics Intensive---Grades 4-6 15-30 minutes

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

Teachers have created a yearly plan ensuring that all students receive grade-level instruction and common assessments based on Common Core State Standards. Data analysis of common assessments in PLCs inform instructional planning and decision-making based on Common Core State Standards. The Biola master schedule is strategically set up to create push in support that contains intervention for English Language Arts and Mathematics provided by highly qualified classroom teachers and instructional aide.

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.

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) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

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

Biola Pershing provide opportunities for all students to access the core curriculum. Within classrooms, 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. These are supported in staff development and supervision of instruction. Multiple assessment results are used to determine areas of need for students. Assessments used include ST Math, STAR, DIBELS, Fountas & Pinnell, CELDT, and program specific assessments.

14. Research-based educational practices to raise student achievement

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



## Parental Involvement

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

Professional Development for teachers in understanding the needs of the students in our community are being implemented throughout the year. Parent Meetings, EL training Night, and Coffee With the Principal occur each month to establish open communication between parents and our school site. Opportunities to develop increased parent involvement are also created at our Parent Workshops, EL Parent Workshops and Family Nights. There are also district resources available to the families at various school sites throughout the district and at the district office. Extended library hours at Biola Pershing through our partnership with Fresno County offers access to the library and computer lab to students and parents. Those extended hours are Monday and Thursday from 3:00-7:00 pm and Saturday from 10:00 am to 2:00 pm. Our biggest component for our parents is creating a Parent Engagement Center. This center is provided for our parents as a forum hall, a place for parents to utilize technology to monitor student grades, and evening events or classes are used for easy access for our parents and community

We over communicate with our families by sending out monthly newsletters called the Paw Print, Weekly phone messages are sent out to parents every Sunday Evening at 7:00PM to announce activity for the upcoming week, marquee messages are posted for parents to view daily, and our posted community information board for easy access for information on Biola. Classroom teacher notes and phone calls also improve communication between school and families.

The After School Program and the Biola Congregational Church has continued to provide opportunities for our students for music enrichment classes during school year and in the summer. The outside programs help tie community with school calendared events. Most of the events take place outside of the operational school hours allows parents to get off work and attend events outside of the school hours.

Teachers and support staff meet with parents as needed during a Student Study Team forum to discuss individual students and their academic needs. Before a meeting is scheduled, the teacher provides differentiated instruction with Response to Intervention (RTI) assistance in ELA and Math when intervention is not working. Continued parent and teacher communication regarding the child's progress is continuously communicated through phone, letters, or via email.

### 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)

The involvement of parents, teachers, other school personnel, and community is represented in our SSC and ELAC committees. We also have input from our evening parent meetings, and Parent/coffee hour with the Principal meetings that occur at the end of each month. Parents also have access to a variety of parent training that are hosted by our district office with interpreters and child care provided. In previous years Biola has opportunities for parents to take part in Parent Institute for Quality Education (PIQE) program funded by Biola Elementary School. This year our first priority is providing increased opportunity for involvement. Our staff was interested in building a curriculum that is more practical for parent involvement.

## 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, some of which are categorically funded. All students receive access to core curriculum throughout the school day. This access is provided through flexible groupings, utilizing 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 the Mind Institute Math, Performing Arts Ballet, Choir, GATE, Physical Education, instrumental music Program, Accelerated Reader, and Earobics

usic Program, Accelerated Reader, and Earobics. English Learners receive instruction every day for 30 minutes in Kindergarten and 45 minutes in the other grade levels utilizing the HM Medallions for English Language Learners (ELL) materials. Imagine Learning is also available for our Migrant, ELL and at-risk students in an after school program and throughout the day in class. ELL students are provided extra support throughout the day by two instructional aides who support the development of English language skills.

The reading intervention for intensive students (more than two grade levels below in reading) is provided daily in the classroom and after school two days a week. Students are in flexible groups by grade level. Core adopted materials are used to provide instruction. Students with disabilities are supported by the Individual Educational Plan (IEP) who implements the information from a team of teachers, parents, administrator, Psychologist, and Special Education teacher. In addition, teachers are using leveled readers in guided reading groups to assist to improve fluency and comprehension skills. Students in intensive intervention programs are progress monitored utilizing DIBELS, Fountas & Pinnell, and embedded core curriculum assessments.

Strategic students (within two levels of grade level) receive assistance in the classroom, as well as through flexible grouping opportunities within the grade level. Instructional strategies are employed by the classroom teachers which give students greater opportunities to access core and to conceptually engage with grade level standards. Common assessments are analyzed by vertical teams for movement in and out of the intervention in PLCs.

### 18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics with the Single Plan for Student Achievement (SPSA). The SPSA is aligned with the goals and activities in the LEA Plan. The district in conjunction with the school provides ongoing support, fiscal, and in-kind resources to fully implement and sustain the strategic priorities identified by the school in the APS and applied in the SPSA. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

## **Description of Barriers and Related School Goals**

Biola is a small rural community with a large population of families that work in the agricultural business. Since there is a high population of students that come from families that speak Spanish as a primary language, communication can be a barrier. Translating all communication home is essential. Even with the language barrier, parents are welcomed to coming to school with concerns and questions. Parents are willing to assist their children supporting them with school work, but often lack the resources to assist their children because of the language barrier. With these barriers in mind, we work closely with our Migrant Program to meet the needs of our families. It is also essential that we encourage parents to volunteer and feel comfortable within the school setting. Parents are welcomed to assisting teachers and staff members throughout the day in the classrooms and on campus. Last year we created a Parent Engagement Center for parents to meet regarding school forums, parent educational classes, and a place for families to use our technology to check on children academic reports and a place to email teachers for information. Our public library is also a resource for our families. The FCOE After School Program and the Biola Congregational Church provide a high quality strings orchestra program for our students.

Our school related goals include increasing the number of students that are reading on grade level. Since reading on grade level by third grade is a predictor for academic success, increased efforts in reading interventions are in place for our students. Guided reading is being implemented in all classrooms after students have been assessed with Fountas & Pinnell. Our other goals include having all of our students performing on grade level in Mathematics and will increase one level on the CELDT assessment for our EL Learners.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	29	33	29	33	29	100.0	100
Grade 4	22	31	22	31	22	31	100.0	100
Grade 5	32	25	32	25	32	25	100.0	100
Grade 6	25	32	25	32	25	32	100.0	100
All Grades	112	117	112	117	112	117	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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2339.7	2396.3	0	10	3	21	24	31	73	38
Grade 4	2460.1	2422.8	23	10	23	16	23	32	32	42
Grade 5	2456.7	2487.2	3	12	31	28	28	32	38	28
Grade 6	2516.6	2546.0	0	9	40	63	52	22	8	6
All Grades	N/A	N/A	5	10	23	32	31	29	40	28

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	10	12	38	85	52
Grade 4	5	6	59	45	36	48
Grade 5	9	20	44	40	47	40
Grade 6	4	13	64	56	32	31
All Grades	5	12	42	45	53	43

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	3	33	62	67	34
Grade 4	23	10	50	55	27	35
Grade 5	3	16	56	48	41	36
Grade 6	8	25	88	66	4	9
All Grades	7	14	55	58	38	28

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	3	45	69	55	28
Grade 4	18	10	68	65	14	26
Grade 5	9	8	63	68	28	24
Grade 6	4	13	80	78	16	9
All Grades	7	9	63	70	30	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	14	39	59	58	28
Grade 4	23	10	45	48	32	42
Grade 5	16	32	63	52	22	16
Grade 6	28	44	64	53	8	3
All Grades	16	25	53	53	31	22

