School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Biola-Pershing Elementary School	10-73965-6005789	June 6, 2024	August 27, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Biola-Pershing Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....3
Educational Partner Involvement....3
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....4
Other Needs....4
School and Student Performance Data....5
Student Enrollment....5
CAASPP Results....8
ELPAC Results....13
California School Dashboard....17
Overall Performance....19
Goals, Strategies, & Proposed Expenditures....30
Goal 1....30
Goal 2....36
Goal 3....40
Budget Summary....43
Budget Summary....43
Other Federal, State, and Local Funds....43
Budgeted Funds and Expenditures in this Plan....44
Funds Budgeted to the School by Funding Source....44
Expenditures by Funding Source....44
Expenditures by Budget Reference....44
Expenditures by Budget Reference and Funding Source....44
Expenditures by Goal....45
School Site Council Membership....46
Recommendations and Assurances....47
Instructions....48
Appendix A: Plan Requirements....55
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements....58
Appendix C: Select State and Federal Programs....61

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Biola-Pershing Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Biola-Pershing Elementary will provide a high-quality, standards-based, equitable education for all subgroup students of minority, poverty, English learners, and students with learning disabilities. The effective plan is to support each child to meet goals that are aligned with the Local Control and Accountability Plan in Academic achievement, Academic Progress, and English Language Proficiency. The effective plan to meet the "Every Student Succeeds Act" is to target and support all struggling students by guiding educational partners to provide input that is evidence-based and measured by the California Dashboard and Smarter Balanced Assessment Consortium.

Educational Partner Involvement

How, when, and with whom did Biola-Pershing Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other Community Partners, including those representing all students is critical to the process of writing a School Plan for Student Achievement (SPSA). Central USD and Biola-Pershing Elementary continue to focus on increasing parent involvement and input in this process. Biola-Pershing Elementary uses various methods to reach out to and receive input from families including the following: meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Local Control Accountability Plan (LCAP) meetings, Parent Square messaging and Coffee with the Principal. Community Partners were informed of the input process for SPSA and had multiple opportunities through Zoom and live meetings, to provide input to identify and address needs. The input was received from Biola-Pershing parents, Certified staff, Classified staff, and student groups. Each group was encouraged to contribute their ideas. This information was then utilized to establish actions for each SPSA goal and to determine the allocations needed for these actions.

Stakeholder input sessions were:

- Title I Parental Input on 01/16/2024
- Certificated Input on 3/06/2024, 5/29/2024
- Classified Input on 3/06/2024, 05/29/2024
- LCAP Parental Input on 02/15/2024
- English Learner Advisory Committee on 6/5/2024
- School Site Council on 06/6/2024
- Site Leadership Team 05/22/2024

Consistent areas of focus identified by Community Partners' feedback included: Promoting student wellness through increased SEL opportunities and student support academic achievement for all students in focused areas of ELA and Mathematics. -Provide continuous training and resources to staff members to support academic achievement. -Increase the opportunity for parents to get involved with the school environment. - Provide a safe, positive teaching and learning environment that recognizes student achievement. Biola-Pershing Elementary School appreciates and takes seriously the input of all of our stakeholder groups as this information informs our goals and actions.

As a result of the Community Partners input sessions, the 2024-2025 SPSA includes the following:

- Continued Intervention for students in ELA, Math, ELD
- Additional professional development for staff in core areas and behavior management
- Increased availability of books (Spanish) and books for various reading abilities
- Student recognition for academic achievement and behavioral achievement
- Increased supervision for school safety

- Continuing parent education classes and activities to help support children at home

*. Expenditure to promote College and Career Readiness

The SSC will continue to review the indicators and action plan that was proposed for the school-wide plan. Data-driven decisions and recommendations will always be used to identify segments of the plan with established responsibilities and timelines that are aligned with the school goals of the SPSA. The School Site Council is presented with recommendations from the various stakeholders and will propose a plan with expenditures. The plan is always subject to review and revision as needed.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Biola-Pershing Elementary did not have any state indicators for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Biola-Pershing Elementary did not have any state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Various data points collected by Central Unified School District indicate that Biola-Pershing students need to continue to demonstrate growth in performance to ensure all students are learning at high levels. After a review of site data points through Schoolzilla, a continued focus on ELA, ELD, and Math instruction is necessary for student improvement. Additionally, we need to continue our efforts to increase daily attendance and decrease chronic absenteeism.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Biola-Pershing Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.50%	0.48%	0.53%	1	1	1
African American	1.01%	0.48%	%	2	1	
Asian	5.53%	5.8%	6.35%	11	12	12
Filipino	%	0%	%		0	
Hispanic/Latino	92.46%	91.3%	91.01%	184	189	172
Pacific Islander	%	0%	%		0	
White	0.50%	0.97%	1.06%	1	2	2
Multiple	%	0%	0.53%		0	1
			Total Enrollment	199	207	189

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			12
Kindergarten	26	37	26
Grade 1	28	23	25
Grade 2	20	24	21
Grade3	41	25	26
Grade 4	23	42	21
Grade 5	35	19	38
Grade 6	26	37	18
Total Enrollment	199	207	189

Conclusions based on this data:

1. Based on the analysis of this data, Biola is showing a trend of decreasing enrollment from the previous two years.

2. Biola's student demographic remains predominantly Hispanic. However, this year Biola's Asian population has increased by 4% to 9.9%.

3. Earlier age requirements for transitional kindergarten has increased our transitional kindergarten population, increasing our overall kindergarten population over time.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	94	80	72	47.20%	38.60%	38.1%
Fluent English Proficient (FEP)	12	11	1	6.00	5.30%	5.80%
Reclassified Fluent English Proficient (RFEP)	25	33	33	12.6%	15.90%	17.50%

Conclusions based on this data:

1. Biola-Pershing Elementary has a large English Learner population, exceeding the District's overall English Learner Population.
2. In 23-24 a total of 33 students were Reclassified Fluent English Proficient.
3. Biola-Pershing Elementary has a decreasing percentage of EL's with a population of 33% for the 23-24 year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	24	41	23	0	41	23	0	41	23	0.0	100.0	100.0
Grade 4	39	22	41	0	22	41	0	22	41	0.0	100.0	100.0
Grade 5	31	35	20	0	35	20	0	35	20	0.0	100.0	100.0
Grade 6	27	28	39	0	28	39	0	28	39	0.0	100.0	100.0
All Grades	121	126	123	0	126	123	0	126	123	0.0	100.0	100.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2381.	2378.		9.76	4.35		17.07	30.43		26.83	26.09		46.34	39.13
Grade 4		2399.	2452.		0.00	19.51		18.18	19.51		22.73	24.39		59.09	36.59
Grade 5		2444.	2446.		2.86	5.00		22.86	20.00		31.43	35.00		42.86	40.00
Grade 6		2552.	2518.		17.86	15.38		46.43	25.64		17.86	35.90		17.86	23.08
All Grades	N/A	N/A	N/A		7.94	13.01		25.40	23.58		25.40	30.08		41.27	33.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.20	*		48.78	*		39.02	*
Grade 4		*	14.63		*	51.22		*	34.15
Grade 5		5.71	*		74.29	*		20.00	*
Grade 6		*	10.26		*	58.97		*	30.77
All Grades		8.73	9.76		62.70	58.54		28.57	31.71

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.32	*		56.10	*		36.59	*
Grade 4		*	9.76		*	68.29		*	21.95
Grade 5		8.57	*		48.57	*		42.86	*
Grade 6		*	17.95		*	56.41		*	25.64
All Grades		8.73	12.20		54.76	60.16		36.51	27.64

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.32	*		70.73	*		21.95	*
Grade 4		*	14.63		*	65.85		*	19.51
Grade 5		5.71	*		74.29	*		20.00	*
Grade 6		*	7.69		*	87.18		*	5.13
All Grades		7.94	10.57		71.43	74.80		20.63	14.63

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.32	*		70.73	*		21.95	*
Grade 4		*	17.07		*	65.85		*	17.07
Grade 5		5.71	*		54.29	*		40.00	*
Grade 6		*	10.26		*	84.62		*	5.13
All Grades		11.90	10.57		63.49	70.73		24.60	18.70

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Conclusions based on this data:

1. An analysis of Overall Achievement in 2024 CAASPP ELA reveals that 45% of students either met or exceeded standards, in increase of 8.4% from the previous year.
2. Biola-Pershing's 45% proficiency in ELA exceeds the district's rate of 40% by 5%
3. Biola had 100% participation in CAASPP assessment for the 2023-2024 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	24	41	23	0	41	23	0	41	23	0.0	100.0	100.0
Grade 4	39	22	41	0	22	41	0	22	41	0.0	100.0	100.0
Grade 5	31	35	20	0	35	20	0	35	20	0.0	100.0	100.0
Grade 6	27	28	39	0	28	39	0	28	39	0.0	100.0	100.0
All Grades	121	126	123	0	126	123	0	126	123	0.0	100.0	100.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2397.	2396.		12.20	8.70		21.95	13.04		26.83	47.83		39.02	30.43
Grade 4		2414.	2460.		0.00	12.20		13.64	24.39		31.82	34.15		54.55	29.27
Grade 5		2450.	2426.		5.71	0.00		8.57	5.00		25.71	30.00		60.00	65.00
Grade 6		2483.	2495.		3.57	5.13		14.29	17.95		46.43	43.59		35.71	33.33
All Grades	N/A	N/A	N/A		6.35	7.32		15.08	17.07		31.75	39.02		46.83	36.59

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.07	*		43.90	*		39.02	*
Grade 4		*	19.51		*	48.78		*	31.71
Grade 5		5.71	*		37.14	*		57.14	*
Grade 6		*	7.69		*	46.15		*	46.15
All Grades		7.94	10.57		44.44	48.78		47.62	40.65

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.07	*		43.90	*		39.02	*
Grade 4		*	12.20		*	51.22		*	36.59
Grade 5		0.00	*		51.43	*		48.57	*
Grade 6		*	5.13		*	61.54		*	33.33
All Grades		6.35	8.13		49.21	53.66		44.44	38.21

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.76	*		70.73	*		19.51	*
Grade 4		*	12.20		*	63.41		*	24.39
Grade 5		8.57	*		62.86	*		28.57	*
Grade 6		*	7.69		*	76.92		*	15.38
All Grades		6.35	6.50		66.67	66.67		26.98	26.83

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Conclusions based on this data:

1. An analysis of Overall Achievement in 2024 CAASPP Math reveals that 34% of students either met or exceeded standards, in increase of 9.6% from the previous year.
2. Biola-Pershing Elementary scored 1% above the District proficiency level of 33% for the 23-24 school year.
3. Biola-Pershing had 100% of students participate in CAASPP testing.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1403.8	*	1401.9	1418.5	*	1434.8	1369.5	*	1324.8	13	9	13
1	*	1457.8	*	*	1474.4	*	*	1440.7	*	6	15	7
2	1472.6	*	1450.3	1477.9	*	1486.9	1466.8	*	1413.3	23	7	15
3	1483.1	1498.4	*	1481.7	1493.6	*	1483.8	1502.8	*	15	19	7
4	*	1522.0	1536.6	*	1515.0	1534.6	*	1528.4	1538.4	10	11	17
5	1542.3	*	*	1531.1	*	*	1553.2	*	*	15	9	8
6	*	*	1580.5	*	*	1589.2	*	*	1571.6	10	10	13
All Grades										92	80	80

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	0.00	23.08	*	30.77	61.54	*	46.15	15.38	*	23.08	13	*	13
1	*	6.67	*	*	40.00	*	*	53.33	*	*	0.00	*	*	15	*
2	8.70	*	0.00	43.48	*	26.67	43.48	*	53.33	4.35	*	20.00	23	*	15
3	13.33	15.79	*	33.33	47.37	*	40.00	36.84	*	13.33	0.00	*	15	19	*
4	*	36.36	47.06	*	27.27	41.18	*	18.18	11.76	*	18.18	0.00	*	11	17
5	40.00	*	*	26.67	*	*	33.33	*	*	0.00	*	*	15	*	*
6	*	*	61.54	*	*	38.46	*	*	0.00	*	*	0.00	*	*	13
All Grades	21.74	16.25	28.75	33.70	38.75	30.00	36.96	36.25	30.00	7.61	8.75	11.25	92	80	80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	30.77	46.15	*	23.08	46.15	*	30.77	7.69	*	15.38	13	*	13
1	*	26.67	*	*	53.33	*	*	20.00	*	*	0.00	*	*	15	*
2	17.39	*	26.67	47.83	*	40.00	34.78	*	33.33	0.00	*	0.00	23	*	15
3	20.00	21.05	*	60.00	57.89	*	0.00	21.05	*	20.00	0.00	*	15	19	*
4	*	45.45	70.59	*	27.27	29.41	*	27.27	0.00	*	0.00	0.00	*	11	17
5	60.00	*	*	13.33	*	*	26.67	*	*	0.00	*	*	15	*	*
6	*	*	84.62	*	*	15.38	*	*	0.00	*	*	0.00	*	*	13
All Grades	33.70	28.75	52.50	38.04	43.75	28.75	20.65	25.00	16.25	7.61	2.50	2.50	92	80	80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	0.00		*	0.00		*	38.46		*	61.54		*	13
1		6.67	*		26.67	*		26.67	*		40.00	*		15	*
2		*	0.00		*	0.00		*	13.33		*	86.67		*	15
3		5.26	*		47.37	*		36.84	*		10.53	*		19	*
4		18.18	17.65		45.45	35.29		18.18	41.18		18.18	5.88		11	17
5		*	*		*	*		*	*		*	*		*	*
6		*	30.77		*	53.85		*	15.38		*	0.00		*	13
All Grades		10.00	10.00		36.25	22.50		31.25	30.00		22.50	37.50		80	80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	15.38	92.31	*	69.23	7.69	*	15.38	13	*	13
1	*	46.67	*	*	53.33	*	*	0.00	*	*	15	*
2	21.74	*	20.00	69.57	*	80.00	8.70	*	0.00	23	*	15
3	40.00	52.63	*	40.00	36.84	*	20.00	10.53	*	15	19	*
4	*	72.73	41.18	*	27.27	58.82	*	0.00	0.00	*	11	17
5	33.33	*	*	53.33	*	*	13.33	*	*	15	*	*
6	*	*	15.38	*	*	84.62	*	*	0.00	*	*	13
All Grades	32.61	43.75	32.50	57.61	48.75	65.00	9.78	7.50	2.50	92	80	80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*	30.77	69.23	*	53.85	23.08	*	15.38	13	*	13
1	*	26.67	*	*	73.33	*	*	0.00	*	*	15	*
2	17.39	*	26.67	78.26	*	73.33	4.35	*	0.00	23	*	15
3	20.00	36.84	*	66.67	63.16	*	13.33	0.00	*	15	19	*
4	*	27.27	64.71	*	63.64	35.29	*	9.09	0.00	*	11	17
5	73.33	*	*	20.00	*	*	6.67	*	*	15	*	*
6	*	*	84.62	*	*	15.38	*	*	0.00	*	*	13
All Grades	39.13	31.25	51.25	50.00	63.75	46.25	10.87	5.00	2.50	92	80	80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	7.69	76.92	*	46.15	23.08	*	46.15	13	*	13
1	*	13.33	*	*	46.67	*	*	40.00	*	*	15	*
2	13.04	*	0.00	52.17	*	66.67	34.78	*	33.33	23	*	15
3	20.00	10.53	*	33.33	57.89	*	46.67	31.58	*	15	19	*
4	*	18.18	5.88	*	63.64	76.47	*	18.18	17.65	*	11	17
5	20.00	*	*	60.00	*	*	20.00	*	*	15	*	*
6	*	*	38.46	*	*	53.85	*	*	7.69	*	*	13
All Grades	13.04	11.25	11.25	57.61	61.25	58.75	29.35	27.50	30.00	92	80	80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	*		23.08	*		53.85	*		13	*	0
1	*	0.00	*	*	100.00	*	*	0.00	*	*	15	*
2	21.74	*	0.00	39.13	*	0.00	39.13	*	100.00	23	*	1
3	6.67	42.11	*	53.33	57.89	*	40.00	0.00	*	15	19	*
4	*	36.36	47.06	*	45.45	52.94	*	18.18	0.00	*	11	17
5	20.00	*	*	80.00	*	*	0.00	*	*	15	*	*
6	*	*	53.85	*	*	46.15	*	*	0.00	*	*	13
All Grades	18.48	26.25	41.30	51.09	62.50	54.35	30.43	11.25	4.35	92	80	46

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There has been significant growth of students performing at the "Well Developed" level in the writing domain, increasing 22% over 3 years.
2. There has been significant growth of students performing at the "Well Developed" level in the speaking domain, increasing 12% over 3 years.
3. There has been no growth in the number of students performing at the "Well Developed" level in the Reading domain.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
207	**95.2**	**38.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Biola-Pershing Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	38.6
Foster Youth		
Homeless	1	0.5
Socioeconomically Disadvantaged	197	95.2
Students with Disabilities	19	9.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.5
American Indian	1	0.5
Asian	12	5.8
Hispanic	189	91.3
White	2	1

Conclusions based on this data:

1. The Biola student population is composed predominantly of students who are socioeconomically disadvantaged which creates greater response to their academic needs than other school populations.
2. The Biola student population is predominantly Hispanic- 89%

3. Based on enrollment for 23-24, Of the 191 students enrolled, 33% are English Learners

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. English Language Learners are demonstrating a high level of progress.
2. Biola has 0 subgroups falling in the orange or red indication levels
3. Biola has low performance in both ELA and Math.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Orange	Less than 11 Students
28.8 points below standard	28.8 points below standard	0 Students
Increased +8.4 points	Maintained +0.6 points	
119 Students	59 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Yellow	84.9 points below standard
0 Students	30.2 points below standard	14 Students
	Increased +9.9 points	
	111 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 27.8 points below standard Increased +7.7 points 116 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.5 points below standard Decreased Significantly -29.9 points 27 Students	24 points above standard Increased +9.6 points 32 Students	51.8 points below standard Increased +13.2 points 38 Students

Conclusions based on this data:

1. Hispanic students scored Low in proficiency for Language arts- 27.8% below standard. This is similar to the performance of all students as the predominate student ethnicity for Biola is Hispanic.
2. Reclassified English Learners performed 24 points above standard, outperforming English Only students who were 51.8 points below standard.
3. Biola does not have subgroups of ethnicities other than Hispanic.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	Less than 11 Students
48.8 points below standard	56.4 points below standard	0 Students
Increased +9.7 points	Decreased -5.8 points	
119 Students	59 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	83.8 points below standard
0 Students	50.3 points below standard	14 Students
	Increased +8.2 points	
	111 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 48.6 points below standard Increased +10.7 points 116 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.9 points below standard	7.1 points below standard	59.9 points below standard
Decreased Significantly -41.1 points	Increased +11.9 points	Increased Significantly +21.4 points
27 Students	32 Students	38 Students

Conclusions based on this data:

1. Hispanic students scored Low in proficiency for Math- 48.6% below standard. This is similar to the performance of all students as the predominate student ethnicity for Biola is Hispanic.
2. Reclassified English Learners performed 7.1 points below standard, outperforming English Only students who were 59.9 points below standard.
3. Biola does not have subgroups of ethnicities other than Hispanic in Math.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Green
57.6% making progress towards English language proficiency
Number of EL Students: 66 Students
Performance Level: 4

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
16	12	0	38

Conclusions based on this data:

1. Based on 2023 Summative ELPAC, 16 English Learners decreased 1 ELPI level
2. Based on 2023 Summative ELPAC, 38 English Learner students progresses at least 1 ELPI level
3. Based on 2023 Summative ELPAC, 57.6% of English Learners are making progress towards English Language Proficiency

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Green	Less than 11 Students
17.3% Chronically Absent	10% Chronically Absent	1 Student
Declined Significantly -17.5	Declined -16.7	
214 Students	90 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	20.7% Chronically Absent
1 Student	17.7% Chronically Absent	Declined -23.8
	Declined Significantly -18.4	29 Students
	203 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 1 Student	16.7% Chronically Absent Increased 16.7 12 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 17.2% Chronically Absent Declined Significantly -19.4 198 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. Based on Schoolzilla attendance data for 2023-2024 year 13.2% of Biola students were chronically absent. This is significant improvement from the 22 Fall Dashboard
2. Hispanic students had a higher rate of chronic absenteeism, but also comprise the majority of the student population
3. English learners have the lowest rate of chronic attendance than other groups

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
5.5% suspended at least one day	3.3% suspended at least one day	1 Student
Declined -0.4	Declined -3.6	
217 Students	91 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Yellow	0% suspended at least one day
1 Student	4.9% suspended at least one day	Maintained 0
	Declined Significantly -1.3	30 Students
	205 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 1 Student	0% suspended at least one day Declined -9.1 12 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 6% suspended at least one day Increased 0.6 201 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. There were 20 suspensions in the 2023-2024 school year.
2. Hispanic students rated high on the 2023 Dashboard, however Hispanic students comprise 89% of the student population
3. Biola had an increase of suspensions from the 22-23 year to the 23-24 year

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Biola-Pershing Elementary will prepare all students to meet/exceed grade-level standards, ensuring college, career, and community readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Central Unified will prepare all students to meet/exceed grade-level standards, ensuring college, career, and community readiness.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The majority of the student population (191) of Biola Elementary is Hispanic with a high percentage of English Language Learners. Instruction in the classroom must provide continuous exposure to the adopted ELA / ELD curriculum using Wonders and iReady assessment to make formative decisions for instruction. The focus of Designated ELD time needs to be intensive with strategies that build academic vocabulary and allow students to interact with the English language. Biola's use of an ELD teacher partnering with classroom teachers is helping to increase the quality and quantity of designated and integrated ELD. We need to continue to increase reading and writing across the subject areas. Continuous detailed analysis of various assessment outcomes to monitor the growth of mastery of standards needs to occur in both ELA and Mathematics.

Early literacy for Kindergarten to 2nd-grade reading based on Fountas and Pinnell shows that grades Tk/K and 2nd made some growth from March 2024 to June 2024, in the number of students meeting F&P grade-level expectations. Kindergarten- 11 (46%), First 13 (52%), Second 16 (73%). We need to ensure best teaching practices, small group explicit reading instruction with classified instructional aides, and continuous work with the Reading Intervention teacher are occurring daily.

As a recipient of the LCRSET Grant, Biola-Pershing will be hiring a Literacy Coach to aid teachers in providing small group guided reading instruction as well as providing professional development to our primary teachers. Additionally, Biola-Pershing will host 2 ReadingCorp tutors to provide intensive, needs-based tutoring in 20-minute daily sessions to help improve our literacy outcomes.

The District's use of Local Assessment iReady, which was given in the Spring of 2024 indicated that only 35.1% of students are mid or above grade level in Reading. This is a decrease of 5% from the Spring of 2023. First Grade had the best performance on the iReady Reading Diagnostic with 52% of students scoring proficient in their grade level. Grade 3 had the lowest proficiency performance with only 23.1% of students scoring proficient in their grade level. English Language Learners were significantly outperformed by their English-only peers. Where 42.3% of students scoring proficient on iReady Reading were Non-English Language Learners, 0 % of students scoring proficient were English Language Learners.

The District's use of the Local Assessment iReady, which was given in the Spring of 2024, indicated that only 46.1% of students are mid or above grade level in Math. This is an increase of 2.8% from the Spring of 2023. Fourth Grade had the best performance on the iReady Math Diagnostic with 60.9% of students scoring proficient in their grade level. Grade 3 had the lowest proficiency performance with only 23.1% of students scoring proficient in their grade level. English Language Learners were significantly outperformed by their English-only peers. Where 42.5% of students scoring proficient on iReady Reading were Non-English Language Learners, only 12.8% of students scoring proficient were English Language Learners.

The data indicates most students have made significant growth from the beginning of the school year.

English Language Arts:
Overall Percent of students on or above grade level :
Fall 23-24 14.7%
Winter 23-24 30%
Spring 23-24 35.1%

Math:
Overall Percent of students on or above grade level :
Fall 23-24 7.3%
Winter 23-24 26.8%
Spring 23-24 46.1%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading	Data Year 2023-2024 Data Source: iReady Reading 35.1 % of students at or above grade level	Data Year 2024-2025 Data Source: iReady Reading 45.1% of students at or above grade level
iReady Math	Data Year 2023-2024 Data Source: iReady Math 46.1% of students at or above grade level	Data Year 2024-2025 Data Source: iReady Math 51.1% of students at or above grade level
English Learner Progress Indicator (ELPI)	Data Year 2023-2024 Data Source: CAASPP 57.6% of EL students are making progress toward English language proficiency based on ELPI	Data Year 2024-2025 Data Source: CAASPP 65% making progress toward English language proficiency based on ELPI
EL Reclassification Rate - RFEP	Data Year 2023-2024 Data Source: AERIES 19% Reclassification Rate	Data Year 2024-2025 Data Source: AERIES Maintain 20% or above
Smarter Balanced ELA	Data Year 2023-2024 Data Source: California Dashboard 46% of students met standard on the Smarter Balanced ELA assessment.	Data Year: 2024-2025 Data Source: CAASPP 51% of students will meet standard on the Smarter Balanced ELA assessment.
Smarter Balanced Math	Data Year: 2023-2024 Data Source: CAASPP 34% of students met standard on the Smarter Balanced Math assessment.	Data Year: 2024-2025 Data Source: CAASPP 40% of students will meet standard on the Smarter Balanced Math assessment.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers and instructional support personnel will identify students who require Tier 2 and Tier 3 intervention in language arts and mathematics and provide necessary intervention for underserved populations. Biola will continue to implement small group reading and math instruction, as well as provide the necessary support for all children to receive differentiated instruction for writing, reading, and math.	Close the achievement gap for all students, including students with disabilities, English Learners, Foster Youth, and students of poverty.	15478 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 3.75 hour Instructional Aide AJ564 to support instruction 8673 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

			2 hour Instructional Aide AH719 to support instruction 2478 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra hours for instructional support 0 1000-1999: Certificated Personnel Salaries Literacy Coach through LCRSET Grant- CDE
1.2	All Primary grade students will be supported and assessed early to identify needs with reading, writing, speaking, and listening.	All Students grades Transitional Kindergarten-Grade 2	0 LCFF 2000-2999: Classified Personnel Salaries Kindergarten Instructional Aide 0 LCFF 2000-2999: Classified Personnel Salaries Transitional Kindergarten Instructional Aide
1.3	Use of technology and educational materials to support and enhance student learning with research-based, engagement activities and supplemental materials and supplies.	All Students	3,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Events, programs and applications for learning 3,000 Title I Part A: Allocation 4000-4999: Books And Supplies Technology materials and hardware 13367 Title I Part A: Allocation 4000-4999: Books And Supplies Instructional materials to support student learning 900 Title I Part A: Allocation 4000-4999: Books And Supplies Student Planners
1.4	Provide ongoing professional development to staff to improve instructional practices that support student learning and classroom management.	All Students	467 Title I Part A: Allocation 4000-4999: Books And Supplies Professional Readings and Materials 2000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute release for Professional Development

			6000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Expenses for Professional Development
1.5	Biola-Pershing certificated staff members provide supplemental instruction and materials to support Tier 2 and 3 interventions that address the behavioral and academic needs of students. These supports will extend the learning opportunities beyond the core classroom instruction.	All students	3000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra Hours for extended learning and assessment 20000 LCFF-6th Grade-Science Experience 5000-5999: Services And Other Operating Expenditures Sixth Grade Science Camp/STEM opportunities 8780.12 LCFF 5000-5999: Services And Other Operating Expenditures Transportation and Fees for Study Trips for underrepresented students including EL, FY, and LI 2745 Title I Part A: Allocation 4000-4999: Books And Supplies Supplies and resources to support extended learning
1.6			
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1 was implemented with success. The California dashboard Fall 2023 indicators show significant progress in student achievement in ELA and Math. Smarter Balanced data for 2024 indicates an increase of proficiency for ELA of 8.4% and Math 9.6%

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds originally budgeted for professional development were reallocated to material and supplies due to a shortage of substitutes to cover for teachers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A grant funded literacy coach has been added to Goal 1 to help improve student outcomes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Biola-Pershing will ensure equitable, engaging learning opportunities for every student.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Central Unified will ensure equitable, engaging learning opportunities for every student.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Biola-Pershing Elementary will continue to increase student engagement and improve attendance by providing students with equitable access to structured activities and learning opportunities. Our current attendance rate is 94.9% (+1%) and our chronically absent rate is 12.3% (-3.8%). Biola continues to improve its attendance and reduce its chronic absenteeism ism each year.

This plan will allow us to focus on improving attendance and re-engaging students. This will be done by providing student awards for positive behavior, academic success, and engagement in learning. Connecting students with activities outside of the classroom will increase the participation and attendance of chronically absent students. To provide opportunities for vocabulary development, activities beyond the classroom will be created. This support will include a tiered approach to ensure student contact and participation in learning and ongoing reciprocal relationships and connectivity to promote digital equity and increased learning.

The 2024-2025 school year will continue to rejuvenate our community involvement as we have more on-site family activities and the addition of a grant-funded Wellness Center. Our parents indicated through the Panorama survey that only 15% of participants indicated there are barriers to parent engagement. Of the possible barriers, the business of their schedule was most often problematic. Our parents like to take part in social activities to build positive involvement in their child's education. When parents enjoy the social opportunities they become more active in parent workshops, Educational Family Nights, and school events. All of our events are sponsored in the evening to allow our working parents to attend. Offering a full calendar of events, at various times of the day, for parents provides many opportunities for our families to take part in educational learning from Biola-Pershing to increase support in academics and behavior.

We will continue to provide students and families with positive opportunities and information to prepare our students to be college and career-ready graduates.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Data Year 2023-2024 Data Source: Schoolzlla 12.3%	Data Year 2024-2025 Data Source: Schoolzilla 10 %
Attendance Rate	Data Year 2023-2024 Data Source: SchoolZilla 94.9 %	Data Year 2024-2025 Data Source: SchoolZilla 97 %
Social-Emotional Learning (SEL)	Data Year 2022-23 Data Source: Local Survey-SEL 77% of students feel supported through their relationships with friends, family, and adults at school.	Data Year 2023-24 Data Source: Local Survey-SEL 82% of students feel supported through their relationships with friends, family, and adults at school

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Assure a minimum of one year's growth in language acquisition for every EL student. This will occur through direct and embedded ELD instruction, partnership with and training of parents, and providing learning opportunities apart from the core instruction.	English Language Learners	3000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Professional Development 1987 Title I Part A: Allocation 4000-4999: Books And Supplies Resources and materials to support instruction 2500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries EL Academy- After school tutorial- ELPAC Subs 1000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Additional Support for EL students
2.2	Increase parent participation in the educational process by providing engaging activities for parents and families to promote student achievement.	All students.	15000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Outside vendor fees for family engagement/ education 500 Title I Part A: Allocation

			2000-2999: Classified Personnel Salaries EPR's for classified staff support 1000 LCFF 1000-1999: Certificated Personnel Salaries Supplies and resources to host family activities for at risk students 1000 LCFF 1000-1999: Certificated Personnel Salaries EPR's for teacher participation in activities outside the duty day 850.95 Title I Parent Involvement 4000-4999: Books And Supplies Supplies and resources to host family activities for underrepresented populations.
2.3	Continue to provide extra-curricular programs and opportunities that promote student achievement and promote positive attendance. Provide positive opportunities and information to prepare our students to be college and career-ready graduates.	All Students	1000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation- College / University visits 1000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Software to promote career education/planning 1000 LCFF 5000-5999: Services And Other Operating Expenditures Fees and costs associated with university visits
2.4	Develop and implement a systematic format to celebrate students' achievement, character, behavior, and classroom engagement and target chronically absent students.	All Students	500 LCFF 5000-5999: Services And Other Operating Expenditures Transportation 5000 LCFF 4000-4999: Books And Supplies Resources to improve outcomes
2.5	Increase availability of multi-cultural and culturally sensitive materials in the Biola school and classroom libraries.	All Students	571.20 LCFF-SLIP 4000-4999: Books And Supplies

			Resources and materials 1500 LCFF 4000-4999: Books And Supplies Resources and materials

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities in Goal 2 were fully implemented and highly effective. Student attendance and parent participation increased and chronic absenteeism decreased indicating students and families were more connected to school. This connection to school also helped in our increase of student achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the success, we will not make any changes to this goal, strategies or expendiatures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Biola-Pershing Elementary will foster safe, inclusive schools in partnership with the community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Central Unified will foster safe, inclusive schools in partnership with the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The community of Biola-Pershing always welcomes sponsored events on our campus. The school is the hub of the community. Biola-Pershing parents have high expectations for the safety and emotional well-being of students. Seventy- four percent of respondents on the parent Panorama survey responded positively to the school climate at Biola. Seventy-nine percent of parents responded positively to school safety at Biola, an increase of 6 % from last year. Free response by families indicated their safety concerns came from the number of national school crises that have occurred, not specifically due to site activities. We endeavor to provide a positive environment and safe school through PBIS, and LiveSchool, promoting character development, and maintaining clean and safe facilities and grounds. We continue to address our expectations for student behavior through visible signage promoting our Jag 4.

Student behavior is still an area of need, as more students appear to be dysregulated and have challenges with emotional regulation. The current suspension rate is 7.8% which is high compared to previous years. The staff is developing a better understanding of restorative justice practices and is in the early stage of implementing alternatives to progressive discipline, to reduce student referrals and student suspensions. Staff will need to continue to participate in professional development on classroom management, restorative justice, and trauma-informed practices.