**Conclusions based on this data:**

1. For grades 3-6 students improved in writing by increasing in percentage of students Above and Near standards with a drop in students Below standards. Integrating thinking maps with strategies of making a claim with evidence has improved students on producing clear and purposeful writing
2. Overall student achievement increased in grade 3,5,and 6 due to intensive reading intervention and strategic Shared Reading activities
3. For grades 3-6 students improvement with Research/Inquiry. Students in grades 3, 5, and 6 increased in students above standards with positive gains taking place in grade 6 students with having lowering the amount of students below standards.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	29	33	29	33	29	100.0	100
Grade 4	22	31	22	31	22	31	100.0	100
Grade 5	32	25	32	25	32	25	100.0	100
Grade 6	25	32	25	32	25	32	100.0	100
All Grades	112	117	112	117	112	117	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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2370.8	2383.5	0	3	12	14	30	31	58	52
Grade 4	2470.6	2423.4	9	0	32	13	36	45	23	42
Grade 5	2461.7	2497.8	3	12	16	24	38	36	44	28
Grade 6	2510.3	2536.4	4	13	16	34	52	38	28	16
All Grades	N/A	N/A	4	7	18	21	38	38	40	34

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	7	18	41	73	52
Grade 4	27	6	45	32	27	61
Grade 5	6	20	41	44	53	36
Grade 6	4	16	60	56	36	28
All Grades	11	12	39	44	50	44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	7	21	52	73	41
Grade 4	23	3	45	32	32	65
Grade 5	3	20	44	48	53	32
Grade 6	0	13	68	75	32	13
All Grades	7	10	43	52	50	38

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	0	55	55	42	45
Grade 4	9	6	59	32	32	61
Grade 5	3	8	59	64	38	28
Grade 6	4	31	76	56	20	13
All Grades	4	12	62	51	34	37

**Conclusions based on this data:**

1. 6th grade teacher moved students from 2014 scores to 2015 scores with significant growth for exceeding standards in overall student achievement
2. 6th grade students increased in math problem solving by moving 13 percent of students above standards and Communicating Reasoning above standards from 2015 compared to 2016
3. 4th grade students at below standards in 2015-16 Math Claims in Communicating Reasoning, Problem Solving, and Procedures

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		***	25	40			40	***	75		***		20		
1	18	50	30	59	17	25	12	22	35	12	6	10		6	
2		14			14	60	83	43		8	29	40	8		
3				11		14	67	69	29		31	57	22		
4		17	23	36	50	38	45	17	38	9			9	17	
5	9	11		64	67	***	18	11	***	9				11	
6		33		29	50		43		***	29	17	***			
<b>Total</b>	6	24	18	36	26	29	42	31	35	10	15	18	7	5	

#### Conclusions based on this data:

1. The high amount of Early Advanced have increased in 2015-16
2. These students remain in intermediate because they need additional support in reading and writing.



## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		4		10			20	30		27	43		43	22	
1	21	50		58	17		11	22		11	6			6	
2		13		8	13		77	38		8	25		8	13	
3				11			67	64			36		22		
4		17		38	50		38	17		8			15	17	
5	9	10		64	70		18	10		9				10	
6		33		29	50		43			29	17				
<b>Total</b>	5	18		29	20		33	29		15	22		18	11	

#### Conclusions based on this data:

1. Steadily moving students up in CELDT Level
2. No new data for 2015 016

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	72	62	55
Percent with Prior Year Data	100.0%	100%	98.2%
Number in Cohort	72	62	54
Number Met	40	41	45
Percent Met	55.6%	66.1%	83.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	74	22	63	20	65	12
Number Met	19	--	15	12	20	4
Percent Met	25.7%	--	23.8%	60.0%	30.8%	33.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	Yes	Yes	No

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

#### Conclusions based on this data:

1. Biola did not meet the AYP target for the English Learner subgroup with 5 years or more.
2. In AMAO 1 EL students increased in target growth from 2014-15 to 2015-16

## School and Student Performance Data

### Title III Accountability (District Data)

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

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

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

#### Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. High amount of students 5 or more years in EL who have not met targets
3. The District has not Met Targeted AMAO1, AMAO2, AMAO3

## Planned Improvements in Student Performance

### Goal: English Language Arts

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

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL:</b>
By June 2016, 90% of all students in grades Kinder-6th will read at or above grade level as measured by Fountas & Pinnell and DIBELS assessments to read complex text in all core subject areas. All students including English Learners, Special Needs, Foster Youth will receive equal access to curriculum that promotes critical thinking and analytical thinking that will allow students to problem solve.
<b>Data Used to Form this Goal:</b>
CELDT, Fountas & Pinnell data, DIBELS, AR/STAR, and SBAC
<b>Findings from the Analysis of this Data:</b>
F&P May 2015 Kindergarten 32 students on Track, 27 students stayed on track, 5 students slipped off track 1st Grade 35 students on Track, 29 students stayed on track, 4 students slipped off track and 2 not tested due to transferred out of school 2nd Grade 29 students on Track, 23 students stayed on track, 4 students slipped off track  English Language Arts SBAC May 2015 based on 100% participation 3rd Grade 31% of students met or exceeded standards an increase of 28% of students met and 38% of students did not meet standards a drop of 35% from previous year. 4th Grade 26% of students met or exceeded standards and an increase of 9% of students nearly met standards 5th Grade 40% of students met or exceeded standards and 28% of students did not meet standards a drop of 10% of students moving up a band. 6th Grade 72% of students met or exceeded standards and 6% of students did not meet standards
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: Fountas & Pinnell assessments reports tri semester, DIBEL assessments, Houghton-Mifflin ELA assessments, SBAC, and AR/STAR reports each month.

Group data needed to measure gains:  
 Ongoing DIBEL assessment results  
 AR STAR assessments  
 Houghon-Mifflin Core formative assessments  
 F&P assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards	August 2016-May 2017	Site Administration, Instructional Coach, grade level teacher	Funding will be used for substitute teachers to allow classroom teacher participate in collaboration with PLC on lesson designs.	2000-2999: Classified Personnel Salaries	LCFF	1500.
			Purchase Home to School student writing organizer folders used during Writer's Workshop.	4000-4999: Books And Supplies	LCFF	700.
			Professional Development from Tina Johnson on Implementing ELA strategies to increase literacy	5800: Professional/Consulting Services And Operating Expenditures		00.
			Professional Development from Tina Johnson on thinking maps further in various subject area	5800: Professional/Consulting Services And Operating Expenditures		00.
			Professional Development strategies for struggling readers	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1000.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Weekly classroom visits during instruction to observe student learning and instructional practices of teacher	5800: Professional/Consulting Services And Operating Expenditures		00.
			Teacher Learning visits for peers to observe PLC teaching strategies	5800: Professional/Consulting Services And Operating Expenditures		00.
			Weekly PLC meeting to discuss data that impacts student learning	5800: Professional/Consulting Services And Operating Expenditures		00.
			Professional Development for ELA/ELD for curriculum support	5800: Professional/Consulting Services And Operating Expenditures		00.
Progress monitoring will be used to measure students reading levels as they work toward their reading goals.	August 2016- June 2017	Site Administrator, Grade Level Teacher, Instructional Aide	Duplication of materials to monitor reading levels of each student	4000-4999: Books And Supplies	Title I Part A: Allocation	500.
			Magnetic student reading information cards used to monitor updated reading levels for all grade level students.	4000-4999: Books And Supplies	LCFF	500.
			Focus Friday event for students who make grade level reading goals.	5800: Professional/Consulting Services And Operating Expenditures		00.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Reading Certificates for student Reading Celebrations	4000-4999: Books And Supplies		00.
Provide classroom assistance to allow teacher to implement Tier 2 and Tier 3 intervention that supports reading and writing during classroom instructional time.	Aug 2016-May 2017	Site Administrator, Grade Level Teacher, and Instructional Aide	Classroom Instructional Aide during literacy intervention for upper grade	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	4100.
			Teaching Fellows Reading intervention assistant for lower grade classroom	2000-2999: Classified Personnel Salaries	LCFF	7149.
			Focus Friday event for students who are not making reading levels	5800: Professional/Consulting Services And Operating Expenditures		00.
Students have access to rich complex reading material that promote literacy skills and conceptual comprehension for career and college ready graduate.	August 2016- June 2017	All staff	Materials and Supplies for Teachers to assist with academic vocabulary strategies	4000-4999: Books And Supplies	LCFF	200.
			Purchase Expository Text Scholastic Weekly Readers Magazine	4000-4999: Books And Supplies	LCFF	2472.45
			Purchase reading books that build classroom libraries	4000-4999: Books And Supplies	LCFF	500.
			Professional Development on text to world	5800: Professional/Consulting Services And Operating Expenditures		00.
Qualifying students will be eligible to receive Supplemental Educational Services outside of the schools instructional hours.	Oct 2016 - December 2016	Grade Level Teacher and Qualified Tutor	Tuesday and Thursday one hour sessions for reading support	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	3000.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Student Nest Live online services for one hour a week (\$20/hour) in ELA	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	100.
			Student Nest License purchase for Afterschool Tutoring for targeting services	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	72.
Students will have the latest technology access to use during classroom instructional time to enhance engagement and access to current event activity for student learning	Daily	Site Administrator and grade level teacher	BenQ Interactive Short Throw 3D Projector	4000-4999: Books And Supplies	LCFF	3800.
			Renew Raz Kids Inc. license for digital online books and student login	5000-5999: Services And Other Operating Expenditures	LCFF	1000.
			Go Noodle Inc. license renew used for interactive activity singing and kinesthetic movement.	5000-5999: Services And Other Operating Expenditures	LCFF	1000.
			Professional Development on implementing listening and speaking	5800: Professional/Consulting Services And Operating Expenditures		00.
Kindergarten students will have academic support to active interaction with reading, speaking, listening, interactive dancing and singing lessons used as a visual to engage during instruction	Daily	Site Administrator and Kindergarten teacher	BenQ Interactive Short Throw 3D Projector	4000-4999: Books And Supplies	LCFF	3800.
			Biola Kindergarten Sight Word shirts	4000-4999: Books And Supplies	LCFF	500.
Tier 3 interventions for students who need support in ELA curriculum.	Aug 2016-June 2017	Site Administration Instructional Coach SIA instructor	Professional Development for "Step up to Writing Curriculum" substitute teacher to allow SIA instructor to get inserviced	5800: Professional/Consulting Services And Operating Expenditures	LCFF	100