Biola will continue to use and enhance LiveSchool, to ensure students are receiving positive interactions with our staff. For the 2023-2024 school year, we had a 30:1 ratio of positive to negative behaviors, exceeding our goal of 8:1. This work will be facilitated through our PBIS team.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Survey-Positive Climate	Data Year 2023-2024 Data Source: Local Survey Students- 53 % favorable responses Teachers- 53 % favorable responses Family Members- 74% favorable responses	Data Year 2024-25 Data Source: Local Survey Students- 58% favorable responses Teachers- 58% favorable responses Family Members- 79% favorable responses
Local Survey-School Safety	Data Year 2023-24 Data Source: Local Survey Students- 53% favorable responses Family Members- 79% favorable responses	Data Year 2024-25 Data Source: Local Survey Students- 69% favorable responses Family Members- 81 % favorable responses
Suspension Rate	Data Year 2023-24 Data Source: Schoolzilla 7.8 %	Data Year 2024-25 Data Source: Schoolzilla 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Develop and maintain systems to promote positive school school culture, behavior, and character development for all students.	All Students	4000 LCFF 5000-5999: Services And Other Operating Expenditures LiveSchool 5955 LCFF 4000-4999: Books And Supplies Supplies and resources to promote positive school culture 4000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Assemblies

3.2	Provide a safe and secure campus to promote student learning through increased visibility of school expectations, additional supervision during lunch recess, and outdoor activities.	All Students	3000 LCFF 4000-4999: Books And Supplies Resources, Equipment and supplies to maintain safety and security 2000 LCFF 2000-2999: Classified Personnel Salaries EPR's to increase supervision during unstructured times. 13439.88 LCFF 4000-4999: Books And Supplies Furniture and equipment to promote positive spaces.
3.3	Improve communication with families to ensure all pertinent information is being disseminated in a timely and accessible manner.	All Students	1000 LCFF 4000-4999: Books And Supplies Resources and supplies to foster communication with families.
3.4	Providing snacks for parent/community events	All Students	1300 LCFF Community 5000-5999: Services And Other Operating Expenditures Snacks for community events

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of strategies and activities of goal 3 were effective as evidenced by an increase of positive data from our Panorama Survey.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$85,945.95
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$161,992.15
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Parent Involvement	$850.95
Title I Part A: Allocation	$85,095.00

Subtotal of additional federal funds included for this school: $85,945.95

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$54,175.00
LCFF Community	$1,300.00
LCFF-6th Grade-Science Experience	$20,000.00
LCFF-SLIP	$571.20

Subtotal of state or local funds included for this school: $76,046.20

Total of federal, state, and/or local funds for this school: $161,992.15

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	54,175	0.00
LCFF-SLIP	571.20	0.00
Title I Parent Involvement	850.95	0.00
Title I Part A: Allocation	85,095	0.00
LCFF Community	1,300	0.00
LCFF-6th Grade-Science Experience	20,000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	54,175.00
LCFF Community	1,300.00
LCFF-6th Grade-Science Experience	20,000.00
LCFF-SLIP	571.20
Title I Parent Involvement	850.95
Title I Part A: Allocation	85,095.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	9,500.00
2000-2999: Classified Personnel Salaries	30,129.00
4000-4999: Books And Supplies	53,783.03
5000-5999: Services And Other Operating Expenditures	47,580.12
5800: Professional/Consulting Services And Operating Expenditures	21,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		0.00
1000-1999: Certificated Personnel Salaries		0.00
1000-1999: Certificated Personnel Salaries	LCFF	2,000.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF	29,894.88
5000-5999: Services And Other Operating Expenditures	LCFF	14,280.12
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Community	1,300.00
5000-5999: Services And Other Operating Expenditures	LCFF-6th Grade-Science Experience	20,000.00
4000-4999: Books And Supplies	LCFF-SLIP	571.20
4000-4999: Books And Supplies	Title I Parent Involvement	850.95
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	28,129.00
4000-4999: Books And Supplies	Title I Part A: Allocation	22,466.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,888.12
Goal 2	37,409.15
Goal 3	34,694.88
Goal 4	0.00

School Site Council Membership

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Chelan Shepherd	Principal
Jamie Snyder	Classroom Teacher
Marissa Herrera	Classroom Teacher
Sandra Gamez	Parent or Community Member
Patricia Villareal	Parent or Community Member
Ana Gonzales	Classroom Teacher
Ashley Johnson	Parent or Community Member
Trinity Navarro	Parent or Community Member
Estella Cisneros	Parent or Community Member
David Anderson	Other School Staff

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on June 6, 2024.

Attested:

	Principal, Chelan Shepherd; Principal on 06/06/24
	SSC Chairperson, Trinity Navarro on 6/6/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Biola-Pershing Elementary

SCHOOL – PARENT COMPACT

Three–Way School Pledge

Staff Pledge:

Biola-Pershing Elementary understands its responsibility to provide high quality curriculum and instruction. Therefore, as your child's teacher, I agree to carry out the following responsibilities to the best of my ability:

- provide parents with the California grade-level standards to be taught and mastered for the school year,
- create a partnership with every family in my class - including opportunities to volunteer,
- monitor student progress in all subjects and report progress to parents every nine weeks (Kindergarten- every 13 weeks)
- communicate with parents using the student agenda or weekly correspondence,
- provide help to students as soon as it is needed and call home with specific concerns as needed,
- continually implement best instructional strategies and procedures so that I can successfully teach *all* children,
- assign work that is relevant and make sure students understand the assignment and what they will learn from it, as well as grade and or assess it promptly,
- participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community, and
- respect the school, students, staff and families.

_____

Teacher's Signature Date

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- report to class on time every day and be prepared for class by having the materials I need,
- take all communication home to my parent(s)/guardian,
- read independently at least 20 minutes every day,
- let my teacher and family know if I need help,
- do my homework every day and turn it in when it is due,
- be responsible for my own behavior and school property (i.e. tablets/chrome books, library and classroom text books),
- know and follow school procedures and class rules,
- participate in classroom activities and try to participate in at least one extra-curricular opportunity, and
- respect the school, classmates, staff and families.

_____

Student's Signature Date

Family/Parent Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- make sure my child gets to school on time every day, gets enough sleep, is provided proper nutrition, and receives medical attention as needed,
- provide a quiet time and place for my child to complete homework,
- retrieve and review all school communications daily,
- attend Back to School Night, Parent-Teacher Conferences, Open House and other school events,
- read with my child at least 20 minutes a day or provide a time/place for my child to read at least 20 minutes a day,
- monitor my child's homework assignments,
- let the teacher know if my child has any problems with learning,
- support the school's/district's homework, discipline, dress code and attendance policies,
- communicate the importance of education and learning to my child,
- volunteer when possible, and
- respect the school, staff, students, and families.

_____

Parent/Guardian Signature Date

Biola-Pershing Elementary
ESCUELA - PACTO DE PADRES
Promesa escolar tripartita

Compromiso del personal:
La Escuela Primaria Biola-Pershing entiende su responsabilidad de proporcionar un currículo e instrucción de alta calidad. Por lo tanto, como maestro de su hijo, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- proporcionar a los padres los estándares de nivel de grado de California para que se enseñen y dominen durante el año escolar,
- crear una sociedad con cada familia en mi clase - incluyendo oportunidades para ser voluntario,
- monitorear el progreso de los estudiantes en todas las materias e informar el progreso a los padres cada nueve semanas (jardín de infantes, cada 13 semanas)
- comunicarse con los padres usando la agenda del estudiante o la correspondencia semanal,
- proporcionar ayuda a los estudiantes tan pronto como sea necesario y llamar a casa con inquietudes específicas según sea necesario,
- implementar continuamente las mejores estrategias y procedimientos de instrucción para poder enseñar con éxito a todos los niños,
- asignar trabajo que sea relevante y asegurarse de que los estudiantes entiendan la tarea y lo que aprenderán de ella, así como calificarla o evaluarla con prontitud,
- participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje, y apoyen la formación de asociaciones con las familias y la comunidad, y
- respetar la escuela, los estudiantes, el personal y las familias.

Compromiso del estudiante:
Me doy cuenta de que mi educación es importante. Sé que soy el responsable de mi propio éxito. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- presentarme a clase a tiempo todos los días y estar preparado para la clase teniendo los materiales que necesito,
- llevar toda la comunicación a casa a mi(s) padre(s)/tutor,
- leer de forma independiente al menos 20 minutos todos los días,
- Informar a mi maestro y a mi familia si necesito ayuda,
- hacer mi tarea todos los días y entregarla cuando se debe,
- ser responsable de mi propio comportamiento y de la propiedad escolar (es decir, tabletas/libros cromados, libros de texto de la biblioteca y del salón de clases),
- conocer y seguir los procedimientos escolares y las reglas de la clase,
- participar en las actividades del salón de clases y tratar de participar en al menos una oportunidad extracurricular, y
- respetar la escuela, los compañeros de clase, el personal y las familias.

_____ _____
Firma del estudiante Fecha

Compromiso de la familia/padres:
Entiendo que mi participación en la educación de mi hijo ayudará a su rendimiento y actitud. Por lo tanto, continuaré desempeñando las siguientes responsabilidades lo mejor que pueda:

- asegurarme de que mi hijo llegue a la escuela a tiempo todos los días, duerma lo suficiente, reciba una nutrición adecuada y reciba atención médica según sea necesario,

- proporcionar un momento y un lugar tranquilos para que mi hijo complete la tarea,
- recuperar y revisar todas las comunicaciones escolares diariamente,
- asistir a la Noche de Regreso a la Escuela, conferencias de padres y maestros, jornada de puertas abiertas y otros eventos escolares,
- leer con mi hijo al menos 20 minutos al día o proporcionar un horario/lugar para que mi hijo lea al menos 20 minutos al día,
- supervisar las tareas asignadas de mi hijo,
- informar al maestro si mi hijo tiene algún problema con el aprendizaje,
- apoyar la tarea, la disciplina, el código de vestimenta y las políticas de asistencia de la escuela/distrito,
- comunicar la importancia de la educación y el aprendizaje a mi hijo,
- voluntario cuando sea posible, y
- respetar la escuela, el personal, los estudiantes y las familias.

_____ _____

Firma del padre/tutor Fecha

CENTRAL UNIFIED SCHOOL DISTRICT
BIOLA PERSHING ELEMENTARY
4885 No. Biola Ave.
Fresno, CA 93723
Phone: (559) 276-5235 · Fax: (559) 276-2151

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Coordinate the instrument with parent and family engagement strategies among English Learners, Special Needs, Raising Youth, and/or any other relevant Federal, State, and local laws and programs. An annual evaluation of the content and effectiveness of the parent representative is collaboratively decided and presented to all parents. Once the Family and Parent Engagement Policy is decided, it is presented to the School Site Council for approval. The policy is made available to the local community presented in the first day packet that is given to each child in attendance at Biola Pershing Elementary School. The policy is updated each year in the third English Learner Advisory quarter which is presented to the School Site Council for approval.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Quarterly ELAC Meeting

- Quarterly SSC Meetings

• Invitation to parents in the newsletter, notices home, phone call to home, website access

• Local Control Accountability Plan Each year it is found in the Monthly News Bulletin in Title I section

• Monthly Parent Coffee Hour

• Afternoon Parenting Workshops

• Weekly phone calls home

• Monthly PTA meetings

• All meetings have Spanish/Hmong interpreters upon request • ELAC/SSC posted on website

• Biola Notice Board

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

Provides prior parent information in Title I

• Funding is used for Title I for Biola-Pershing Elementary · We ask for parent suggestions

• Strategies to help your child

· Provides parents with ways to support their child in school

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Provides prior parent information in Title I

• Funding is used for Title I for Biola-Pershing Elementary · We ask for parent suggestions

• Strategies to help your child

· Provides parents with ways to support their child in school

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

• Parental conference with interpreter

• Parental Coffee Hour with interpreter

• Afternoon Workshops with interpreter

• Parental Study Trips with interpreter

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

Monthly Newsletter

• calls home

• Parent have access to the website

• Parent have access to School Calendar

• Annual parental survey

• Every three months ELAC/SSC meeting

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

• Monthly newsletter

• Weekly phone call home

• Access to school website

• Posted on the school tent

• Biola Community Notice Board

• Set agenda

• PTA General Meeting

• Monthly Parent Coffee Hour

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- ELAC/SSC Council Meeting
- PTA meeting
- Fatherly Coffee Hour
- Afternoon Parenting Workshops
- Letters by mail regarding evaluation

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Annual Title 1 Meeting, for parents in winter
- Annual Spring LCAP Meeting for parent suggestions • Monthly Coffee Hour
- At the end of each parent workshop
- Open door policy for parents to speak with the Director

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Title 1, Annual Meeting
- Literacy Night
- Family Fitness Night
- ELPAC Family Night
- Afternoon Workshops
- Parental Study Trip

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Individual meets with teacher regarding CSTP 6

• Professional development

• Reminder Emails

• Teacher participation with PTA

• Participation in Parent and School Activity

• Personal Conference

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

The school has dedicated a room for parents. The Parent Engagement Center is a room that is used for parents to access technology, school resources, training, meetings, and events. This room is used for school activity, reserving it for parental events. The teachers have to work around parenting activities during reservation times. This focuses on Parental Involvement and priority of the parent room

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

All messages are interpreted from English to Spanish and Hmong upon request. Telephone calls, newsletters, parent announcements, meetings, evening events, Award Assembly, and school performances

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parental Commitment is a priority with the Director. Parent involvement and activities for families and parents have increased.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Biola School Site Council on 06/06/24 and will be in effect for the period of one school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: August 14, 2024.

Chelan Shepherd

Signature of Authorized Official

06/06/24

Date

California Department of Education
July 2018

CENTRAL UNIFIED SCHOOL DISTRICT
BIOLA PERSHING ELEMENTARY
4885 No. Biola Ave.
Fresno, CA 93723
Phone: (559) 276-5235 · Fax: (559) 276-2151

Póliza de participación de padres y familias, a Nivel Escolar, del Título I, Parte A

Esta póliza describe los medios para cumplir los requisitos de participación de padres y familias designados por el Título I, Parte A conforme a la Sección 1116(c) de ESSA.

Cada escuela en virtud de esta parte deberá desarrollar en conjunto y distribuir a los padres y miembros de familia de los niños participantes una póliza de participación de padres y familias escrita, acordada por dichos padres, que describirán los medios para llevar a cabo los requisitos de las subsecciones (c) a (f). ¿Cómo se notifica a los padres sobre la póliza en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender? ¿Cómo se pone la póliza a disposición de la comunidad local? ¿Cómo y cuándo se actualiza periódicamente la póliza para cumplir con las necesidades cambiantes de los padres y la escuela (Sección 1116[b][1] de ESSA)?

Coordine el instrumento con padre y estrategias de compromiso de familia entre Principiantes ingleses, necesidades Especiales, Crían a la Juventud, y/o alguno otras leyes Federales, Estatales, y locales relevantes y programas. Una evaluación anual del contenido y la eficacia del representante paternal es decidida de colaboración y presentada a todos los padres. Una vez que la Política de Compromiso de Familia y Padre es decidida, es presentado al Consejo de Sitio Escolar para la aprobación. La política es puesta a disposición a la comunidad local presentada en el primer paquete de día que es entregado a cada niño en la asistencia a la Escuela Primaria Biola Pershing. La política es actualizada cada año en el tercer cuarto Principiante inglés Consultivo que presentado al Consejo de Sitio Escolar para la Aprobación.

Para involucrar a los padres en los programas de Titulo 1, Parte A, se han establecido las siguientes practicas: La escuela realiza una reunión anual para informar a los padres sobre los requisitos del Título I, Parte A y sobre sus derechos para participar en el programa del Título I, Parte A (Sección 1116[c][1] de ESSA). Agregue detalles sobre las reuniones anuales en la sección a continuación:

- Cada tres meses Reunión de ELAC
- Discusión en la Hora de Café Paternal
- Invitación a padres en el boletín de noticias, avisos a casa, llamada telefónica a

casa, acceso a sitio Web
• Plan Local de Responsabilidad de Control Cada año se encuentra en el Boletín de noticias Mensual en el Título I sección
• Hora de Café Paternal Mensual
• Talleres Paternales de la Tarde
• Llamadas telefónicas Semanales a casa
• Mensualmente reuniones de PTA
• Todas las reuniones tienen intérpretes en Español/Hmong por petición • ELAC/SSC fijados en el sitio Web
• Reuniones Fijadas en la Carpa Escolar
• Biola Tablón de Anuncios

La escuela ofrece una cantidad flexible de reuniones para los padres del Título I, Parte A, por la mañana o por la tarde (Sección 1116[c][2] de ESSA). Agregue detalles sobre las reuniones en la sección a continuación:

Proporciona la información previa de padres en el Título I
• Como financiación es usada para Título I para Biola-Pershing Elemental · Pedimos sugerencias del padre
• Estrategias para ayudar a su niño
· Proporciona a Padres modos de apoyar a su niño en la escuela

La escuela involucra a los padres de estudiantes del Título I, Parte A en una manera organizada, continua y oportuna en la planificación, revisión y mejoramiento de sus programas de Título I, Parte A y la póliza de participación de padres del Título I, Parte A (Sección 1116[c][3] de ESSA). ¿Cómo involucra la escuela a los padres?

• Conferencia Paternal con intérprete
• Hora de Café Paternal con intérprete
• Talleres de la Tarde con intérprete
• Viajes de Estudios Paternales con intérprete

La escuela proporciona a los padres de estudiantes del Título I, Parte A, información oportuna sobre los programas del Título I, Parte A (Sección 1116[c)(4][A] de ESSA). ¿Cómo proporciona información la escuela?

• Boletín de noticias Mensual
• llamadas a casa
• Padre tienen acceso al sitio Web
• Padre tienen acceso a Calendario Escolar
• Encuesta paternal Anual
• Cada tres meses reunión de ELAC/SSC

• Taller Paternal de la Tarde
• Taller Paternal de Mañana

La escuela proporciona a padres de Titile 1, Parte A, con información oportuna sobre el Título 1, programa de Parte A, (la Sección 1116 de ESSA (c) (4) (A). ¿Cómo proporciona la escuela la información?

• Boletín de noticias Mensual
• Llamada telefónica Semanal a casa
• Acceso a sitio Web escolar
• Fijado en la carpa escolar
• Biola Tablón de Anuncios de Comunidad
• Orden del día Fijado
• PTA reunión General
• Hora de Café Paternal Mensual

La escuela proporciona a los padres de estudiantes del Título I, Parte A, una explicación del currículo utilizado en la escuela, evaluaciones utilizadas para medir el progreso estudiantil y los niveles de dominio que se espera que logren los estudiantes. (Sección 1116[c][4][B] de ESSA). ¿Cómo proporciona información la escuela?

• ELAC/SSC Reunión de Consejo
• PTA reunión
• Hora de Café Paternal
• Talleres Paternales de la Tarde
• Cartas por correo en cuanto a la evaluación

De ser solicitado por padres de Título 1, Parte A, estudiantes, la escuela proporciona oportunidades de reuniones regulares que permiten que los padres participen en decisiones acerca de la educación de sus niños (la Sección 1116 de ESSA (c) (4) (C). ¿Cómo proporciona información la escuela?

• Reunión Anual de Título 1, para padres en invierno
• Reunión Anual de LCAP en la Primavera para sugerencias de padres • Hora de Café Mensual
• Al final de cada taller paternal
• Política de puerta Abierta para el padre para poder hablar con el Director

La escuela involucra a los padres de Título I, Parte A, en interacciones significativas con la escuela. El Acuerdo apoya una asociación entre el personal, padres y la comunidad para mejorar el rendimiento académico estudiantil. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas:

La escuela proporciona asistencia a los padres de Título I, Parte A para comprender los estándares de contenido académico estatales, evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos (Sección 1116 [e] [1] de ESSA).

• Cada padre se encuentra con el maestro de nivel de grado en el invierno y primavera para proporcionar estándares contentos académicos, evaluación, y monitor para mejorar el logro de estudiante
• Padre examina y está de acuerdo con Familia Escolar Compacta a Aprendizaje • Discusión a

La escuela proporciona a los padres de Título I, Parte A, materiales y entrenamiento para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos (Sección 1116 [e] [2] de ESSA).

• Título 1, Reunión Anual
• Noche de Alfabetismo
• Noche de Buena forma física de Familia
• ELPAC Noche de Familia
• Talleres de la Tarde
• Viaje de Estudios Paternal

Con la ayuda de los padres del Título I, Parte A, la escuela educa a los miembros del personal acerca del valor de las opiniones de los padres y sobre cómo trabajar con los padres como socios iguales (Sección 1116 [e] [3] de ESSA).

• Individuo junta con el maestro/a en cuanto a CSTP 6
• Desarrollo Profesional
• Correos electrónico de Recordatorio
• Participación del maestro/a con PTA
• Participación en Actividad Paternal y Escolar
• Conferencia Personal

La escuela coordina e integra el programa de participación de padres Título I, Parte A con otros programas y lleva a cabo otras actividades, como centros de recursos para padres, para motivar y apoyar a los padres a participar plenamente en la educación de sus hijos (Sección 1116 [e] [4] de ESSA).

La escuela ha dedicado un cuarto para los padres. El Centro de Compromiso Paternal es un cuarto que es usado para padres para tener el acceso a tecnología, recursos escolares, formación, reuniones, y acontecimientos. Este cuarto toma el uso sobre la actividad escolar reservando para acontecimientos paternales. Los maestros tienen

que trabajar alrededor de actividades paternales durante tiempos de reservación. Este hace el foco en Participación Paternal y prioridad del cuarto para padres

La escuela distribuye información relacionada con la escuela y programas para padres, reuniones y otras actividades a los padres de Título I, Parte A en un formato e idioma que los padres entienden (Sección 1116 [e] [5] de ESSA).

Todos los mensajes son interpretados del inglés al español y a Hmong por petición. Llamadas telefónicas, boletines de noticias, avisos paternales, reuniones, acontecimientos de la tarde, Asamblea de Premio, e interpretaciones escolares

La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (Sección 1116 [e] [14] de ESSA).

El Compromiso Paternal es una prioridad con el Director. La participación paternal y las actividades para familias y padres han aumentado.

La escuela ofrece oportunidades para la participación de todos los padres del Título I, Parte A, incluidos padres con dominio limitado del inglés, con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato e idioma que los padres entienden (Sección 1116 [f] de ESSA).

Por favor adjunte el Acuerdo Entre La Escuela Y Los Padres a este documento.

Esta Póliza fue adoptada por la Escuela Primaria Biola Pershing el 9 de junio de 2024 y estará vigente durante 14 de agosto de 2024.

La escuela distribuirá esta póliza a todos los padres de niños que participan en el programa del Título I, Parte A, el o antes de:

Mrs. Shepherd

_____

Firma del funcionario autorizado

Fecha :06-06-24

Biola Elementary

Reunión del Comité Asesor para el Aprendizaje de Inglés (ELAC)

1er Trimestre

Fecha de Publicación: 9-20-2023 **Fecha de la Reunión:** 10-17-2023 **Lugar:** Salon 8

Hora de Inicio: 3:30 **Hora de Conclusión:** 4:30

Resultados: los participantes podrán:

- **Explicar el propósito del Comité ELAC.**
- **Explicar las funciones y responsabilidades de los miembros del Comité ELAC.**
- **Elegir oficiales y representantes del Comité DELAC.**
- **Determinar fechas y horarios de reuniones.**
- **Revisar el estado y el progreso de ATSI/CSI (si corresponde)**
- **Recibir información sobre el Proceso Regular de Quejas (UCP), el Plan General para estudiantes que están aprendiendo inglés como segundo idioma (EL), datos de evaluación de EL, el Examen ELPAC, los Estatutos, el Plan Escolar para mejorar el rendimiento de los estudiantes (SPSA) y el plan del Distrito (LCAP).**
- **Determinar fechas de reuniones futuras, frecuencia y horarios de capacitación.**
- (Temas de la Escuela)

Representantes y personal: Miembros del Comité ELAC Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Director(a)	2 minutos
Asistencia—establecer el quórum	No hubo.	Director(a)	1 minuto
Cambios/Adiciones a la Agenda	Aprobación/Modificación de la agenda.	Director(a)	1 minuto
Reporte del/la Secretario(a)	Aprobación/Enmiendas.	Director(a)	0 minutos
Reporte de Oficiales y Comités Activos y Especiales	Será Determinado.	Director(a)	0 minutos
Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona	Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.	Director(a)	10 minutos
Temas Pendientes	Será Determinado.	Director(a)	0 minutos
Nuevos Temas a. Revisión del propósito del Comité ELAC. b. Revisión de los deberes de los miembros del Comité ELAC. c. Revisión de las funciones y responsabilidades de los oficiales del Comité ELAC. Nominar y elegir a los oficiales del Comité ELAC: o Presidente(a) o Vicepresidente(a)	Información y capacitación Información y capacitación Discusión y Elecciones	SubDirector(a)	

o Secretario(a) o Representante del Comité DELAC o Representante Alterno del Comité DELAC d. Determinar fechas y horarios de reuniones. e. Revisar el estado y el progreso de ATSI/CSI (si corresponde) f. Recibir información sobre el Proceso Regular de Quejas (UCP), el Plan General para estudiantes que aprenden inglés como segundo idioma (EL), datos de evaluación de los estudiantes (EL), Examen ELPAC g. Recibir información sobre los Estatutos, el Plan Escolar para Mejorar el Rendimiento de los Estudiantes (SPSA) y el Plan del Distrito (LCAP). h. Determinar fechas, horarios y cronogramas de capacitación de reuniones futuras. i. Temas de la Escuela.	Discusión y Aprobación Información y Comentarios Información y Comentarios Información Discusión y Aprobación Será Determinado.		
Evaluación (formas de mejorar la reunión) y Conclusión– Ver código QR	Comentarios de la reunión y aprobación para concluir.	SubDirector(a)	1 minuto

Lista de materiales:

Gracias por asistir*

Spanish Evaluation

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

Date of Posting: 9-20-2023 **Meeting Date:** 10-17-2023 **Location:** Room 8

Starting Time: 3:30 **Ending Time: 4:30**

Outcomes: Participants will be able to:

- **Explain the purpose of ELAC**
- **Explain the roles and responsibilities of the ELAC members**
- **Elect officers and DELAC representative**
- **Determine meeting dates and times**
- **Review ATSI/CSI status and progress (if applicable)**
- **Receive information on UCP, EL Master Plan, EL assessment data, ELPAC, By-laws, SPSA , LCAP**
- **Determine future meeting dates, times and training schedules**
- (Site Items)

Representatives & Staff: ELAC members All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	TBD	Principal	0 minutes
New Business a. Review the purpose of the ELAC. b. Review the duties of ELAC members. c. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: o Chairperson o Vice-chairperson o Secretary o DELAC representative o DELAC alternate d. Determine meetings dates and times e. Review ATSI/CSI status and progress (if applicale) f. Receive information on UCP, EL Master Plan, EL	Information & Training Information & Training Discuss & Elect Discuss & Approve Information & Input Information & Input	Vice-Principal	

assessment data, ELPAC g. Receive information on By-laws, SPSA, LCAP h. Determine future meetings dates, times and training schedules i. *Site* items	Information Discuss & Approve TBD		
Evaluation (ways to improve the meeting) and Adjournment – See QR code	Meeting input and approval to adjourn	Vice-Principal	1 minute

List of handouts:

Thank you for coming*

English Evaluation

Spanish Evaluation

Punjabi Evaluation

Biola ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 10-17-2023

Total Number of ELAC Members:
__3__ ELAC parents/guardians of English learners
____ ELAC parents/guardians of other students
__2__School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
__3__ ELAC parents/guardians of English learners
____ ELAC parents/guardians of other students
__2__School staff

A quorum of 3 members must be present in order to conduct business. The number of committee members in attendance is 4:

X Has been met
Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
Enter date ELAC covered this item	Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
10-17-2023	Assisting in the development of the schoolwide needs assessment
10-17-2023	Ways to make parents aware of the importance of regular school attendance.
10-17-1023	Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC)
10-17-2023	Advising the principal and staff on the Masterplan for English Learners, Reclassification criteria, and the Local Control Accountability Plan
10-17-2023	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.
10-17-2023	Training on district's Uniform Complaint Procedures, including William's requirements.

Biola ELAC Meeting Minutes
10-17-2023

1. Call the Meeting to Order:
The meeting was called to order at (time) 3:45 by Mr. Martinez
_____.

A quorum of the members was present. The Vice Principal welcomed all ELAC representatives and staff.

2. Changes/Additions to the Meeting Agenda:
The following changes/additions were made to the agenda: No changes were made.

3. Secretary's Report:
Review of minutes, Mr. Martinez presented and shared last years ELAC meetings minutes
4. Committee Reports:

5. Public Comments:
:No members of the public addressed the committee.

6. Unfinished Business: N/A

7. New Business

a. Mr. Martinez reviewed the purpose of the ELAC. Mrs. Mendez asked how soon the feedback from ELAC was shared with SSC. Mr. Martinez stated that it is shared with the School Principal within 24 hours of the conclusion of each ELAC meeting.
b. Mr. Martinez reviewed the duties of ELAC members and shared a short ELAC training video.
c. Mr. Martinez then reviewed the roles and responsibilities of ELAC officers.
    - Chairperson
    - Vice-chairperson
    - Secretary
    - DELAC representative
    - DELAC alternate
    - The following parents and staff were nominated:

President JUANA GOMEZ
Motion: 1st Jessica Elorza
2nd Margarita Ventura

Vice President Bernarda Zarate
Motion: 1st Jessica Elorza
2nd Maricruz Predes
Secretary Mrs. Ocegueda
Motion: 1st Martinez
2nd Bernarda Zarate
Delac Rep Margarita Ventura
Motion: 1st Jessica Elorza

2nd Juana Gomez
Alternative Rep Juana Gomez
Motion: 1st Jessica Elorza
2nd Leticia Diaz

d. Mr. Martinez proposed future meetings dates and times. Mrs. Gomez made a motion to approve the dates and times. Mrs. Mrs. Zarate seconded
e. Mr. Martinez reviewed ATSI/CSI status and progress
f. Mr. Marinez went over and shared documents and information on UCP, EL Master Plan, EL
g. assessment data, ELPAC
h. Mr. Martinez reviewed and provided information on By-laws, SPSA, LCAP. Mrs. Zarate made a motion to approve bylaws as written. Mrs. Gomez seconded. Motion carried.

-In regards to the LCAP the following feedback was provided by the ELAC:

Would like for teachers to share ELD progress with parents on a quarterly basis
Requesting Full-time Vice Principal
More training on how to help students pass ELPAC

i. Mr. Martinez reviewed and provided future meeting dates, times, and training schedules

8. Evaluation:

Mr. Martinez then provide evaluation forms to everyone that was present and asked for feedback. All present participated and completed an evaluation from.

9. Adjournment

The meeting was adjourned at 4:35pm, with a reminder that our next ELAC meeting.

Respectfully submitted,

Mr. Martinez(interim secretary)/ Mrs. Ocegueda
ELAC Secretary
Date 10-17-2023

COMITÉ ASESOR DE ESTUDIANTES DE INGLÉS DE Biola

Minutos ELAC para 10-17-2023

Número Total de Miembros de ELAC:

__3__ ELAC padres/tutores de estudiantes de inglés

____ ELAC padres/tutores de otros estudiantes

__2__El personal escolar

LA ASISTENCIA DE ELAC PARA ESTA REUNIÓN INCLUYÓ:

__3__ ELAC padres/tutores de estudiantes de inglés

____ ELAC padres/tutores de otros estudiantes

__2__El personal escolar

Un quórum de 3 miembros debe estar presente para realizar negocios. El número de miembros del comité presentes es 4:

X Se ha conocido

No se ha conocido

FECHA(S)

Requisito Legal/Temas de Entrenamiento

(Para fin de año, todos los temas deben ser abordados)

Entrar

fecha ELAC

cubierto

este artículo

Asesorar al director y al personal en el desarrollo de un plan de sitio para estudiantes de inglés y presentar el plan al Consejo de Sitio Escolar para considerar la inclusión en el Plan Escolar para el Logro Estudiantil.

10-17-2023

Ayudar en el desarrollo de la evaluación de necesidades en toda la escuela

Formas de concienciar a los padres sobre la importancia de la asistencia regular a la escuela.

10-17-1023

Cada ELAC tendrá la oportunidad de elegir al menos un miembro del Comité Asesor de Estudiantes de Inglés del Distrito (DELAC)

10-17-2023

Asesoramiento al director y al personal sobre el Plan Maestro para Estudiantes de Inglés, los criterios de Reclasificación y el Plan de Responsabilidad de Control Local

10-17-2023

Materiales de capacitación y capacitación de ELAC, planificados en consulta completa con los miembros del comité, apropiados para ayudar a los miembros a llevar a cabo sus responsabilidades de asesoramiento legal.

10-17-2023

Capacitación sobre los Procedimientos Uniformes de Quejas de los distritos, incluidos los requisitos de Williamars.

Acta de reunión de Biola ELAC

10-17-2023

1. Llame a la Reunión para ordenar:

La reunión fue convocada para ordenar a las (hora) 3:45 por el Sr. Martínez

_____.

Un quórum de los miembros estaba presente. El Vice Director dio la bienvenida a todos los ELAC

representantes y personal.

2. Cambios/Adiciones a la Agenda de la Reunión:

Se hicieron los siguientes cambios/adiciones a la agenda: No se hicieron cambios.

3. Informe de los Secretarios:

Revisión de las actas, el Sr. Martínez presentó y compartió las actas de las reuniones de ELAC de los últimos años

4. Informes del Comité:

5. Comentarios Públicos:

:Ningún miembro del público se dirigió al comité.

6. Negocios Inacabados: N/A

7. Nuevos Negocios

El Sr. Martínez revisó el propósito del ELAC. Méndez preguntó qué tan pronto se compartieron los comentarios de ELAC con SSC. El Sr. Martínez declaró que se comparte con el Director de la Escuela dentro de las 24 horas posteriores a la conclusión de cada reunión de ELAC.

El Sr. Martínez revisó los deberes de los miembros de ELAC y compartió un breve video de capacitación de ELAC.

El Sr. Martínez luego revisó los roles y responsabilidades de los oficiales de ELAC.

Presidente

Vicepresidente

Secretario

Representante del DELAC

DelAC suplente

Los siguientes padres y personal fueron nominados:

Presidente JUANA GOMEZ

Movimiento: 1st Jessica Elorza

2da Margarita Ventura

Vicepresidenta Bernarda Zarate

Movimiento: 1st Jessica Elorza

2do Maricruz Predes

Secretaria Sra. Ocegueda

Movimiento: 1st Martinez

2da Bernarda Zarate

Delac Rep Margarita Ventura

Movimiento: 1st Jessica Elorza

2da Juana Gomez

Alternativa Rep Juana Gomez

Movimiento: 1st Jessica Elorza

2da Leticia Díaz

El Sr. Martínez propuso futuras fechas y horas de las reuniones. La señora Gómez hizo una moción para aprobar las fechas y horas. La señora Zarate secundó

El Sr. Martínez revisó el estado y el progreso de ATSI/CSI

El Sr. Marinez revisó y compartió documentos e información sobre UCP, EL Master Plan, EL

datos de evaluación, ELPAC

El Sr. Martínez revisó y proporcionó información sobre los estatutos, SPSA, LCAP. La señora Zarate hizo una moción para aprobar los estatutos como está escrito. La señora Gomez secundó. Movimiento llevado.