## Planned Improvements in Student Performance

### Goal: Mathematics

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

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL:</b>
By June 2017, 90% of all students in grades K-6 will increase in grade level Mathematic standards as measured by formative and summative assessments, SBAC with differentiated students stuck on objectives on Spatial Temporal Math.
<b>Data Used to Form this Goal:</b>
ST Math reports, common formative assessments, summative assessments
<b>Findings from the Analysis of this Data:</b>
2016 Year end ST Math Syllabus Progress was 59.7%  May 2016 SBAC Mathematics based on 100% participation for all students  3rd grade 17% of students met or exceeded standards, but 52% did not meet standards a decrease in 6% of students. 4th grade 13% of students met or exceeded standards, but 42% did not meet standards an increase in 19% of students. 5th grade 36% of students met or exceeded standards and 28% did not meet standards a decrease in 16% of students. 6th grade 28% of students met or exceeded standards and 34% did not meet standards a decrease in 6% of students.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress:  ST Math reports-monthly Common Formative Assessments-daily and weekly Grade Level Summative Assessments  Group data needed to measure gains:

ST Math progress reports  
 Houghton-Mifflin Math Assessments  
 Destination Math  
 SBAC

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 to support teacher instruction for Problem Solving and Communicating Reasoning	August 2016- June 2017	Site Administrator Instructional Coach Grade Level Teacher	Renew Mind Research Math license for use of online Spatial Temporal Math support	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6530.
			Flexible Headphone for students to use in classroom during Spatial Temporal Math activities	4000-4999: Books And Supplies	Title I Part A: Allocation	1800.
			BenQ short throw 3D projector	4000-4999: Books And Supplies	Title I Part A: Allocation	4000.
Progress monitoring and analysis of ST Math data will not stop at conceptual understanding, but ensure that all students will learn how to problem Solve and communicate the reason	August 2016 -June 2017	Site Administration Instructional Coach Grade level instructor	ST Math incentives for students, materials and supplies that support common core.	4000-4999: Books And Supplies	LCFF	500.
			Professional Development from Katie Guido on analyzing data for proportion of stuck students to differentiate Math instruction	5800: Professional/Consulting Services And Operating Expenditures		00.
Establish, monitor, and sustain common core Tier 1 instructional practices that align common core shifts and prepares students for 21st century learning.	August 2016- June 2017	Site Administration Instructional Coach Grade level instructor	Professional Development that will engage Math Literacy through technology	5800: Professional/Consulting Services And Operating Expenditures		00.
			Professional Development to provide continuous support for Pearson Math	5800: Professional/Consulting Services And Operating Expenditures		00.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			PLC to share instructional strategies for Math	5800: Professional/Consulting Services And Operating Expenditures		00.
			Rocket launcher to integrate Science and Math activities	4000-4999: Books And Supplies	LCFF	500.
			Substitute teacher to allow classroom teacher to take part in PLC for planning math.	2000-2999: Classified Personnel Salaries	LCFF	1000.
			Professional Development that support assessment in math. Teachers will demonstrate using learning targets and success criteria to drive lesson.	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1000.
			Professional Development that provides strategies for using reasoning in math	5800: Professional/Consulting Services And Operating Expenditures		00.
			Weekly drop ins to provide feedback to teachers	5800: Professional/Consulting Services And Operating Expenditures		00.
Teachers will integrate Science, Technology, Engineering and Mathematics into daily lessons to support Tier 2 interventions	August 2016- June 2017	Site Administrator Instructional Coach Grade level instructor	STEM Activities Robotics and Science Olympiad to support integrated math and science	4000-4999: Books And Supplies	LCFF	1500.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Substitute teacher for designated teacher attending PD on STEM	2000-2999: Classified Personnel Salaries	LCFF	300.
			Fresno County Office of Education STEM Workshop and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1000
			Robotic Literacy shirts	4000-4999: Books And Supplies	LCFF	1000.
			Professional Development on STEM strategies	5800: Professional/Consulting Services And Operating Expenditures		00.
Qualifying students will be eligible for Supplemental Educational Services outside of the school instructional hours	October 2016 - Dec 106	Site Administrator and Grade Level instructor	Highly skilled Math tutorial for targeting services of low performing groups	1000-1999: Certificated Personnel Salaries	SES-Tutoring	3000.
			Student Nest Live online services for one hour a week (\$20/hour) in Math	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	140.
			Student Nest License purchase for Afterschool Tutoring for targeting services	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	73.

## Planned Improvements in Student Performance

### Goal: English Language Development

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

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
<b>SCHOOL GOAL</b>
Goal Statement: To increase the CELDT levels by one band and English Language Learners proficiency for all 2nd-6th grade EL students to 90% by the end of the 2017 school year by having equal access to rigorous common core lessons.
<b>Data Used to Form this Goal:</b>
EL Progress Reports, F & P data, CELDT, DIBELS, CELDT, AR/STAR reports
<b>Findings from the Analysis of this Data:</b>
There is a need for increased strategic intervention for our English Language learners in reading and writing. CELDT level increases are at a standstill in the intermediate category keeping them from being reclassified.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: DIBELS, F&P assessments, Houghton-Mifflin core program assessments, CELDT test given in October 2014, and AR/ STAR assessments and Classroom drop ins  Group data needed to measure gains: EL Progress Reports CELDT Test results for October 2015 AR STAR Assessments - GE growth DIBELS scores Fountas & Pinnell

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Students who are not making gains in CELDT will be involved in Tier 2 and 3 intervention that support teachers and provide highly qualified instruction to common core lessons for every students to have equal access.	October 2016- June 2017	Site administrators Instructional Coach, Grade Level Intervention Aides,	Literacy/ EL Intervention Aide to support our EL with classroom strategies.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12000.
			Substitute teachers to allow for CELDT testing for our EL Students to take place.	1000-1999: Certificated Personnel Salaries	LCFF	600.
			Walk through and observe classroom instruction with feedback for EL students	5800: Professional/Consulting Services And Operating Expenditures		00.
			Staff will receive SIOP strategies from Tina Johnson for teachers and instruction aides to support our EL Students	5800: Professional/Consulting Services And Operating Expenditures		00.
			Professional development on providing feedback for students to develop language	5800: Professional/Consulting Services And Operating Expenditures		00.
			EL parent evening workshops	5900: Communications		00.
			Parent Coffee hour for parents to discuss academic culture for parents in the morning	5900: Communications		00.
			Parent technology session for parents to use portal and Aeries as a tool for student success	5900: Communications		00.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Focus and support for teacher feedback on student who have in EL for five years or longer	5800: Professional/Consulting Services And Operating Expenditures		00.
Students will increase in EL levels and monitored for exiting EL programs and incentives to be prepared with college level rigor of common core	August 2016-June 2017	Site Administrator Instructional Coach Grade level Instructor	Medals and Certificate for exiting EL Program	4000-4999: Books And Supplies	LCFF-SLIP	574.22
			Professional Development of Aeries Student information system to gather student background on EL status	5800: Professional/Consulting Services And Operating Expenditures		00.
			Staff will recieve support for assesement on CELDT testing by Eric Wenrick.	5800: Professional/Consulting Services And Operating Expenditures		00.
Qualifying EL students will be eligible for Supplemental Educational Services outside of the school instructional hours	October 2016-Sept 2016	Co curricular and athletic coach, Academic tutor	Tutoring services after extra curricular activity for one hour twice a week.	2000-2999: Classified Personnel Salaries	SES-Tutoring	1000.
Purchase material that support instruction for EL students in class.	Aug 2016 - June 2017	Site Administration Instructional Coach Grade Level instructor	Purchase manipulative for language development during close reading	4000-4999: Books And Supplies	LCFF	500.



## Planned Improvements in Student Performance

### Goal: School Culture

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

<b>SUBJECT: School Culture</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school with extra curricular activity LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
<b>SCHOOL GOAL</b>
By June 2017, we will have a decrease in the number of behavior incidents by 25% when compared to June 2016, as evidenced by the SWIS data program and Aeries. By June 2017, we will have an increase on the number of parents that report support from the school site as measured by the Climate Survey. By June 2017, we will have an increase of participation rate for students joining extra curricular activity as measured by Aeries By June 2017, we will have an increase of students increasing academic eligibility and achievement in grades during grading report measured by Aeries by June 2017, we will have an increase in student attendance due to the increase of student participation measured by Aeries query
<b>Data Used to Form this Goal:</b>
SWIS, School Climate Survey, Aeries
<b>Findings from the Analysis of this Data:</b>
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.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
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

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement Social and Emotional curriculum to increase school attendance and classroom instructional time for students	August 2016- June 2017	Site Administrator, Grade level instructor, and support staff	Student of the Month recognition activities	4000-4999: Books And Supplies	LCFF	500.
			Celebrate student of the month assembly for students and parents	5000-5999: Services And Other Operating Expenditures		00
			Biola character counts shirts that message school pillars of citizenship	4000-4999: Books And Supplies	LCFF	2700.
			Professional Development for implementation of Social and Emotional Curriculum	5800: Professional/Consulting Services And Operating Expenditures		00.
Increase Parent/Student/Teacher communication that empower parents, students, and community to become actively involved with their child's education on campus	August 2016- June 2017	All staff	Biola Elementary Sign at the gates of the school	5900: Communications	LCFF	2500.
			Student Agendas to communicate with parents school assignment, calendar, and character education	4000-4999: Books And Supplies	Title I Part A: Allocation	900.
			Magnetic Refrigerator cards for phone number for attendance and Biola Elementary	4000-4999: Books And Supplies	Title I Parent Involvement	796.
			California Gold Ribbon Title I School Mural to display the academic culture of Biola Elementary	4000-4999: Books And Supplies	Title I Part A: Allocation	1000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Connect Students to school by developing the whole child:social emotional and have equal access to the entire subject area of instruction that supports a campus of healthy and active learners.	August 2016- June 2017	All staff	Support Healthy Generation School with signs that promote fitness and nutrition	4000-4999: Books And Supplies	LCFF	2000.
			Music instruments and instrument storage.	4000-4999: Books And Supplies	LCFF	2000.
			Performing Arts/Choir production Microphone for music system	4000-4999: Books And Supplies	LCFF	1000.
Biola Elementary will implement Positive Behavior Intervention and supports Tier 1 and Tier 2 intervention as a school wide system to increase student attendance and lower missed student instructional time during class	August 2016 - June 2017	Site Administration, Grade Level instructor, all staff members	Renew license for School Wide Information system that supports data for PBIS	5000-5999: Services And Other Operating Expenditures	LCFF	700.
			Tier 2 intervention for Program students placed in Jag Academy	1000-1999: Certificated Personnel Salaries		00.
			Professional Development on referral process to decrease student missing class	5800: Professional/Consulting Services And Operating Expenditures		00.
			Professional Development on Social and Emotional Behavior for students on campus	5800: Professional/Consulting Services And Operating Expenditures		00.
Create a safe learning environment by increase communication for outside and inside classroom that supports a culture of academic learning	August 2016-June 2017	Site Administration, Grade Level instructor, and support staff.	Purchase portable walkie talkie for use at recess, Physical Education, and Field Trips	4000-4999: Books And Supplies	LCFF	2000.
			Monthly Fire Drills	5000-5999: Services And Other Operating Expenditures		00.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Professional Development by Law enforcement for staff on Run, Hide, and Fight procedure for prepared school	5000-5999: Services And Other Operating Expenditures		00.
			Professional Development for staff on safety and chemical use on campus	5800: Professional/Consulting Services And Operating Expenditures		00.
			Semester practice for armed intruder on campus.	5800: Professional/Consulting Services And Operating Expenditures		00.
			Teacher/Student passport system to reinforce Positive expectation on school campus	5800: Professional/Consulting Services And Operating Expenditures		00.
			Professional Development for providing a teaching and learning environment			
Changing the culture of the school to a learning environment that supports activity, student learning, and a sense of belonging to Biola with positive curb appeal and uniformity	All year long	Site Administration Instructional Coach Grade Level instructor support staff	Striving for Excellence shirt to reinforce the positive culture on campus	4000-4999: Books And Supplies	LCFF	4000.
			Academic Achievement shirts that promote Academic Achievement for 4.0GPA students	4000-4999: Books And Supplies	LCFF	1000.
			Extra Curricular shirts that promote active participation with school extra curricular	5800: Professional/Consulting Services And Operating Expenditures	LCFF	3000.



## Planned Improvements in Student Performance

### Goal: Parent Engagement

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

<b>SUBJECT: Parent Engagement</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
<b>SCHOOL GOAL</b>
All parents will be involved in goal setting and progress monitoring of their child in partnership with our school community.
<b>Data Used to Form this Goal:</b>
Parent Survey Goal Setting documents Report Cards/Progress Reports Percentage of Parents involved at school: meetings, school functions, conferences
<b>Findings from the Analysis of this Data:</b>
Data from the 2015-16 Parent Survey indicated that parents want more information about what they can do to help their children academically. Information from Parent Meetings throughout the year.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Compare data from 2014-15 survey with 2015-16 survey and 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 event, parents will become active stakeholders to support the teaching and learning environment for every student.	August 2016- June 2017	All staff members, ELAC/SSC/DAC members and parent community	Translated literature for parent involvement and engagement.	4000-4999: Books And Supplies	Title I Part A: Allocation	1000.
			Provide Child Care for parents who attend evening events for the school.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	500.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Parent refreshments for training meetings.	4000-4999: Books And Supplies	LCFF	505.10
			Parent service responsibility for activities on campus	5800: Professional/Consulting Services And Operating Expenditures		00.
			Small group presentation of school events	5800: Professional/Consulting Services And Operating Expenditures		00.
By increasing parent engagement and connecting families with school, Biola Elementary School will be hosting Parent Educational courses to advance the education for our parents in the community and take active participation for their child's education	Aug 2016- May 2017	Parent Community Biola Staff Site Administrator	Migrant Education College University campus tour for parents and student field trip	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2298.
			Parent Involvement shirts for parents who complete program	4000-4999: Books And Supplies	LCFF	1000.
			BenQ short throw 3D interactive system with speakers for presentations and video for parent meeting	4000-4999: Books And Supplies	LCFF	4400.
			Monthly Parent Coffee Hour to address parent concerns	5900: Communications		00.
			EL Parent Workshop in August	5900: Communications		00.
			Parent Portal Technology workshop	5900: Communications		00.
			Evening Parent/child activity	5900: Communications		00.
			Increasing parent communication home with weekly Newsletters in multiple language	Monthly	Principal	Newsletter called "Paw Print" sent home to parents to communicate

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Live Website in multiple languages for Biola Elementary	5900: Communications		00.
			Interpreting English to various required languages for parent engagement	5900: Communications		00.
			Parent phone calls home in multiple	5900: Communications		00.