- Con respecto a la LCAP, el ELAC proporcionó la siguiente retroalimentación:

Desearía que los maestros compartieran el progreso de ELD con los padres trimestralmente

Solicitando Vice Director a Tiempo Completo

Más capacitación sobre cómo ayudar a los estudiantes a aprobar ELPAC

El Sr. Martínez revisó y proporcionó futuras fechas de reuniones, horarios y horarios de capacitación

8. Evaluación:

El Sr. Martínez luego proporciona formularios de evaluación a todos los que estuvieron presentes y solicitó comentarios. Todos los presentes participaron y completaron una evaluación de.

9. Adjudicación

La reunión se suspendió a las 4:35 pm, con un recordatorio de que nuestro próximo ELAC

reunión.

Respetuosamente presentado,

Sr. Martínez(secretario interino)/ Sra. Ocegueda

Secretario del ELAC

Fecha 10-17-2023

Biola Elementary School

English Learner Advisory Committee (ELAC)
2nd Quarter

Date of Posting: 12/5/2023
Location: Central: Room 8

Meeting Date: 12/11/2023

Start Time: 2:30pm

End Time: 3:30pm

Outcomes:

- **Monitor EL Programs & Assessment Data – Receive information about the importance of school attendance**
- **Provide Input for SPSA-Participate in a Comprehensive Needs Analysis (CNA)**
- **ATSI/CSI data review (if applicable)**
- **Receive information on LCAP progress, Winter CARS & SARC**
- **Bylaws, HSC & PEP Review (24-25 update)**
- **Receive DELAC representative report**

Representatives & Staff: ELAC members, all staff, parents, and members of the public are invited to attend the meeting.

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

New Business ❖ Monitor EL Programs & Assessment Data ❖ Input for SPSA – Participate in CNA ❖ ATSI/CSI data review ❖ Information on LCAP progress, Winter CARS & SARC ❖ By-laws, HSC & PEP review (24-25 update) ❖ DELAC rep report and discussion ❖ Liveschool Report	Information Information & Input Information Information Information & Input Information	DELAC Rep	40 minutes
Evaluation (ways to improve the meeting) and Adjournment (see below QR code)	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts:

Thank you for coming

English Evaluation

Spanish Evaluation

Thank you for coming

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

Biola Elementary School
Comité Asesor para Estudiantes de Inglés (ELAC)
2do Trimestre

Iniciar sesión

Fecha de Publicación: 12/5/2023

Fecha de la Reunión: 12/11/2023

Sitio: Room 8

Hora de Inicio: 2:30 pm

Hora de aplazamiento: 3:30 pm

Resultados: los participantes podrán:

- **Monitorear los programas EL y los datos de evaluación: recibir información sobre la importancia de la asistencia a la escuela**
- **Proporcionar información para SPSA: participar en un análisis integral de necesidades (CNA)**
- **Revisar datos ATSI/CSI (si corresponde)**
- **Recibir información sobre el progreso del LCAP, Winter CARS y SARC**
- **Revisar estatutos, HSC y PEP (actualización 24-25)**
- **Recibir informe del representante de DELAC**

Representantes y personal: Miembros del Comité ELAC (list last names of all committee members).
Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Presidente(a)	2 minutos
Asistencia—establecer el quórum	No hubo.	Presidente(a)	1 minuto
Cambios/Adiciones a la Agenda	Aprobación / Modificación de la agenda.	Presidente(a)	1 minuto
Reporte del/la Secretario(a)	Aprobación/Enmiendas .	Secretario(a)	0 minutos
Reporte de Oficiales y Comités Activos y Especiales	Será Determinado.	Será determinado	0 minutos
Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona	Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.	Presidente(a)	10 minutos
Temas Pendientes ○ Cualquier tema de la última reunión.	Información y Discusión	Presidente(a)	0 minutos

Nuevos Temas ❖ Monitorear los programas EL y los datos de evaluación ❖ Proporcionar información para SPSA: participar en un análisis integral de necesidades (CNA) ❖ Revisar datos ATSI/CSI ❖ Recibir información sobre el progreso del LCAP, Winter CARS y SARC ❖ Revisar estatutos, HSC y PEP (actualización 24-25) ❖ Recibir y discutir el informe del representante de DELAC ❖ Liveschool	Información Información y Comentarios Información Información Información y Comentarios Información	Reprsentante del Comité DELAC	40 Minutos
Evaluación (formas de mejorar la reunión) y Conclusión– Ver código QR	Comentarios de la reunión y aprobación para concluir.	Presidente(a)	1 minuto

Lista de materiales:

Gracias por asistir

Spanish Evaluation

*** Gracias por Asistir ***

Cada estudiante participará en una enseñanza rigurosa, relevante y basada en estándares en cada aula diariamente para garantizar su aprendizaje.

Biola ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 12/11/2023

Total Number of ELAC Members:
__5__ ELAC parents/guardians of English learners
__1__ ELAC parents/guardians of other students
__3__ School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
__10_ ELAC parents/guardians of English learners
__0_ ELAC parents/guardians of other students
__6_School staff

A quorum of 5 members must be present in order to conduct business. The number of committee members in attendance is:

❑ X Has been met

Name	Representation	Position	Contact
Mr. Martinez	Staff	Admin	559-598-6732
Mrs. Ocegueda	Staff	Teacher Secretary	559-403-6090
Bernarda Zarate	EL parent/Luis Rodriguez Zarate	Vice President DLAC Alt.	559-567-8546 bernardazarate140@gmail.com
Leticia Diaz	EL parent/ David Rodriguez Diaz		559-567-8729 leticia.diaz.ld101@gmail.com
Imelda Zarate	EL paren/ James Garcia Zarate		559-755-6318
Juana Gomez	El parent/Christian Rafael Gomez	President DLAC Rep	gomez345juana@gmail.com (559) 930-2750

Biola ELAC Meeting Minutes 12/11/2023

1. Call the Meeting to Order:
The meeting was called to order at 3:49 p.m. by Mr. Martinez

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

2. Changes/Additions to the Meeting Agenda:
The following changes/additions were made to the agenda: No changes were made.
Motion to approve agenda: 1. Juana Gomez 2. Bernarda Zarate

3. Secretary's Report: Presented and reviewed previous meeting minutes
Motion to approve minutes: 1. Mrs. Gomez 2. Mrs. Zarate

4. Committee Reports: None

5. Public Comments:
The following public comments were presented to the ELAC: No members of the public addressed the committee.

6. Unfinished Business:

7. New Business

- **Mr. Martinez played a video that went over:**
  - **How ELPAC is administered.**
  - **How and why ELPAC is taken.**
  - **How ELPAC is scored and the 4 domains.**
  - **How results are communicated with parents.**
  - **Mr. Martinez also clarified that reclassification depends at least 2 measures-ELPAC and one other district approved assessment.**

- **Iready:**
  - **Mr. Martinez shared and explained the iReady results page that parents will receive. He commented on actual growth, stretch growth, and typical growth.**
  - **Explained domains and what they measure.**

    Parent questions:
    -What does it mean to test out?
    - So what happens when a student takes a test?
    -How can we help our children do better on the test?
    -Do children have access to iReady from home?

- **SPSA:**
  - **What can we do to create more motivation for students to attend college?**
    -Parent commented that the desire should be sparked at an early age for college.
    -Field trips should be varied and include more enticing activities.
    -Parent encouraged to speak up and show up to the various committees.
    -Parent commented that parents should also volunteer to chaperone.

-Parents received a message at one point that they weren't allowed to join their child if they were driving separately, this made parents really upset.
-More equity on chaperone choices.

- SARC posting Review
  - Mr. Martinez showed parents how to locate the SARC report.
  - He also commented on what important information can find on the report.
  -
- LCAP review and input:
  Mr. Martinez reviewed what LCAP is and our LCAP goals. Mr. Martinez then Walked parents through the California dashboard and performance data.
  - Mr. Martinez showed a dashboard video.
  -
- Live School:
  - Mr. Martinez mentioned that parents should be registered for liveschool so that they can see both the strengths and weaknesses of the day.
  - Data shows that as a school site we only have 30% of parents registered for liveschool.
  - Live school shows very important data on behavior tracking and tiered interventions.
  - Live School data was reviewed with parents.
  - Live School goal of 8/1 shared with parents.
  - LiveSchool has been around for 4 years, but it started at Biola first.

- DELAC rep report and discussion - The district is focusted on implementing ant-bullying efforts at all school.

- Site items:
-
  Public comment: No questions or comments

8. Evaluation: Mr. Martinez gave us the link to submit the evaluation.

9. Adjournment
The meeting was adjourned at 4:50 p.m., with a reminder that our next ELAC meeting will be held in March.
Motioned to adjourn meeting: 1. Mrs. Gomez 2. Mrs. Ocegueda

Respectfully submitted,

Mrs. Ocegueda
Date Submitted/Revised
12-11-2023

Acta de reunión de Biola ELAC 12/11/2023

1. Llame a la Reunión para ordenar:
La reunión fue convocada a la orden a las 3:49 p.m.por el Sr. Martínez

Un quórum de los miembros estaba presente. El Vice Director dio la bienvenida a todos los ELAC
Representantes.

2. Cambios/Adiciones a la Agenda de la Reunión:
Se hicieron los siguientes cambios/adiciones a la agenda: No se hicieron cambios.
Propuesta de aprobación de la agenda: 1. Juana Gómez 2. Bernarda Zarate

3. Informe de los Secretarios: Presentó y revisó las actas anteriores de la reunión
Moción para aprobar las actas: 1. Señora Gomez 2. Señora Zarate

4. Informes del Comité: Ninguno

5. Comentarios Públicos:
Los siguientes comentarios públicos fueron presentados al ELAC: Ningún miembro del público se dirigió al comité.

6. Negocios Inacabados:

7. Nuevos Negocios
El Sr. Martínez tocó un video que pasó:
Cómo se administra ELPAC.
Cómo y por qué se toma ELPAC.
Cómo se califica ELPAC y los 4 dominios.
Cómo se comunican los resultados con los padres.
El Sr. Martínez también aclaró que la reclasificación depende de al menos 2 medidas-ELPAC y otra evaluación aprobada por el distrito.

Ya:
El Sr. Martínez compartió y explicó la página de resultados de iReady que recibirán los padres. Comentó sobre el crecimiento real, el crecimiento elástico y el crecimiento típico.
Dominios explicados y lo que miden.
Preguntas de los padres:
¿Qué significa probar?
entonces, ¿qué sucede cuando un estudiante toma un examen?
¿Cómo podemos ayudar a nuestros hijos a mejorar en la prueba?
¿Los niños tienen acceso a iReady desde casa?
SPSA:
¿Qué podemos hacer para crear más motivación para que los estudiantes asistan a la universidad?
- Los padres comentaron que el deseo debe ser provocado a una edad temprana para la universidad.
- Los viajes de campo deben ser variados e incluir actividades más atractivas.

- Los padres se animaron a hablar y presentarse a los diversos comités.
- Los padres comentaron que los padres también deben ser voluntarios para chaperone. Los padres recibieron un mensaje en un momento dado de que no se les permitía unirse a su hijo si conducían por separado, esto hizo que los padres realmente se molestaran.
- Más equidad en las opciones de chaperona.

SARC publicando Revisión
El Sr. Martínez les mostró a los padres cómo localizar el informe del SARC.
También comentó qué información importante puede encontrar en el informe.

Revisión y entrada de LCAP:
El Sr. Martínez revisó qué es LCAP y nuestros objetivos de LCAP. Sr. Martínez entonces Los padres caminaron a través del panel de control de California y los datos de rendimiento.
El Sr. Martínez mostró un video del tablero.

Escuela en Vivo:
El Sr. Martínez mencionó que los padres deben estar registrados para la educación vital para que puedan ver tanto las fortalezas como las debilidades del día.
Los datos muestran que, como sitio escolar, solo tenemos el 30% de los padres registrados para la escuela vital.
La escuela en vivo muestra datos muy importantes sobre el seguimiento del comportamiento y las intervenciones escalonadas.
Los datos de Live School fueron revisados con los padres.
Objetivo de la escuela en vivo de 8/1 compartido con los padres.
LiveSchool ha existido durante 4 años, pero comenzó en Biola primero.

Informe y discusión del representante de DELAC: el distrito se centra en implementar los esfuerzos de intimidación de hormigas en todas las escuelas.

Artículos del sitio:

Comentario público: Sin preguntas ni comentarios

8. Evaluación: El Sr. Martínez nos dio el enlace para presentar la evaluación.

9. Adjudicación
La reunión se suspendió a las 4:50 p.m., con un recordatorio de que nuestra próxima reunión de ELAC se llevará a cabo en marzo.
Motivado a la sesión de aplazamiento: 1. Señora Gomez 2. Señora Ocegueda

Respetuosamente presentado,

Señora Ocegueda
Fecha Enviado/Revisado
12-11-2023

Biola Elementary
English Learner Advisory Committee (ELAC) Meeting
3rd Quarter

Date of Posting: 2/21/2024 **Meeting Date:** 2/27/2024

Location: Room 8

Starting Time: 3:30 **Ending Time:** 4:30

Outcomes:

- **Monitor implementation of programs for English learners & the importance of attendance**
- **Receive and discuss site EL numbers, languages, & demographics**
- **Review ATSI/CSI status and performance data**
- **Review SARC (if you did not last time)**
- **Review & Approve HSC, PEP, Bylaws (if you did not last time)**
- **SPSA review & input (CNA)**
- **Review LCAP -update on plans**
- **Receive DELAC representative report**

Representatives & Staff: ELAC members and All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary's Report	Approval/Amendments	Secretary	0 minutes
Report of Officers, Standing & Special Committees	TBD	TBD	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
Unfinished Business a. Any unfinished items from last meeting			0 minutes
New Business b. Monitor implementation of programs for English Learner & importance of attendance c. Receive & discuss site EL numbers, languages & demographics	Review & discuss Review & discuss	Chairperson Chairperson Chairperson Chairperson	

d. Review ATSI/CSI status & performance data e. Review SARCs f. Review & approve HSC, PEP & Bylaws g. Review LCAP-update on plans h. DELAC rep report and discussion i. Site items	Information Review Review & approve Review & Input Review Review & Discuss	Chairperson Chairperson Chairperson Chairperson Chairperson DELAC Representative	
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts:

Thank you for coming

English Evaluation

Spanish Evaluation

Punjabi Evaluation

Biola

Reunión del Comité Asesor para el Aprendizaje de Inglés (ELAC)
3er Trimestre

Fecha de Publicación: 2/21/2024 **Fecha de la Reunión: 2/27/2024**

Lugar: salon 8

Hora de Inicio: 3:30 **Hora de Conclusión: 4:30**

Resultados:

- **Monitorear la implementación de programas para estudiantes aprendices de inglés y la importancia de la asistencia.**
- **Recibir y discutir cantidades de estudiantes (EL), idiomas y datos demográficos de la escuela.**
- **Revisar el estado de ATSI/CSI y los datos de rendimiento.**
- **Revise el SARC (si no se hizo la última vez).**
- **Revisar y aprobar HSC, PEP y estatutos (si no se hizo la última vez).**
- **Revisión y aportes del Plan Escolar para Mejorar el Rendimiento de los Estudiantes (SPSA) (CNA).**
- **Revisar el Plan del Distrito (LCAP): actualización de planes.**
- **Recibir informe del representante de DELAC.**

Representantes y personal: Miembros del Comité ELAC y Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Presidente(a)	2 minutos
Asistencia—establecer el quórum	No hubo.	Presidente(a)	1 minuto
Cambios/Adiciones a la Agenda	Aprobación / Modificación de la agenda.	Presidente(a)	1 minuto
Reporte del/la Secretario(a)	Aprobación/Enmiendas.	Secretario(a)	0 minutos
Reporte de Oficiales y Comités Activos y Especiales	Será Determinado.	Será determinado	0 minutos
Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona	Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.	Presidente(a)	10 minutos
Temas Pendientes a. Cualquier tema de la última reunión.			0 minutos

Nuevos Temas b. Monitorear la implementación de programas para aprendices de inglés y la importancia de la asistencia. c. Recibir y discutir cantidades de estudiantes (EL), idiomas y datos demográficos de la escuela d. Revisar el estado de ATSI/CSI y los datos de rendimiento e. Revisar los SARC f. Revisar y aprobar HSC, PEP y estatutos g. Revisar la actualización del Plan LCAP sobre los planes h. Informe y discusión del representante de DELAC i. Temas de la escuela	Revisar y discutir Revisar y discutir Información Revisar Revisar y aprobar Revisar y comentar Revisar Revisar y discutir	Presidente(a) Presidente(a) Presidente(a) Presidente(a) Presidente(a) Presidente(a) Representante del Comité DELAC	Insert number of minutes need to complete items
Evaluación (formas de mejorar la reunión) y Conclusión– Ver código QR	Comentarios de la reunión y aprobación para concluir.	Presidente(a)	1 minuto

Lista de materiales:

Gracias por asistir

Spanish Evaluation

Biola ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 2/27/2024

Total Number of ELAC Members:
__5__ ELAC parents/guardians of English learners
__1__ ELAC parents/guardians of other students
__3__ School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
__7_ ELAC parents/guardians of English learners
__0_ ELAC parents/guardians of other students
__5_School staff

A quorum of 5 members must be present in order to conduct business. The number of committee members in attendance is:

❑ X Has been met

Name	Representation	Position	Contact
Mr. Martinez	Staff	Admin	559-598-6732
Mrs. Ocegueda	Staff	Teacher Secretary	559-403-6090
Bernarda Zarate	EL parent/Luis Rodriguez Zarate	Vice President DLAC Alt.	559-567-8546 bernardazarate140@gmail.com
Leticia Diaz	EL parent/ David Rodriguez Diaz		559-567-8729 leticia.diaz.ld101@gmail.com
Imelda Zarate	EL paren/ James Garcia Zarate		559-755-6318
Juana Gomez	El parent/Christian Rafael Gomez	President DLAC Rep	gomez345juana@gmail.com (559) 930-2750

Minutes
2-27-2024

1. Call the Meeting to Order:
The meeting was called to order at (time) 3:42 by Martinez who first motioned to start the meeting, no one made the second motion.