## Summary of Expenditures in this Plan

### Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	59,426.55	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	574.22	0.00
Title I Part A: Allocation	34828.00	0.00
Title I Parent Involvement	796.00	0.00
SES-Tutoring	7385.00	0.00

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	59,426.55
LCFF-SLIP	574.22
SES-Tutoring	7,385.00
Title I Part A: Allocation	34,828.00
Title I Parent Involvement	796.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	3,600.00
2000-2999: Classified Personnel Salaries	27,549.00
4000-4999: Books And Supplies	48,347.77
5000-5999: Services And Other Operating Expenditures	8,138.00
5800: Professional/Consulting Services And Operating	12,875.00
5900: Communications	2,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries		0.00
4000-4999: Books And Supplies		0.00
5000-5999: Services And Other Operating		0.00
5800: Professional/Consulting Services And		0.00
5900: Communications		0.00
1000-1999: Certificated Personnel Salaries	LCFF	600.00
2000-2999: Classified Personnel Salaries	LCFF	9,949.00
4000-4999: Books And Supplies	LCFF	37,577.55
5000-5999: Services And Other Operating	LCFF	2,700.00
5800: Professional/Consulting Services And	LCFF	6,100.00
5900: Communications	LCFF	2,500.00
4000-4999: Books And Supplies	LCFF-SLIP	574.22
1000-1999: Certificated Personnel Salaries	SES-Tutoring	3,000.00
2000-2999: Classified Personnel Salaries	SES-Tutoring	1,000.00
5000-5999: Services And Other Operating	SES-Tutoring	3,140.00
5800: Professional/Consulting Services And	SES-Tutoring	245.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	16,600.00
4000-4999: Books And Supplies	Title I Part A: Allocation	9,400.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	2,298.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	6,530.00
4000-4999: Books And Supplies	Title I Parent Involvement	796.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Section</b>	<b>Total Expenditures</b>
<b>Goal: English Language Arts</b>	31,993.45
<b>Goal: Mathematics</b>	22,343.00
<b>Goal: English Language Development</b>	14,674.22
<b>Goal: School Culture</b>	24,096.00
<b>Goal: Parent Engagement</b>	9,903.10

## 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			
Linda Jackson		X			
Susan Pass		X			
Amanda Aguilar			X		
Martha Palmeno				X	
Amanda Lewis-Rogoff				X	
Xai Vang (ELAC)				X	
Teresa Conde				X	
Jessica Tevares				X	
Antonio Ramirez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>0</b>

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

**Recommendations and Assurances**

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

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	<i>Xia Wang</i> _____ Signature
X	Special Education Advisory Committee	<i>Allyson Durr</i> _____ 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
X	Other committees established by the school or district (list): Social Emotional Learning Committee	<i>Stephanie Williams</i> _____ 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 October 18, 2016.

Attested:

<u>Michael Ota; Principal</u> Typed Name of School Principal	<u><i>Michael Ota</i></u> Signature of School Principal	<u>10/18/16</u> Date
<u>Cindy Escandon; Chairperson</u> Typed Name of SSC Chairperson	<u><i>Cindy Escandon</i></u> Signature of SSC Chairperson	<u>10/21/16</u> Date

# Budget By Expenditures

## Biola-Pershing Elementary School

**Funding Source:**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional Development from Tina Johnson on Implementing ELA strategies to increase literacy	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Arts	Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards
Professional Development from Tina Johnson on thinking maps further in various subject area	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Arts	Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards
Weekly classroom visits during instruction to observe student learning and instructional practices of teacher	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Arts	Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards
Teacher Learning visits for peers to observe PLC teaching strategies	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Arts	Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards
Weekly PLC meeting to discuss data that impacts student learning	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Arts	Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards
Professional Development for ELA/ELD for curriculum support	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Arts	Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards
Focus Friday event for students who make grade level reading goals.	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Arts	Progress monitoring will be used to measure students reading levels as they work toward their reading goals.
Reading Certificates for student Reading Celebrations	4000-4999: Books And Supplies	\$0.00	English Language Arts	Progress monitoring will be used to measure students reading levels as they work toward their reading goals.
Focus Friday event for students who are not making reading levels	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Arts	Provide classroom assistance to allow teacher to implement Tier 2 and Tier 3 intervention that supports reading and writing during classroom instructional time.

## Biola-Pershing Elementary School

Professional Development that will engage Math Literacy through technology	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	Mathematics	Establish, monitor, and sustain common core Tier 1 instructional practices that align common core shifts and prepares students for 21st century learning.
Professional Development to provide continuous support for Pearson Math	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	Mathematics	Establish, monitor, and sustain common core Tier 1 instructional practices that align common core shifts and prepares students for 21st century learning.
Professional Development on text to world	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Arts	Students have access to rich complex reading material that
Professional Development on STEM strategies	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	Mathematics	Teachers will integrate Science, Technology, Engineering and Mathematics into daily lessons to support Tier 2 interventions
Walk through and observe classroom instruction with feedback for EL students	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Development	Students who are not making gains in CELDT will be involved in Tier 2 and 3 intervention that support teachers and provide highly qualified instruction to common core lessons for every students to have equal access.
Staff will receive SIOP strategies from Tina Johnson for teachers and instruction aides to support our EL Students	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Development	Students who are not making gains in CELDT will be involved in Tier 2 and 3 intervention that support teachers and provide highly qualified instruction to common core lessons for every students to have equal access.
Professional development on providing feedback for students to develop language	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Development	Students who are not making gains in CELDT will be involved in Tier 2 and 3 intervention that support teachers and provide highly qualified instruction to common core lessons for every students to have equal access.
EL parent evening workshops	5900: Communications	\$0.00	English Language Development	Students who are not making gains in CELDT will be involved in Tier 2 and 3 intervention that support teachers and provide highly qualified instruction to common core lessons for every students to have equal access.
Professional Development of Aeries Student information system to gather student background on EL status	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Development	Students will increase in EL levels and monitored for exiting EL programs and incentives to be prepared with college level rigor of common core
Staff will receive support for assesement on CELDT testing by Eric Wenrick.	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	English Language Development	Students will increase in EL levels and monitored for exiting EL programs and incentives to be prepared with college level rigor of common core



## Biola-Pershing Elementary School

Celebrate student of the month assembly for students and parents	5000-5999: Services And Other Operating Expenditures	\$0.00	School Culture	Implement Social and Emotional curriculum to increase school attendance and classroom instructional time for students
Professional Development for implementation of Social and Emotional Curriculum	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	School Culture	Implement Social and Emotional curriculum to increase school attendance and classroom instructional time for students
Tier 2 intervention for Program students placed in Jag Academy	1000-1999: Certificated Personnel Salaries	\$0.00	School Culture	Biola Elementary will implement Positive Behavior Intervention and supports Tier 1 and Tier 2 intervention as a school wide system to increase student attendance and lower missed student instructional time during class
Professional Development on Social and Emotional Behavior for students on campus	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	School Culture	Biola Elementary will implement Positive Behavior Intervention and supports Tier 1 and Tier 2 intervention as a school wide system to increase student attendance and lower missed student instructional time during class
Monthly Parent Coffee Hour to address parent concerns	5900: Communications	\$0.00		By increasing parent engagement and connecting families with school, Biola Elementary School will be hosting Parent

Total Expenditures: \$0.00

Allocation Balance: \$0.00

### Funding Source: LCFF

**\$59,426.55 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support Healthy Generation School with signs that promote fitness and nutrition	4000-4999: Books And Supplies	\$2,000.00	School Culture	Connect Students to school by developing the whole child:social emotional and have equal access to the entire subject area of instruction that supports a campus of healthy and active learners.
Music instruments and instrument storage.	4000-4999: Books And Supplies	\$2,000.00	School Culture	Connect Students to school by developing the whole child:social emotional and have equal access to the entire subject area of instruction that supports a campus of healthy and active learners.

## Biola-Pershing Elementary School

Performing Arts/Choir production Microphone for music system	4000-4999: Books And Supplies	\$1,000.00	School Culture	Connect Students to school by developing the whole child:social emotional and have equal access to the entire subject area of instruction that supports a campus of healthy and active learners.
Renew license for School Wide Information system that supports data for PBIS	5000-5999: Services And Other Operating Expenditures	\$700.00	School Culture	Biola Elementary will implement Positive Behavior Intervention and supports Tier 1 and Tier 2 intervention as a school wide system to increase student attendance and lower missed student instructional time during class
Parent refreshments for training meetings.	4000-4999: Books And Supplies	\$505.10		Increase parent and community involvement with school sponsored event, parents will become active stakeholders to support the teaching and learning environment for every student.
Parent Involvement shirts for parents who complete program	4000-4999: Books And Supplies	\$1,000.00		By increasing parent engagement and connecting families with school, Biola Elementary School will be hosting Parent
BenQ short throw 3D interactive system with speakers for presentations and video for parent meeting	4000-4999: Books And Supplies	\$4,400.00		By increasing parent engagement and connecting families with school, Biola Elementary School will be hosting Parent
Purchase portable walkie talkie for use at recess, Physical Education, and Field Trips	4000-4999: Books And Supplies	\$2,000.00	School Culture	Create a safe learning environment by increase communication for outside and inside classroom that supports a culture of academic learning
Striving for Excellence shirt to reinforce the positive culture on campus	4000-4999: Books And Supplies	\$4,000.00	School Culture	Changing the culture of the school to a learning environment that supports activity, student learning, and a sense of belonging to Biola with positive curb appeal and uniformity
Academic Achievement shirts that promote Academic Achievement for 4.0GPA students	4000-4999: Books And Supplies	\$1,000.00	School Culture	Changing the culture of the school to a learning environment that supports activity, student learning, and a sense of belonging to Biola with positive curb appeal and uniformity
Extra Curricular shirts that promote active participation with school extra curricular	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	School Culture	Changing the culture of the school to a learning environment that supports activity, student learning, and a sense of belonging to Biola with positive curb appeal and uniformity
Biola Elementary Sign at the gates of the school	5900: Communications	\$2,500.00	School Culture	Increase Parent/Student/Teacher communication that empower parents, students, and community to become actively involved with their child's education on campus
Biola character counts shirts that message school pillars of citizenship	4000-4999: Books And Supplies	\$2,700.00	School Culture	Implement Social and Emotional curriculum to increase school attendance and classroom instructional time for students

## Biola-Pershing Elementary School

Purchase manipulative for language development during close reading	4000-4999: Books And Supplies	\$500.00	English Language Development	Purchase material that support instruction for EL students in class.
Student of the Month recognition activities Character Certificate and medals	4000-4999: Books And Supplies	\$500.00	School Culture	Implement Social and Emotional curriculum to increase school attendance and classroom instructional time for students
ST Math incentives for students, materials and supplies that support common core.	4000-4999: Books And Supplies	\$500.00	Mathematics	Progress monitoring and analysis of ST Math data will not stop at conceptual understanding, but ensure that all students will learn how to problem Solve and communicate the reason
Substitute teachers to allow for CELDT testing for our EL Students to take place.	1000-1999: Certificated Personnel Salaries	\$600.00	English Language Development	Students who are not making gains in CELDT will be involved in Tier 2 and 3 intervention that support teachers and provide highly qualified instruction to common core lessons for every students to have equal access.
Rocket launcher to integrate Science and Math activities	4000-4999: Books And Supplies	\$500.00	Mathematics	Establish, monitor, and sustain common core Tier 1 instructional practices that align common core shifts and prepares students for 21st century learning.
Substitute teacher to allow classroom teacher to take part in PLC for planning math.	2000-2999: Classified Personnel Salaries	\$1,000.00	Mathematics	Establish, monitor, and sustain common core Tier 1 instructional practices that align common core shifts and prepares students for 21st century learning.
Professional Development that support assessment in math. Teachers will demonstrate using learning targets and success criteria to drive lesson.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Mathematics	Establish, monitor, and sustain common core Tier 1 instructional practices that align common core shifts and prepares students for 21st century learning.
STEM Activities Robotics andScience Olympiad to support integrated math and science	4000-4999: Books And Supplies	\$1,500.00	Mathematics	Teachers will integrate Science, Technology, Engineering and Mathematics into daily lessons to support Tier 2 interventions
Substitute teacher for designated teacher attending PD on STEM	2000-2999: Classified Personnel Salaries	\$300.00	Mathematics	Teachers will integrate Science, Technology, Engineering and Mathematics into daily lessons to support Tier 2 interventions
Fresno County Office of Education STEM Workshop and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Mathematics	Teachers will integrate Science, Technology, Engineering and Mathematics into daily lessons to support Tier 2 interventions
Robotic Literacy shirts	4000-4999: Books And Supplies	\$1,000.00	Mathematics	Teachers will integrate Science, Technology, Engineering and Mathematics into daily lessons to support Tier 2 interventions
BenQ Interactive Short Throw 3D Projector	4000-4999: Books And Supplies	\$3,800.00	English Language Arts	Students will have the latest technology access to use during classroom instructional time to enhance engagement and access to current event activity for student learning
Renew Raz Kids Inc. license for digital online books and student login	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Arts	Students will have the latest technology access to use during classroom instructional time to enhance engagement and access to current event activity for student learning

## Biola-Pershing Elementary School

Go Noodle Inc. license renew used for interactive activity singing and kinesthetic movement.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Arts	Students will have the latest technology access to use during classroom instructional time to enhance engagement and access to current event activity for student learning
BenQ Interactive Short Throw 3D Projector	4000-4999: Books And Supplies	\$3,800.00	English Language Arts	Kindergarten students will have academic support to active
Biola Kindergarten Sight Word shirts	4000-4999: Books And Supplies	\$500.00	English Language Arts	Kindergarten students will have academic support to active
Professional Development for "Step up to Writing Curriculum" substitute teacher to allow SIA instructor to get inserviced	5800: Professional/Consulting Services And Operating Expenditures	\$100.00	English Language Arts	Tier 3 interventions for students who need support in ELA curriculum.
Materials and Supplies for Teachers to assist with academic vocabulary strategies	4000-4999: Books And Supplies	\$200.00	English Language Arts	Students have access to rich complex reading material that
Purchase Expository Text Scholastic Weekly Readers Magazine	4000-4999: Books And Supplies	\$2,472.45	English Language Arts	Students have access to rich complex reading material that
Purchase reading books that build classroom libraries	4000-4999: Books And Supplies	\$500.00	English Language Arts	Students have access to rich complex reading material that
Magnetic student reading information cards used to monitor updated reading levels for all grade level students.	4000-4999: Books And Supplies	\$500.00	English Language Arts	Progress monitoring will be used to measure students reading levels as they work toward their reading goals.
Teaching Fellows Reading intervention assistant for lower grade classroom	2000-2999: Classified Personnel Salaries	\$7,149.00	English Language Arts	Provide classroom assistance to allow teacher to implement Tier 2 and Tier 3 intervention that supports reading and writing during classroom instructional time.
Professional Development strategies for struggling readers	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	English Language Arts	Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards
Funding will be used for substitute teachers to allow classroom teacher participate in collaboration with PLC on lesson designs.	2000-2999: Classified Personnel Salaries	\$1,500.00	English Language Arts	Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards
Purchase Home to School student writing organizer folders used during Writer's Workshop.	4000-4999: Books And Supplies	\$700.00	English Language Arts	Establish and sustain Tier I instructional practices school wide that align with Common Core State Standards