A quorum of the members was present. The vice-principal welcomed all ELAC Representatives and asked them all to sign in using the QR code on the minutes.

2. Changes/Additions to the Meeting Agenda:
The following changes/additions were made to the agenda: No changes were made. Motion to approve agenda 1st Juana 2nd Bernarda

3. Secretary's Report:
Secretary's report was provided to members in English and Spanish, Martinez asked for a motion: 1st Ocegueda 2nd Jessica

4. Committee Reports:
TBD

5. Public Comments:
The following public comments were presented to the ELAC: none

6. Unfinished Business: *None*

7. New Business
ELL Program

- Students in grades 3-6 will be taking their ELPAC the second and third week of March.
- Students are being given assistance through the EL Academy that takes place after school.
- Grades 3-6 take their ELPAC together as a class and do not have to be separated like primary grades.
- Primary grades will be taking their ELPAC in April (starting the 19th) and have to take it individually.
- Students K-2 participated in the EL Academy back in Winter, finishing up in January.
- This is a very important time for everyone, especially for students to be showing up to school.

Attendance

- Every year we receive data on attendance-reasons vary for students who miss school.
- The calls that might be received when a student is absent is not an attack on parenting, it is simply implying the imporatnce of attending school (on time).
- We are looking for 100 percent but will settle on 96 percent of attendance. In a year that has 180 days, missing 5 days would be 96 percent.
- The time missed out of class is challenging to make up.
- COVID taught us that instructional time in class is important and it matters.
- Start looking at the days that your student has missed whether its excused or unexcused, it doesn't matter. Missing instructional time is missing instructional time.
    - Parent Question: With a doctors note will I be violating a law? No, but it is still instructional time that cannot be made up.
- iReady is a program that we use and can be used at home when a student has to miss instructional time.
- If your child is behind, using iReady at home can be a useful resource.
    - Parent Question: Does TK use iReady? No, but they can use starfall and/or talk to your childs teacher.
- **There might be a problem with iReady access at home. Someone should really check on this!!!
- Attendance competitions! Classes are competing for extra recess everyday of the week if they win the weekly competition. A bigger prize will be given when a class wins the most weeks out of the month.
- Mr. Martinez shared the slide show that is shown to students at lunch.

EL Demographics

- 21 percent of our students were students who have been reclassified (RFEP).
- 32 percent are students who are in the EL Program.
- The yellow block are students who only speak English.
- The blue block are students who came to Biola in Kinder and passed the initial ELPAC (IFEP).

SARC (School Accountability Report Card)

- You have access to this report on the website for our school.
- This report is always a year behind.
- The information you can find on this report varies and is comprehensive.
    - Parent Question: How do you know if the teacher is qualified to teach and didn't just buy their certification to teach? The state of california requires aspiring teachers to provide comprehensive documentation proving their expertise to teach. Staff comment: If the district is critical in hiring support staff, how much more critical wouldn't they be when hiring teachers. Students will have their opinions but that doesn't mean the teacher isn't qualified to teach.

School-Parent Compact

- Parents were asked to read and revise if necessary.
    - Parent comment: I've seen the young ladies in the really short shorts, is that what this compact is saying.
    - Parent comment: wouldn't it be easier to just wear uniforms.
    - Is there spirit wear that they can purchase?
    - THE COMMITTEE IS SUGGESTING UNIFORMS and if admin cannot agree at this time then there should be a stricter eye on what students are wearing.
    - SPORTS uniforms need to provide more uniforms for students because some students are not able to play due to lack of uniform. Volleyball shorts are too short.
- Motion to approve Compact 1st Juana 2nd Bernarda
- Mr. Martfinez provided a Liveschool program reportout
- DLAC report=Member not in attendance: No reportout
- Live school Reportout

8. Evaluation:

- *Mr. Martinez provided a paper form for ELAC members to complete an evaluation of the meeting.*

9. Adjournment

Martinez asks for a motion from Martinez, Jessica first motion,Juana seconds motion. The meeting was adjourned at 3:30 , with a reminder that our next ELAC the meeting.

.

Martinez thanked parents for their participation and support of their children's learning.

Respectfully submitted,

Maria Ocegueda
ELAC Secretary

Date Submitted/Revised
2-27-2024

Minutos
27-02-2024

1. Convocatoria de la Reunión al Orden:
La reunión fue convocada al orden a las (hora) 3:42 por Martínez, quien primero hizo una moción para iniciar la reunión, nadie hizo la segunda moción.

Estuvo presente un quórum de los miembros. El subdirector dio la bienvenida a todo ELAC
Representantes y les pidieron a todos que firmaran utilizando el código QR en el acta.

2. Cambios/Adiciones a la Agenda de la Reunión:
Se hicieron los siguientes cambios/adiciones a la agenda: No se realizaron cambios.
Moción de aprobación del orden del día 1.a Juana 2.a Bernarda

3. Informe del Secretario:
El informe del secretario se proporcionó a los miembros en inglés y español, Martínez pidió una moción: 1.a Ocegueda 2.a Jessica

4. Informes del Comité:
TBD

5. Comentarios públicos:
Se presentaron al ELAC los siguientes comentarios públicos: ninguno

6. Asuntos pendientes: Ninguno

7. Nuevo negocio
Programa ELL
Los estudiantes de los grados 3 a 6 tomarán su ELPAC la segunda y tercera semana de marzo.
Los estudiantes reciben asistencia a través de la Academia EL que se lleva a cabo después de la escuela.
Los grados 3 a 6 toman su ELPAC juntos como clase y no es necesario separarlos como los grados primarios.
Los grados primarios tomarán su ELPAC en abril (a partir del día 19) y deberán tomarlo individualmente.
Los estudiantes K-2 participaron en la Academia EL en invierno y terminaron en enero.
Este es un momento muy importante para todos, especialmente para que los estudiantes aparezcan en la escuela.

Asistencia

Cada año recibimos datos sobre asistencia: las razones varían para los estudiantes que faltan a la escuela.
Las llamadas que podrían recibirse cuando un estudiante está ausente no son un ataque a la crianza de los hijos, sino que simplemente implican la importancia de asistir a la escuela (a tiempo).
Buscamos el 100 por ciento pero nos conformaremos con el 96 por ciento de la asistencia. En un año que tiene 180 días, faltar 5 días sería del 96 por ciento.
El tiempo perdido fuera de clase es difícil de recuperar.
COVID nos enseñó que el tiempo de instrucción en clase es importante y es importante.
Comience a mirar los días que su estudiante se ha perdido, ya sea excusado o no, no importa. Falta tiempo de instrucción falta tiempo de instrucción.
Pregunta de los padres: Con una nota de los médicos, ¿estaré violando una ley? No, pero sigue siendo el tiempo de instrucción el que no se puede recuperar.
iReady es un programa que utilizamos y que se puede utilizar en casa cuando un estudiante tiene que perder el tiempo de instrucción.
Si su hijo está atrasado, usar iReady en casa puede ser un recurso útil.
Pregunta para padres: ¿TK usa iReady? No, pero pueden usar el hambre y/o hablar con el maestro de su hijo.
***Podría haber un problema con el acceso a iReady en casa. ¡¡¡Alguien realmente debería comprobar esto!!!*
¡competiciones de asistencia! Las clases compiten por un receso adicional todos los días de la semana si ganan la competencia semanal. Se otorgará un premio mayor cuando una clase gane la mayor cantidad de semanas del mes.
El Sr. Martínez compartió la presentación de diapositivas que se muestra a los estudiantes durante el almuerzo.

Demografía EL
El 21 por ciento de nuestros estudiantes eran estudiantes que han sido reclasificados (RFEP).
El 32 por ciento son estudiantes que están en el Programa EL.
El bloque amarillo son estudiantes que solo hablan inglés.
El bloque azul son estudiantes que llegaron a Biola en Kinder y aprobaron el ELPAC inicial (IFEP).

SARC (Tarjeta de Informe de Responsabilidad Escolar)
Tiene acceso a este informe en el sitio web de nuestra escuela.
Este informe siempre lleva un año de retraso.
La información que puede encontrar sobre este informe varía y es completa.
Pregunta de los padres: ¿Cómo saber si el maestro está calificado para enseñar y no solo compró su certificación para enseñar? El estado de California exige que los aspirantes a maestros proporcionen documentación completa que demuestre su experiencia para enseñar. Comentario del personal: Si el distrito es fundamental para contratar personal de apoyo, cuánto más crítico no sería al contratar maestros. Los estudiantes tendrán sus opiniones, pero eso no significa que el maestro no esté calificado para enseñar.

Compacto entre la escuela y los padres
Se pidió a los padres que leyeran y revisaran si era necesario.
Comentario de los padres: He visto a las jóvenes con pantalones cortos muy cortos, es lo que dice este pacto.
Comentario de los padres: no sería más fácil usar uniformes.
¿Hay ropa de espíritu que puedan comprar?
EL COMITÉ SUGIERE UNIFORMES y si el administrador no puede llegar a un acuerdo en este momento, entonces debería haber un ojo más estricto sobre lo que usan los estudiantes.
Los uniformes DEPORTIVOS deben proporcionar más uniformes a los estudiantes porque algunos estudiantes no pueden jugar debido a la falta de uniforme. Los pantalones cortos de voleibol son demasiado cortos.
Moción para aprobar el Pacto 1.a Juana 2.a Bernarda
El Sr. Martínez proporcionó un informe del programa Liveschool
Informe DLAC=Miembro no presente: Sin informe
Reportaje de la escuela en vivo

8. Evaluación:
El Sr. Martínez proporcionó un formulario en papel para que los miembros de ELAC completaran una evaluación de la reunión.

9. Período de estancia
Martínez pide una moción de Martínez, Jessica primer movimiento, Juana segundos movimiento.
La reunión se levantó a las 3:30 horas, recordando que nuestro próximo ELAC la reunión.

Martínez agradeció a los padres por su participación y apoyo al aprendizaje de sus hijos.

Respetuosamente presentado,

María Ocegueda
Secretario de ELAC
Fecha de presentación/revisada
27-02-2024

Biola-Pershing Elementary
English Learner Advisory Committee (ELAC) Meeting
4th Quarter

Date of Posting: 5-13-24 Reposted 6/2/24 **Meeting Date: 5-20-24 Rescheduled 6/5/24**

Location: Room 8
Starting Time: 3:00 pm **Ending Time: 4:00 pm**

Outcomes:

- **Comment on LCAP draft**
- **Approved SPSA 2023-24-review & comment**
- **Spring CARS**
- **Receive DELAC representative report**
- **Share accomplishments for the year and provide recognition of committee members service**

Representatives & Staff: ELAC members Maria Altamirano, Rosalva Tello, Maria Ocegueda, Bernarda Zarate, Leticia Diaz, Imelda Zarate, Juana Gomez, Ernestina Mendez. All staff, parents, and members of the public are invited to attend the meeting.

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

New Business ❖ Comment on LCAP draft ❖ Approved SPSA 2023-24 review & comment ❖ Spring CARS ❖ DELAC representative report ❖ Share accomplishments for the year & provide recognition of committee members service	Review & Input Review & Input Review DELAC representative Celebrate	Chairperson,	
Evaluation (ways to improve the meeting) and Adjournment (see QR code below)	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts:

Thank you for coming

English Evaluation

Spanish Evaluation

Punjabi Evaluation

Iniciar sesión

Biola-Pershing Elementary

Reunión del Comité Asesor para el Aprendizaje de Inglés (ELAC)

4to Trimestre

Fecha de Publicación: 5-13-24 Reposted 6/2/24 **Fecha de la Reunión:** 5-20-24 Rescheduled 6/5/24

Lugar: Salon 8

Hora de Inicio: 3:00pm **Hora de Conclusión:** 4:00pm

Resultados:

- **Comentar sobre el borrador del Plan del Distrito (LCAP)**
- **Plan Escolar Aprobado (SPSA 2023-2024)-revisión y hacer comentarios**
- **Aplicación de Primavera (Spring CARS)**
- **Recibir informe del representante del Comité DELAC**
- **Compartir los logros del año y reconocer el servicio de los miembros del comité**

Representantes y personal: Miembros del Comité ELACMaria Altamirano, Rosalva Tello, Maria Ocegueda, Bernarda Zarate, Leticia Diaz, Imelda Zarate, Juana Gomez, Ernestina Mendez.. Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Presidente(a)	2 minutos
Asistencia—establecer el quórum	No hubo.	Presidente(a)	1 minuto
Cambios/Adiciones a la Agenda	Aprobación / Modificación de la agenda.	Presidente(a)	1 minuto
Reporte del/la Secretario(a)	Aprobación/Enmiendas.	Secretary	0 minutos
Reporte de Oficiales y Comités Activos y Especiales	Será Determinado.	TBD	0 minutos
Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona	Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.	Presidente(a)	10 minutos
Temas Pendientes ❖ Cualquier tema de la última reunión		Presidente(a)	
Nuevos Temas ❖ Comentar sobre el borrador del Plan del Distrito (LCAP) ❖ Plan Escolar Aprobado (SPSA 2023-2024)-revisión y hacer comentarios ❖ Aplicación de Primavera (Spring CARS) ❖ Informe del representante del Comité DELAC ❖ Compartir los logros del año y reconocer el servicio de los miembros del comité	Revisión y Comentarios Revisión y Comentarios Revisión Representante del Comite DELAC Celebracioon	Presidente(a)	30 minutos
Evaluación (formas de mejorar la reunión) y Conclusión– Ver código QR	Comentarios de la reunión y aprobación para concluir.	Presidente(a)	1 minuto

Lista de materiales:

Gracias por asistir

Biola ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 6/5/2024

Total Number of ELAC Members:
__5__ ELAC parents/guardians of English learners
__1__ ELAC parents/guardians of other students
__3__ School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
__5_ ELAC parents/guardians of English learners
__0_ ELAC parents/guardians of other students
__2_School staff

A quorum of 5 members must be present in order to conduct business. The number of committee members in attendance is:

☑ ~~X Has been met~~

Name	Representation	Position	Contact
Mr. Martinez	Staff	Admin	559-598-6732
Mrs. Ocegueda	Staff	Teacher Secretary	559-403-6090
Bernarda Zarate	EL parent/Luis Rodriguez Zarate	Vice President DLAC Alt.	559-567-8546 bernardazarate140@gmail.com
Leticia Diaz	EL parent/ David Rodriguez Diaz		559-567-8729 leticia.diaz.ld101@gmail.com
Imelda Zarate	EL paren/ James Garcia Zarate		559-755-6318
Juana Gomez	El parent/Christian Rafael Gomez	President DLAC Rep	gomez345juana@gmail.com (559) 930-2750

Minutes
6-5-2024

1. Call the Meeting to Order:
The meeting was called to order at (time) 3:10 by Escandon.

A quorum of the members was present. The Escandon welcomed all ELAC Representatives and asked them all to sign in using the QR code on the minutes.

2. Changes/Additions to the Meeting Agenda:
The following changes/additions were made to the agenda: Requested to add Margarita Ventura to list of representatives. 1st motion Margarita 2nd motion Maria Agenda approved with changes.

3. Secretary's Report:
Secretary's report was provided to members in English and Spanish: nothing to report

4. Committee Reports:
TBD
La presidenta llego tarde

5. Public Comments:
The following public comments were presented to the ELAC: Every person has 2 minutes to give their public comment, no one.

6. Unfinished Business: *None*

7. New Business
ELCAP:
Escandon went over the 3 goals of ELCAP and created a document to catch ideas/comments from the committee.
What else can we do?

1. *In building relationships with families? Maria A. commented that they are very well informed.*
2. *Creating partnerships for student success? More help for struggling students or student with disabilities. Parent shared a concern about her own child with adhd who doesn't pay attention or gets distracted during the test and then does not finish the test. More security for the campus during weekends. A couple of homeless people were seen on campus on Sunday. Other parents commented that asking them to close down this area on the weekend takes away from students and families having a safe place to play, especially since there is no park here. Ocegueda commented: as a teacher we would like more PD to reach*

our EL students, conferences like CABE, training before school (during the summer). EL teacher that would come into all classes.

3. *Seeking input for decision making? Sending documentation or survey to parents asking specific information. Other parents commented that we already have ParentSquare, LiveSchool, emails, etc. Another parent commented that we need more parent involvement. Escandon asked "in your opinion why is parent participation so low" comments were: the time of the meeting is too early, another parent said they could make it happen if they wanted to, a time that was give was 6pm. Escandon suggested Zoom: some parents said they aren't well equipped and Escandon commented that parents could be taught/trained to use zoom on whatever device they have.*

SPSA

1. *How is action 2 being funded, and how much?*
2. *In action 4: Fees and Expenses? Of what? Parents want to know what that means.*
3. *Objective 2: Action 1: The committee recommends that more money be allocated to action 1 of objective 2 for teacher's professional development (including CABE conference) Escandon added a request for more funds from district in the ELCAP based on parents request.*
4. *Objective 2: Action 2: What is operating costs? That seems like a lot and it's not clear what it is.*
5. *Objective 2: Action 3: What are the cost associated with the university visit? And this is different from transportation. Is the university charging $1000 or is it being used for breakfast/lunch?*
6. *Objective 1: Action 5: Committee recommends that more money be allocated to field trips for students.*
7. *Objective 2: Action 4: What are the materials that you are buying? What does this mean?*
8. *Objective 2: Action 5: What are you buying exactly? What does it mean? Are you buying more books??*
9. *Objective 3: Action 2: A lot of money has been spent on equipment for recess, what else is being purchased and why wouldn't more money be spent on supervision during recess, etc.? How is buying more furniture/equipment keeping our kids safe?*

Funds

There are laws and regulations on how money can be spend. Different funds come from different places, for example: Title 1 funds, Title 3 funds, LCFF funds, etc.

DLAC

Rep was no present.

Parent Comments/Year Wrap Up

1. *LiveSchool comments and parent inclusivity has been really helpful and informative.*
2. *Attendance competition-really motivated students to come to school.*
3. *Support for parent who had a struggling student (behavior).*
4. *Academic success of student, student was reclassified.*
5. *English classes for parents.*

6. *Invitations/communication received on ParentSquare, especially opportunities for parents personal developement.*
7. *Child receiving support for adhd, receiving counseling, has a 504 plan.*

8. Evaluation:

- *Mr. Martinez provided a paper form for ELAC members to complete an evaluation of the meeting.*

9. Adjournment

Escandon asks for a motion to adjourn 1st motion Maria, 2nd motion Juana
The meeting was adjourned at 4:23. Meeting concluded with certificate recognizing all members.
Escandon thanked parents for their participation and support of their children's learning.

Respectfully submitted,

Maria Ocegueda
ELAC Secretary

Date Submitted/Revised
6-5-2024

Minutos
27-02-2024

1. Convocatoria de la Reunión al Orden:
La reunión fue convocada al orden a las (hora) 3:42 por Martínez, quien primero hizo una moción para iniciar la reunión, nadie hizo la segunda moción.

Estuvo presente un quórum de los miembros. El subdirector dio la bienvenida a todo ELAC
Representantes y les pidieron a todos que firmaran utilizando el código QR en el acta.

2. Cambios/Adiciones a la Agenda de la Reunión:
Se hicieron los siguientes cambios/adiciones a la agenda: No se realizaron cambios.
Moción de aprobación del orden del día 1.a Juana 2.a Bernarda

3. Informe del Secretario:
El informe del secretario se proporcionó a los miembros en inglés y español, Martínez pidió una moción: 1.a Ocegueda 2.a Jessica

4. Informes del Comité:
TBD

5. Comentarios públicos:
Se presentaron al ELAC los siguientes comentarios públicos: ninguno

6. Asuntos pendientes: Ninguno

7. Nuevo negocio
Programa ELL
Los estudiantes de los grados 3 a 6 tomarán su ELPAC la segunda y tercera semana de marzo.
Los estudiantes reciben asistencia a través de la Academia EL que se lleva a cabo después de la escuela.
Los grados 3 a 6 toman su ELPAC juntos como clase y no es necesario separarlos como los grados primarios.
Los grados primarios tomarán su ELPAC en abril (a partir del día 19) y deberán tomarlo individualmente.
Los estudiantes K-2 participaron en la Academia EL en invierno y terminaron en enero.
Este es un momento muy importante para todos, especialmente para que los estudiantes aparezcan en la escuela.

Asistencia
Cada año recibimos datos sobre asistencia: las razones varían para los estudiantes que faltan a la escuela.
Las llamadas que podrían recibirse cuando un estudiante está ausente no son un ataque a la crianza de los hijos, sino que simplemente implican la importancia de asistir a la escuela (a tiempo).
Buscamos el 100 por ciento pero nos conformaremos con el 96 por ciento de la asistencia. En un año que tiene 180 días, faltar 5 días sería del 96 por ciento.
El tiempo perdido fuera de clase es difícil de recuperar.
COVID nos enseñó que el tiempo de instrucción en clase es importante y es importante.
Comience a mirar los días que su estudiante se ha perdido, ya sea excusado o no, no importa. Falta tiempo de instrucción falta tiempo de instrucción.
Pregunta de los padres: Con una nota de los médicos, ¿estaré violando una ley? No, pero sigue siendo el tiempo de instrucción el que no se puede recuperar.
¡Ready es un programa que utilizamos y que se puede utilizar en casa cuando un estudiante tiene que perder el tiempo de instrucción.

Si su hijo está atrasado, usar iReady en casa puede ser un recurso útil.
Pregunta para padres: ¿TK usa iReady? No, pero pueden usar el hambre y/o hablar con el maestro de su hijo.
***Podría haber un problema con el acceso a iReady en casa. ¡¡¡Alguien realmente debería comprobar esto!!!*
¡competiciones de asistencia! Las clases compiten por un receso adicional todos los días de la semana si ganan la competencia semanal. Se otorgará un premio mayor cuando una clase gane la mayor cantidad de semanas del mes.
El Sr. Martínez compartió la presentación de diapositivas que se muestra a los estudiantes durante el almuerzo.

Demografía EL
El 21 por ciento de nuestros estudiantes eran estudiantes que han sido reclasificados (RFEP).
El 32 por ciento son estudiantes que están en el Programa EL.
El bloque amarillo son estudiantes que solo hablan inglés.
El bloque azul son estudiantes que llegaron a Biola en Kinder y aprobaron el ELPAC inicial (IFEP).

SARC (Tarjeta de Informe de Responsabilidad Escolar)
Tiene acceso a este informe en el sitio web de nuestra escuela.
Este informe siempre lleva un año de retraso.
La información que puede encontrar sobre este informe varía y es completa.
Pregunta de los padres: ¿Cómo saber si el maestro está calificado para enseñar y no solo compró su certificación para enseñar? El estado de California exige que los aspirantes a maestros proporcionen documentación completa que demuestre su experiencia para enseñar. Comentario del personal: Si el distrito es fundamental para contratar personal de apoyo, cuánto más crítico no sería al contratar maestros. Los estudiantes tendrán sus opiniones, pero eso no significa que el maestro no esté calificado para enseñar.

Compacto entre la escuela y los padres
Se pidió a los padres que leyeran y revisaran si era necesario.
Comentario de los padres: He visto a las jóvenes con pantalones cortos muy cortos, es lo que dice este pacto.
Comentario de los padres: no sería más fácil usar uniformes.
¿Hay ropa de espíritu que puedan comprar?
EL COMITÉ SUGIERE UNIFORMES y si el administrador no puede llegar a un acuerdo en este momento, entonces debería haber un ojo más estricto sobre lo que usan los estudiantes.
Los uniformes DEPORTIVOS deben proporcionar más uniformes a los estudiantes porque algunos estudiantes no pueden jugar debido a la falta de uniforme. Los pantalones cortos de voleibol son demasiado cortos.
Moción para aprobar el Pacto 1.a Juana 2.a Bernarda
El Sr. Martínez proporcionó un informe del programa Liveschool

Informe DLAC=Miembro no presente: Sin informe
Reportaje de la escuela en vivo

8. Evaluación:
El Sr. Martínez proporcionó un formulario en papel para que los miembros de ELAC completaran una evaluación de la reunión.

9. Período de estancia
Martínez pide una moción de Martínez, Jessica primer movimiento, Juana segundos movimiento.
La reunión se levantó a las 3:30 horas, recordando que nuestro próximo ELAC la reunión.

.
Martínez agradeció a los padres por su participación y apoyo al aprendizaje de sus hijos.

Respetuosamente presentado,

María Ocegueda
Secretario de ELAC
Fecha de presentación/revisada
27-02-2024

Biola ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 6/5/2024

Total Number of ELAC Members:
__5__ ELAC parents/guardians of English learners
__1__ ELAC parents/guardians of other students
__3__ School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
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__0_ ELAC parents/guardians of other students
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A quorum of 5 members must be present in order to conduct business. The number of committee members in attendance is:

- ~~X Has been met~~

Name	Representation	Position	Contact
Mr. Martinez	Staff	Admin	559-598-6732
Mrs. Ocegueda	Staff	Teacher Secretary	559-403-6090
Bernarda Zarate	EL parent/Luis Rodriguez Zarate	Vice President DLAC Alt.	559-567-8546 bernardazarate140@gmail.com
Leticia Diaz	EL parent/ David Rodriguez Diaz		559-567-8729 leticia.diaz.ld101@gmail.com
Imelda Zarate	EL paren/ James Garcia Zarate		559-755-6318
Juana Gomez	El parent/Christian Rafael Gomez	President DLAC Rep	gomez345juana@gmail.com (559) 930-2750

Minutos
06-05-2024

1. Llamada al Orden:
La reunión fue llamada al orden a las 3:10 por Escandon.

Un quórum de los miembros estaba presente. Escandon dio la bienvenida a todos los Representantes de ELAC y les pidió que firmaran usando el código QR en las actas.

2. Cambios/Adiciones a la Agenda de la Reunión:
Se realizaron los siguientes cambios/adiciones a la agenda: Se solicitó agregar a Margarita Ventura a la lista de representantes. Primera moción Margarita, segunda moción María. La agenda fue aprobada con cambios.

3. Informe del Secretario:
El informe del secretario fue proporcionado a los miembros en inglés y español: nada que reportar.

4. Informes del Comité:
Pendiente.
La presidenta llegó tarde.

5. Comentarios del Público:
Se presentaron los siguientes comentarios públicos al ELAC: Cada persona tiene 2 minutos para dar su comentario público, nadie comentó.

6. Asuntos Pendientes: Ninguno.

7. Nuevos Asuntos:
ELCAP:
Escandon repasó los 3 objetivos de ELCAP y creó un documento para recopilar ideas/comentarios del comité.
¿Qué más podemos hacer?
¿En la construcción de relaciones con las familias? María A. comentó que están muy bien informados.
¿Creando asociaciones para el éxito de los estudiantes? Más ayuda para los estudiantes con dificultades o estudiantes con discapacidades. Una madre compartió una preocupación sobre su propio hijo con TDAH que no presta atención o se distrae durante la prueba y luego no la termina. Más seguridad para el campus durante los fines de semana. Se vieron un par de personas sin hogar en el campus el domingo. Otros padres comentaron que pedirles que cierren esta área el fin de semana les quita a los estudiantes y familias un lugar seguro para jugar, especialmente porque no hay parque aquí. Ocegueda comentó: como maestra nos gustaría más PD para alcanzar a nuestros estudiantes EL, conferencias como CABE, capacitación antes de la escuela (durante el verano). Maestra de EL que vendría a todas las clases.

¿Buscando insumos para la toma de decisiones? Enviando documentación o encuesta a los padres pidiendo información específica. Otros padres comentaron que ya tenemos ParentSquare, LiveSchool, correos electrónicos, etc. Otro padre comentó que necesitamos más participación de los padres. Escandon preguntó "en su opinión, ¿por qué es tan baja la participación de los padres?" Los comentarios fueron: la hora de la reunión es muy temprana, otro padre dijo que podrían hacerlo si quisieran, una hora que se dio fue las 6pm. Escandon sugirió Zoom: algunos padres dijeron que no están bien equipados y Escandon comentó que los padres podrían ser enseñados/capacitados para usar zoom en cualquier dispositivo que tengan.

SPSA

¿Cómo se está financiando la acción 2 y cuánto?

En la acción 4: ¿Cuotas y gastos? ¿De qué? Los padres quieren saber qué significa eso.

Objetivo 2: Acción 1: El comité recomienda que se destine más dinero a la acción 1 del objetivo 2 para el desarrollo profesional de los maestros (incluida la conferencia CABE). Escandon añadió una solicitud de más fondos del distrito en el ELCAP basado en la solicitud de los padres.

Objetivo 2: Acción 2: ¿Cuáles son los costos operativos? Parece mucho y no está claro qué es.

Objetivo 2: Acción 3: ¿Cuáles son los costos asociados con la visita a la universidad? Y esto es diferente del transporte. ¿La universidad está cobrando $1000 o se está utilizando para el desayuno/almuerzo?

Objetivo 1: Acción 5: El comité recomienda que se destine más dinero a las excursiones para los estudiantes.

Objetivo 2: Acción 4: ¿Cuáles son los materiales que están comprando? ¿Qué significa esto?

Objetivo 2: Acción 5: ¿Qué están comprando exactamente? ¿Qué significa? ¿Están comprando más libros?

Objetivo 3: Acción 2: Se ha gastado mucho dinero en equipos para el recreo, ¿qué más se está comprando y por qué no se gasta más dinero en supervisión durante el recreo, etc.? ¿Cómo comprar más muebles/equipos mantiene a nuestros hijos seguros?

Fondos

Hay leyes y regulaciones sobre cómo se puede gastar el dinero. Diferentes fondos provienen de diferentes lugares, por ejemplo: fondos del Título 1, fondos del Título 3, fondos de LCFF, etc.

DLAC

El representante no estuvo presente.

Comentarios de los Padres/Fin del Año

Los comentarios sobre LiveSchool y la inclusividad de los padres han sido muy útiles e informativos.

La competencia de asistencia realmente motivó a los estudiantes a venir a la escuela.

Apoyo para padres que tenían un estudiante con dificultades (comportamiento).

Éxito académico del estudiante, el estudiante fue reclasificado.

Clases de inglés para los padres.

Invitaciones/comunicación recibida en ParentSquare, especialmente oportunidades para el desarrollo personal de los padres.

Niño recibiendo apoyo para TDAH, recibiendo consejería, tiene un plan 504.

8. Evaluación:
El Sra. Escandon proporcionó un formulario en papel para que los miembros de ELAC completaran una evaluación de la reunión.

9. Clausura:
Escandon pidió una moción para clausurar. Primera moción María, segunda moción Juana.
La reunión se clausuró a las 4:23. La reunión concluyó con un certificado que reconoce a todos los miembros.
Escandon agradeció a los padres por su participación y apoyo al aprendizaje de sus hijos.

Respetuosamente,

Maria Ocegueda
Secretaria de ELAC

Fecha de Envío/Revisión
5-6-2024

Sign in - English

Biola-Pershing Elementary

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

Date of Posting: 09/22/23 **Meeting Date:** 09/27/23

Location: Room 8- PEC

Starting Time: 3:00 pm **Ending Time:** 4:30 pm

Outcomes:

- **Explain the purpose of SSC, roles and responsibilities of the SSC members**
- **Elect officers and district Parent Advisory Committee (PAC) representative** (due 10/2)
- **Receive information on by-laws, academic progress, SPSA, LCAP, parent engagement, plan for professional learning, English Learners, & UCP**
- **Review ATSI/CSI status and progress (if applicable)**
- **Discuss and begin to analyze school's academic instructional program**
- **Determine future meeting dates, times and training schedules**

Representatives & Staff: SSC members Chelan Shepherd, Marissa Herrera, Mirella Perez, Kathya Diaz Katie Vasquez, Margarita Ventura, Maria Altimirano, Juana Hernandez, Trinity Navarro, Patricia VIllareal, . Guests: Jessica Antuna All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal until election of secretary	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	TBD minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal until election of chairperson	10 minutes

Unfinished Business	Business not completed from previous SSC meeting	Principal until election of chairperson	TBD minutes
New Business a. Review the purpose & duties of the SSC (SSC training DVD or YouTube). b. Nominate and elect SSC officers: (see site bylaws) • Chairperson • Vice-chairperson • Secretary • PAC representative • PAC alternate c. By-laws (Review) d. Receive information on academic progress, parent engagement, plan for professional learning, English Learners e. Review SPSA, modify or eliminate ineffective activities, identify barriers, examine budgets-introduce f. LCAP Review & Discuss g. UCP Review h. Discuss & begin to analyze school's academic instructional program i. **Add other site items here** j. Discuss future meeting dates, training, and agenda items.	Information & discussion. Discussion, nomination and election of officers Discuss (Determine if revision is necessary, appoint sub-committee to review and propose amendments) . Discussion Information, discussion Discussion & approval Information and discussion Information Information and discussion Information and approval	Principal until chairperson is elected	TBD minutes
Evaluation (ways to improve the meeting) and Adjournment (see QR code below)	Meeting input and approval to adjourn	Principal until election of chairperson	

List of handouts: e.g. By-laws, SPSA goals, Current Home School Compact & other items as appropriate. **Add site items as necessary.**

Thank you for coming

English Evaluation

Spanish Evaluation

Punjabi Evaluation

Iniciar Sesión

Biola-Pershing Elementary
Reunión del Consejo Escolar (SSC)

1er Trimestre

Fecha de Publicación: Septiembre 22, 2023 **Fecha de la Reunión:** Septiembre 27,2023

Lugar: Salon 8-PEC

Hora de Inicio: 3:00 pm **Hora de Conclusión:** 4:30 pm

Resultados:

- **Explicar el propósito del Consejo Escolar (SSC), las funciones y responsabilidades de sus miembros.**
- **Elegir oficiales y representantes del Comite Asesor de Padres (PAC) del Distrito** (antes del 2 de octubre)
- **Recibir información sobre estatutos, el progreso académico, el Plan Escolar para mejorar el rendimiento de los estudiantes (SPSA) y el plan del Distrito (LCAP), la participación de los padres, el plan de desarrollo profesional, los estudiantes que aprenden inglés como segundo idioma (EL) y el Proceso Regular de Quejas (UCP).**
- **Revisar el estado y el progreso de ATSI/CSI (si corresponde)**
- **Discutir y comenzar a analizar el programa de instrucción académica de la escuela.**
- **Determinar fechas de reuniones futuras, frecuencia y horarios de capacitación.**

Representantes y personal: Miembros del Consejo Escolar (SSC) Chelan Shepherd, Marissa Herrera, Mirella Perez, Kathya Diaz, Katie Vasquez, Margarita Ventura, Maria Altamirano, Juana Hernandez, Trinity Navarro, Patricia VIllareal). Invitados: (Jessica Antuna) Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Director(a)	2 minutos
Asistencia—establecer el quórum	No hubo.	Director(a)	1 minuto
Cambios/Adiciones a la Agenda	Aprobación/Modificación de la agenda.	Director(a)	1 minuto
Reporte del/la Secretario(a)	Aprobación/Enmiendas.	Director(a) hasta la elección de la Secretaria	5 minutos
Reporte de Oficiales y Comités Activos y Especiales	Determinado por el comité SSC	Determinado por el comité SSC	TBD minutos
Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona	Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.	Director(a) hasta la elección del presidente	10 minutos

Temas Pendientes .	Assunto no completado de la reunión anterior SSC	Director(a) hasta elección del presidente	TBD minutos
Nuevos Temas a. Revisar el propósito y deberes del Consejo Escolar (SSC) DVD de capacitación de SSC o Youtube b. Nominar y elegir oficiales del SSC: (see site bylaws) • Presidente(a) • Vicepresidente(a) • Secretario(a) • Representante de PAC • Representante Alterno de PAC c. Estatutos (Revision) d. Recibir información sobre el progreso académico, la participación de los padres, el plan de desarrollo profesional y los estudiantes que aprenden inglés como segundo idioma. e. Revisar el Plan Escolar para mejorar el rendimiento de los estudiantes (SPSA), modificar o eliminar actividades ineficaces, identificar barreras, examinar/introducir presupuestos. f. Revisar y discutir el Plan del Distrito (LCAP). g. Revisar el Proceso Regular de Quejas (UCP). h. Discutir y comenzar a analizar el programa de instrucción académica de la escuela. i. **Agregar otros temas de la escuela aquí.** j. Discutir fechas de reuniones futuras, capacitación y puntos de la agenda..	Información y discusión. Discusión, nominación y elección de oficiales. Discusión (Determinar si la revisión es necesaria, nombrar un sub comité para revisar y proponer enmiendas. . Discusión Información y discusión Discusión y aprobación Información y discusión Información Información y discusión Información y aprobación	Director(a) hasta que sea elegido un(a) Presidenta(a).	TBD minutos
Evaluación (formas de mejorar la reunión) y Conclusión– Ver código QR	Comentarios de la reunión y aprobación para concluir.	Director(a) hasta elección del presidente	

Lista de materiales: ej. Estatutos, metas del plan escolar (SPSA), Acuerdo Actual entre la Escuela y el Hogar y otros temas según sea adecuado. **Agregar temas de la escuela según sea necesario.**

Gracias por asistir

Evaluación de español

Biola ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

09/27/23

1. Call the Meeting to Order:

- The meeting was called to order at 3:05 pm by Chelan Shepherd. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Margarita Ventura	x	1	Kathya Diaz	Teacher	x
2	Maria Altimirano		2	Marissa Herrera	Teacher	
3	Juana Hernandez	x	3	Mirella Perez	Teacher	
4	Trinity Navarro	x	4	Katie Vasquez	Other	x
5	Patricia Villarreal		5	Chelan Shepherd	Principal	x

	Guest		Non member staff	Position
1	Jessica Antuna	1	Mayra Galvaz	Liaison
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
  - 6 members are needed to establish a quorum
  - 6 members are present 4 members are absent
  - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.* M/S/C to approve the agenda (Motion to approve:Trinity Navarro, Second- Kathay Diaz, motion carried 6-0)
  - *If changes were suggested note them and the approval

4. Secretary's Report:

- N/A No report at this meeting

5. Committee Reports:

- N/A No report at this meeting

6. Public Comment:

- Mrs. Antuna provided updates on enrollment and program information for the Afterschool Program

7. Unfinished Business:

- N/A

8. New Business

- Review the purpose & duties of the SSC (SSC training DVD or YouTube).
- Nominate and elect SSC officers: (see site bylaws)
  - Chairperson- Chelan Shepherd
  - Vice-chairperson- Trinity Navarro
  - Secretary- Marissa Herrera
  - PAC representative- Maria Altimirano
  - PAC alternate-Margarita Ventura

  (Motion to approve:Kathya Diaz, Second- Katie Vasquez, motion carried 6-0)

- By-laws Reviewed and Approved (Motion to approve:Trinity Navarro, Second- Kathay Diaz, motion carried 6-0)

- Receive information on academic progress, parent engagement, plan for professional learning, English Learners
- Review SPSA, modify or eliminate ineffective activities, identify barriers, examine budgets-introduce
- LCAP Review & Discuss
- UCP Review
- Discuss & begin to analyze school's academic instructional program
- Approve Biola Site Safety Plan (Motion to approve:Maria Altimirano, Second- Chelan Shepherd, motion carried 6-0)
- Discuss future meeting dates, training, and agenda items.

9. <u>Evaluation & Adjournment</u>:

- Participants use the QR code to complete the meeting evaluation form or offer oral comments
- The Biola SSC meeting was adjourned by Chelan Shepherd at 4:26 pm.

Respectfully submitted,

Signature

(Chelan Shepherd in place of Marissa Herrera)

Marissa Herrera
SSC Secretary
09/27/23

ACTA DEL CONSEJO ESCOLAR (SSC) DE LA ESCUELA PRIMARIA Biola-Pershing
09/27/23

1. **Inicio de la Reunión:**
   - La reunión fue iniciada a las 3:05 pm por Chelan Shepherd. Se les dio la bienvenida a todos. Tanto los miembros como los invitados se presentaron. Entre los presentes estaban:

	Padre/Madre/Tutor	Presente		Personal		Presente
1	Margarita Ventura	x	1	Kathya Diaz	Maestro/a	x
2	Maria Altimirano		2	Marissa Herrera	Maestro/a	
3	Juana Hernandez	x	3	Mirella Perez	Maestro/a	
4	Trinity Navarro	x	4	Katie Vasquez	Otro	x
5	Patricia Villarreal		5	Chelan Shepherd	Director/a	x

	Invitado/a		Personal que no son Miembros	Posición
1	Jessica Antuna	1	Mayra Galvaz	Liaison
2		2		
3		3		
4		4		

2. **Tomar la Asistencia:**
   - (Hoja de firmas).
   - Se anunció al/la Presidente(a)
     - Se necesitan a 6 miembros para establecer el quórum
     - Hay 6 miembros presentes. 4 miembros están ausentes
     - El quórum has sido establecido

3. **Cambios/Adiciones a la Agenda de la Reunión:**
   - No se hicieron cambios/adiciones a la agenda.* Propusieron y aprobaron la moción de aceptar la agenda Motion to approve:Trinity Navarro, Second- Kathay Diaz, motion carried 6-0
     - *If changes were suggested note them and the approval

4. **Reporte de la Secretaria:**
   - N/A

5. **Reportes de Comités:**
   - N/A

6. **Comentarios Públicos:**
   - La Sra. Antuna proporcionó actualizaciones sobre la inscripción y la información del programa para el programa extracurricular.

7. **Temas Pendientes:**
   - N/A

8. **Nuevos Temas**
   - Revisar el propósito y deberes del Consejo Escolar (SSC) DVD de capacitación de SSC o Youtube
   - Nominar y elegir oficiales del SSC: (see site bylaws)
   - Presidente(a)- Chelan Shepherd
   - Vicepresidente(a)-Trinity Navarro
   - Secretario(a)-Marissa Herrera
   - Representante de PAC- Maria Altimirano
   - Representante Alterno de PAC- Margarita Ventura
   - Estatutos ;(Motion to approve:Trinity Navarro, Second- Kathay Diaz, motion carried 6-0)

- Recibir información sobre el progreso académico, la participación de los padres, el plan de desarrollo profesional y los estudiantes que aprenden inglés como segundo idioma.
- Revisar el Plan Escolar para mejorar el rendimiento de los estudiantes (SPSA), modificar o eliminar actividades ineficaces, identificar barreras, examinar/introducir presupuestos.
- Revisar y discutir el Plan del Distrito (LCAP).
- Revisar el Proceso Regular de Quejas (UCP).
- Discutir y comenzar a analizar el programa de instrucción académica de la escuela.
- Approve Biola Site Safety Plan (Motion to approve:Maria Altimirano, Second- Chelan Shepherd, motion carried 6-0)
- Discutir fechas de reuniones futuras, capacitación y puntos de la agenda..

9. <u>Evaluación y Conclusión</u>:

- Participants complete the meeting evaluation form or offer oral comments
- La reunión del Consejo Escolar (SSC) de la Escuela Biola fue concluida por Chelan Shepehrd a las 4:26 pm

Atentamente,

Signature

(Chelan Shepherd in place of Marissa Herrera)

Marissa Herrara
Secretaria del Consejo Escolar (SSC)
09/27/23

Sign In - English

Biola-Pershing Elementary

School Site Council (SSC) 2nd Quarter Meeting

Date of Posting: 12/11/23 **Meeting Date:** 12/14/23

Location: Biola Room 8

Starting Time: **3:00 pm** **Ending Time:** 4:00 pm

Outcomes:

- **Discuss LCAP & allow for Stakeholder Input**
- **Receive information and discuss SARCs, EL Program, SPSA, UCP, and student achievement data**
- **ATSI/CSI report/analysis (if applicable)**
- **Review & discuss Bylaws, Home School Compact, & Parent Engagement Policy for 23-24**
- **PAC Representative Report**

Representatives & Staff: SSC members Chelan Shepherd, Marissa Herrera, Mirella Perez, Kathya Diaz Katie Vasquez, Margarita Ventura, Maria Altimirano, Juana Hernandez, Trinity Navarro, Patricia Villareal, Guests: (list names of guests) All staff, parents, and members of the public are invited to attend the meeting.

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

New Business • Discuss LCAP and allow for Stakeholder input • SARCs & SPSA • Information and discuss EL Program, UCP, and student achievement data • ATSI/CSI report/analysis (if applicable) • Review and discuss Bylaws, HSC, PEP 23-24 • PAC Representative Report	Discuss & input Information & discuss Information Information Review & discuss Information	Principal Principal Principal Principal Principal Principal PAC Rep	
Evaluation (ways to improve the meeting) and Adjournment (see QR code below)	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts:

Thank you for coming

English Evaluation

Spanish Evaluation

Punjabi Evaluation

Iniciar Sesión

School Site

Reunión del Consejo Escolar (SSC)

2do Trimestre

Fecha de Publicación: 11 de Diciembre

Fecha de la Reunión: 14 de Diciembre

Lugar: Salon 8

Hora de Inicio: 3:00 pm

Hora de Conclusión: 4:00 pm

Resultados:

- **Discutir el plan LCAP y permitir la opinión de los interesados.**
- **Recibir información y discutir el Reporte Escolar de Rendición de Cuentas (SARC), el Programa para los estudiantes que aprenden inglés como segundo idioma (EL), el Plan Escolar para Mejorar el Rendimiento Académico (SPSA), el Proceso Regular de Quejas (UCP) y datos de rendimiento estudiantil.**
- **Informe/análisis ATSI/CSI (si corresponde).**
- **Revisión y análisis de los estatutos, el acuerdo entre el hogar y la escuela y la política de participación de los padres para el curso escolar 2023-2024.**
- **Informe del representante del Comité PAC.**

Representantes y personal: Miembros del Consejo Escolar (SSC)Chelan Shepherd, Marissa Herrera, Mirella Perez, Kathya Diaz Katie Vasquez, Margarita Ventura, Maria Altimirano, Juana Hernandez, Trinity Navarro, Patricia VIllareal,. Invitados: (list names of guests) Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) Responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Presidente	
Asistencia—establecer el quórum	No hubo.	Presidente	
Cambios/Adiciones a la Agenda	Aprobación/Modificación de la Agenda.	Presidente	
Reporte del/la Secretario(a)	Aprobación/Enmiendas	Secretario(a)	
Reporte de Oficiales y Comités Activos y Especiales Informe del Representante del Comité PAC.	Información y discusión	Representante del Comité PAC	
Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona	Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.	Presidente	10 minutos

Temas Pendientes	Asuntos no completados de la reunión anterior del Consejo Escolar (SSC)	Presidente	
Nuevos Temas • Discutir el Plan LCAP y permitir la opinión de las partes interesadas. • Reportes Escolares de Rendición de Cuentas (SARCs) y Plan Escolar para Mejorar el Rendimiento Estudiantil (SPSA) • Información y discusión sobre el programa para estudiantes que aprenden inglés como segundo idioma (EL), el Proceso Regular de Quejas (UCP) y datos sobre el rendimiento estudiantil. • Informe/análisis ATSI/CSI (si corresponde) • Revisar y discutir los Estatutos, el Acuerdo entre la Escuela y el Hogar (HSC), la Política de Participacionde Padres (PEP) para el Curso Escolar 2023-2024 • Reporte del Representante del Comité PAC	Discusión y Comentarios Información y discusión Información Información Revisión y Discusión Información	Director(a) Director(a) Director(a) Director(a) Director(a) Representante del Comité PAC	
Evaluación (formas de mejorar la reunión) y Conclusión– Ver código QR	Comentarios de la reunión y aprobación para concluir.	Presidente	1 minuto

Lista de materiales:

Gracias por asistir

Evaluación de español

BIOLA ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

12/11/2023

1. Call the Meeting to Order:

- The meeting was called to order at __3:30__by _____Chelan Shepherd_____. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff	Position	Present
1	Margarita Ventura	x	1	Katie Vasquez	Nurse	x
2	Maria Altamirano	x	2	Jessica Antuna	ASP	x
3	Trinity Navarro	x	3	Marissa Herrera	Teacher	x
4	Patricia Villareal	x	4	Mirella Perez-Fernandez	Teacher	
5	Juana Hernandez	x	5	Chelan Shepherd	Principal	x
6			6	Kathya Diaz	Teacher	x

	Guest		Non member staff	Position
1	Jessica Elorza	1		
2	Mayra Galvez	2		
3		3		
4		4		

2. Roll Call:

- Chairperson announced
  - 6 members are needed to establish a quorum
  - _____10___ members are present __1___member is absent
  - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.* M/S/C to approve the agenda
  - Motion: Patricia Villarreal
  - Second: Jessica Antuna

4. Secretary's Report:

- Report for 9/27/23
  - No Report

5. Committee Reports:

- PAC Report
  - Representative Jessica Elorza attended the Superintendent Meeting at Garza High School
    - JGHS will have a winter intersession for Math

6. Public Comment:

- Jessica Antuna -ASP enrollment goal is 140 students currently enrolled are 104 students
  - STEM Robotics
  - Orchestra

- Parents want to be notified about upcoming IREADY assessments prior to administering
- Share login info so students can log in during the ASP
- What apps are available fro students to access at home?
- ASP Parent survey on Parent Square
- ELAC- Educational field trips-colleges
- Athletic programs W/Mrs. Turner (what is available for students beyond Elem, middle, HS?)
- Parenting classes-resources for parents
- Career choices for 6th grade students
    - Visit to colleges
    - Athletes role models

7. <u>Unfinished Business:</u>

- none

8. <u>New Business</u>

- LCAP Goals
    - Academic Standards
        - Prepared for career/community
    - Equitable Environment
        - Same opportunities
    - Safe & Inclusive Schools
        - Partnership with community
    - Education to students with disabilities
        - Impact high school SPED students
            - Classes
            - Tutoring
            - Support
            - The teacher is removing the child from their peers, we need to check that child needs services
- SARC
    - Public information about the school
    - Located on Biola-Pershing Website: https://drive.google.com/file/d/14XBhAG6HJn-Nlczt1O58bJtoVcX1Er60/view
    - Updated February 2022
- SPSA
    - QRT 3 meeting will be moved to old business
    - There is no new spending until after the new year 2023
- Student Achievement
    - EL Academy
        - K-2 completed sessions 12/14/23
        - 3-6 begin spring semester
    - IREADY
        - Growth Report will be generated January 2023
        - Students are still testing
    - Culture & Attendance
        - 191 students are enrolled
        - Chronic Absentees
            - Chronically absent is to have 10% or more
            - Our goal is to be below 10%
            - Currently it's 12.3%
        - Suspension Rate
            - 2.1 %

- Future meetings

  February & April

9. <u>Evaluation & Adjournment</u>:

- Participants complete the meeting evaluation form or offer oral comments
- The Biola SSC meeting was adjourned by Chelan Shepherd at 4:08 pm.
    - Motion: Kathya Diaz
    - Second: Jessia Antuna

Respectfully submitted,

Marissa Herrera

SSC Secretary
12/11/2023

ACTA DEL CONSEJO DEL SITIO DE ESCUELAS PRIMARIAS DE BIOLA (SSC)
11/12/2023

1. Convocar la Junta al Orden:
La reunión fue inaugurada a las __3: 30pm__ por _____Chelan Shepherd_