## Biola-Pershing Elementary School

LCFF Total Expenditures: \$59,426.55

LCFF Allocation Balance: \$0.00

### Funding Source: LCFF-SLIP

**\$574.22 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Medals and Certificate for exiting EL Program	4000-4999: Books And Supplies	\$574.22	English Language Development	Students will increase in EL levels and monitored for exiting EL programs and incentives to be prepared with college level rigor of common core

LCFF-SLIP Total Expenditures: \$574.22

LCFF-SLIP Allocation Balance: \$0.00

### Funding Source: SES-Tutoring

**\$7,385.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Tutoring services after extra curricular activity for one hour twice a week.	2000-2999: Classified Personnel Salaries	\$1,000.00	English Language Development	Qualifying EL students will be eligible for Supplemental Educational Services outside of the school instructional hours
Highly skilled Math tutorial for targeting services of low performing groups	1000-1999: Certificated Personnel Salaries	\$3,000.00	Mathematics	Qualifying students will be eligible for Supplemental Educational Services outside of the school instructional hours
Student Nest Live online services for one hour a week (\$20/hour) in Math	5000-5999: Services And Other Operating Expenditures	\$140.00	Mathematics	Qualifying students will be eligible for Supplemental Educational Services outside of the school instructional hours
Student Nest License purchase for Afterschool Tutoring for targeting services	5800: Professional/Consulting Services And Operating Expenditures	\$73.00	Mathematics	Qualifying students will be eligible for Supplemental Educational Services outside of the school instructional hours
Tuesday and Thursday one hour sessions for reading support	5000-5999: Services And Other Operating Expenditures	\$3,000.00	English Language Arts	Qualifying students will be eligible to receive Supplemental Educational Services outside of the schools instructional hours.

## Biola-Pershing Elementary School

Student Nest Live online services for one hour a week (\$20/hour) in ELA	5800: Professional/Consulting Services And Operating Expenditures	\$100.00	English Language Arts	Qualifying students will be eligible to receive Supplemental Educational Services outside of the schools instructional hours.
Student Nest License purchase for Afterschool Tutoring for targeting services	5800: Professional/Consulting Services And Operating Expenditures	\$72.00	English Language Arts	Qualifying students will be eligible to receive Supplemental Educational Services outside of the schools instructional hours.

SES-Tutoring Total Expenditures: \$7,385.00

SES-Tutoring Allocation Balance: \$0.00

### Funding Source: Title I Part A: Allocation

**\$34,828.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Literacy/ EL Intervention Aide to support our EL with classroom strategies.	2000-2999: Classified Personnel Salaries	\$12,000.00	English Language Development	Students who are not making gains in CELDT will be involved in Tier 2 and 3 intervention that support teachers and provide highly qualified instruction to common core lessons for every students to have equal access.
Student Agendas to communicate with parents school assignment, calendar, and character education	4000-4999: Books And Supplies	\$900.00	School Culture	Increase Parent/Student/Teacher communication that empower parents, students, and community to become actively involved with their child's education on campus
Translated literature for parent involvement and engagement.	4000-4999: Books And Supplies	\$1,000.00		Increase parent and community involvement with school sponsored event, parents will become active stakeholders to support the teaching and learning environment for every student.
Provide Child Care for parents who attend evening events for the school.	2000-2999: Classified Personnel Salaries	\$500.00		Increase parent and community involvement with school sponsored event, parents will become active stakeholders to support the teaching and learning environment for every student.
Duplication of materials to monitor reading levels of each student	4000-4999: Books And Supplies	\$500.00	English Language Arts	Progress monitoring will be used to measure students reading levels as they work toward their reading goals.
Classroom Instructional Aide during literacy intervention for upper grade	2000-2999: Classified Personnel Salaries	\$4,100.00	English Language Arts	Provide classroom assistance to allow teacher to implement Tier 2 and Tier 3 intervention that supports reading and writing during classroom instructional time.

## Biola-Pershing Elementary School

Renew Mind Research Math license for use of online Spatial Temporal Math support	5800: Professional/Consulting Services And Operating Expenditures	\$6,530.00	Mathematics	Students will use technology to increase conceptual understanding of mathematics to support teacher instruction for Problem Solving and Communicating Reasoning
Flexible Headphone for students to use in classroom during Spatial Temporal Math activities	4000-4999: Books And Supplies	\$1,800.00	Mathematics	Students will use technology to increase conceptual understanding of mathematics to support teacher instruction for Problem Solving and Communicating Reasoning
BenQ short throw 3D projector	4000-4999: Books And Supplies	\$4,000.00	Mathematics	Students will use technology to increase conceptual understanding of mathematics to support teacher instruction for Problem Solving and Communicating Reasoning
Migrant Education College University campus tour for parents and student field trip	5000-5999: Services And Other Operating Expenditures	\$2,298.00		By increasing parent engagement and connecting families with school, Biola Elementary School will be hosting Parent
Newsletter called "Paw Print" sent home to parents to communicate	4000-4999: Books And Supplies	\$200.00		Increasing parent communication home with weekly Newsletters in multiple language
California Gold Ribbon Title I School Mural to display the academic culture of Biola Elementary	4000-4999: Books And Supplies	\$1,000.00	School Culture	Increase Parent/Student/Teacher communication that empower parents, students, and community to become actively involved with their child's education on campus
Title I Part A: Allocation Total Expenditures:		\$34,828.00		
Title I Part A: Allocation Allocation Balance:		\$0.00		

### Funding Source: Title I Parent Involvement

**\$796.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Magnetic Refrigerator cards for phone number for attendance and Biola Elementary	4000-4999: Books And Supplies	\$796.00	School Culture	Increase Parent/Student/Teacher communication that empower parents, students, and community to become actively involved with their child's education on campus
Title I Parent Involvement Total Expenditures:		\$796.00		
Title I Parent Involvement Allocation Balance:		\$0.00		

## Biola-Pershing Elementary School

Biola-Pershing Elementary School Total Expenditures: \$103,009.77



## **Title I School-Level Parental Involvement Policy Biola-Pershing Elementary School**

*Biola Elementary School* has developed a written Title I parental involvement policy with input from Title I parents. Parents are invited to be a guest to our School Site Council they are allowed to share their concern regarding any document and placed on the agenda for the next meeting. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Biola Elementary School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- In September, the school holds a general Title I meeting for all parents for the beginning of the year. During this meeting it is clear that parents are informed about the school's participation in the Title I program of the rights of the parents and involvement of Title I.
- School offers numerous meetings for parents of Title I students. The school offer meetings in the morning, afternoon, and evenings for working farm laborers. Biola offers three major meetings for parents in languages of English, Spanish, and Hmong. Back to School Night, Open House, and Title I Parent orientation/Expectation evening. Title I funds are used to provide translation, child care, refreshments, literature, and services to support student achievement and parent involvement.
- Biola holds required quarterly School Site Council Meetings and English Learner Advisory Committee and parent meetings open to the public in English, Spanish, and Hmong translation
- The principal has volunteers to transport the site's District English Learner Advisory Committee to the district meetings.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening

- Biola offers numerous parent meeting in the mornings, afterschool, and evenings to meet the needs of our working parents. The principal involves parental input and conversation in the planning, review, and improvement of Title I programs and policies for the school.
- Biola offers 9 week parent workshops beginning in the evening to meet the needs of farm laboring parents to attend and learn the importance of quality education and parenting skills.
- Biola works in conjunction with the Adult Education School and offer ESL classes for our parents as partners in education.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review\*, and improvement of the school's Title I programs and the Title I parental involvement policy. \*\*

- Every parent is involved in developing, planning, and reviewing policies which follow guidelines and requirements for Title I regulations. The school takes active participation of parent nominations and elections for all parents. Posting of required by-laws, meeting agenda, and meeting minutes by required dates and times, parents are presented electronically and paper of schools the budgets, student and school achievement scores,

expenses, and activities to promote students involved in Title I school.

The school provides parents of Title I students with timely information about Title I programs.

- Parents of Title I students are provided with updates on a weekly basis with our newsletter with updates and calendar of events in school. This literature is translated in Spanish for our population and any other language upon request. Agenda for meeting and programs are posted in multiple language two days in advance of the event. Letters, flyers, phone calls, home visits are communicated with Title I parents and all parents in general to open the communication piece with the school. A CONNECT ED Automated Phone Call System is used to ensure all parents receive information regarding school calendar in multiple languages.
- Texting and social media is also available for parents to receive information

School provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- School Data is available for all parents and presented during Orientation Nights, Parent workshops, Information night and Parent Educational Classes. During parent teacher conferences each parent is sat down to review the School Parent Compact. During the conference teacher educates the parent on curriculum and content standards of grade level curriculum.
- When requested, each parent has access to curriculum and material used in the child's classroom. During parent conferences a collaborative approach to student achievement. A shared plan and agreement from school compact is shared for teacher, student, and parent.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children

- Parents are always encouraged to come in and work collaborate with teachers and staff. During the meeting agendas for SST, SPED, 504, at risk conferences parents are included on decision based on the team not individual teacher. Every parent is encouraged and invited to school events. Parent volunteers are welcome to provide suggestions for concerns and needs for change.

*\*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

### **School-Parent Compact**

Biola Pershing Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Each year, Biola Elementary parents including the School Site Council/ELAC holds a meeting to review, amend, and approve the School-Parent Compact. The Compact is signed and reviewed with every parent and the grade level teacher. After the conference and signature of all parties and filed with the student's teacher. The compact is discussed in reference to the individual child's achievement used for parent-teacher conference

### **Building Capacity for Involvement**

Biola Pershing Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Assist parents in knowledge of academic content standards, assessments, and improvement of student achievement
- School provides opportunities for partnerships with parent and community
- Provide parents with resources to assist parents
- District provides support and suggestion to teachers to use as resources for needs of parents of title I students
- Educate staff regarding teacher efficacy of student success for title I students
- Provide and coordinate Title I parental involvement programs and activities for parents.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- School provides mini workshops for resources of Biola parents to provide successful experiences with their children
- School funded a PIQE evening program for parents to display competencies in school programs
- Birth to 3 program provide services for our new mothers and start early literacy programs with their infants
- School distributes and communicates parents with literature, phone calls, and materials in English and primary language
- Allow parent of Title I student's opportunities to work closely with their children during school hours.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- Teachers invite parents and welcome them to the room as helpers.
- Parents are part of our PBIS committee as vocal input for systems on campus
- Parents assist in the cafeteria and interact with our students at lunch

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Parent Coffee Hour is a morning meeting that allows parents to discuss and share concerns regarding school, class, or child.
- Parents view video instruction of the classroom, so parents can view what is happening in their child's classroom

- Parents are taught how to create an email address and use it for Parent Portal

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Literature and newsletters are translated in Spanish from English
- B3 program allows parents Spanish language to share and discuss information with teacher
- GATE, Music, Choir, PE, and Afterschool Program provide information to Spanish and Hmong parents.

The school provides support for parental involvement activities requested by Title I parents.

- Every school event we open the program with a welcome in three languages for our parents.
- Parents take part in volunteer program that help our students
- Biola hired two instructional aides. Bilingual person one speaks Spanish and the other speaks Hmong. The two volunteer for off hour evening programs

### **Accessibility**

Biola Pershing Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand

- Parents report to the office and check in. They have access to every parts of the campus. They have free access to the Parent Engagement Center were they could access their child's grades on parent portal on line grade book program
- Parents have access to literature in home language
- Parents have access to library books
- Parents attend a 9 week course in native language and attend a PIQE class that is usually offered in bigger city towns.

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.

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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

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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.

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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.

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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

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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

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Firma del Padre/Tutor

Fecha

Copia blanca para el Maestro

Copia amarilla para el Padre/Estudiante

## 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 los aprendices de inglés. 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 Título 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 teléfono 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

agenda del Consejo Escolar notifica a los padres cuándo se hablará sobre los programas del Título I y cuándo se realizarán las revisiones de la política de participación de padres. Los miembros del Consejo Escolar (SSC), que incluyen la representación de los estudiantes del Título I y de pruebas de referencia reciben una copia de la política actual para su revisión y se solicita que vengan preparados con sugerencias para mejorar la política.

4. Se brinda a los padres de los estudiantes del Título I información puntual sobre los programas del Título I en:
  - Tarde de Regreso a la Escuela
  - Conferencias de Padres y Maestros
  - Reuniones de Padres del Título I
  - Reuniones de la Junta Escolar
  - Reuniones del Comité Asesor de Estudiantes del Inglés
  
5. Los padres de los estudiantes del Título I son informados sobre el plan de estudios, evaluaciones y niveles de dominio que se espera que los estudiantes logren en:
  - Tarde de Regreso a la Escuela
  - Conferencias para Padres
  - Boletines Informativos Mensuales de Roosevelt
  - Reuniones de Estudiantes que Estudian en Equipo
  - Reuniones de la Junta Escolar
  - Reuniones del Comité Asesor de Estudiantes del Inglés
  - Plan Individual para el Logro del Estudiante
  - En la primera conferencia de padres y maestros, todos los padres reciben en forma personalizada la lista de los estándares de contenidos que se dictan en cada nivel de grado en artes del idioma inglés, matemática y ciencia. La información provista por el distrito es impresa en inglés y español.
  - Se notifica a los padres sobre las Evaluaciones de Referencia (Benchmark Testing) y de CST a través del boletín informativo mensual y del sistema de comunicación telefónica Connect ED.
  - Un calendario de eventos y fechas de evaluaciones del año es incluido en el paquete de materiales entregado a los estudiantes el primer día de clases del nuevo ciclo escolar y cuando los estudiantes nuevos son inscriptos.
  
6. Si se solicita, los padres de los estudiantes del Título I acceden a oportunidades de reuniones regulares para participar en la toma de decisiones relacionadas con la educación de sus hijos.
  - Se espera que los maestros soliciten una reunión con los padres en cualquier momento que consideren necesario. Estas solicitudes se pueden generar por teléfono, la agenda estudiantil, correo electrónico o por carta. La comunicación entre padres y maestros es de extrema prioridad en Biola Pershing Elementary.
  - Se invita a todos los padres a asistir a las reuniones del Consejo Escolar (SSC), las cuales se realizan cinco o seis veces durante el año, y se anuncian en el boletín informativo de Biola Pershing y por del sistemas comunicación telefonica Connec ED..
  - Se alienta a todos los padres a solicitar una reunión con el maestro de su hijo en cualquier momento durante el ciclo escolar. Se puede solicitar una reunión a través de la agenda, por carta, correo electrónico o telefónicamente.
  - Las conferencias para padres son diseñadas especialmente para tratar las necesidades de los estudiantes del Título I. Las conferencias formales para padres se realizan dos veces por ciclo escolar. Por lo menos una semana antes de las conferencias programadas, se da un aviso a cada estudiante para que a su vez avise a sus padres, indicando una fecha y horario programados. Estos avisos se dan en español e inglés. En dicho aviso, los padres pueden solicitar una fecha alternativa y un traductor, si es necesario. Los padres deberán entregar el aviso al maestro a través de sus hijos. Si un aviso no es entregado, se solicita a los maestros realizar una llamada telefónica al hogar a fin de establecer la fecha de la conferencia. Si el padre no puede asistir a la reunión, se realiza una conferencia por teléfono. En algunas ocasiones, se



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 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 four to five 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: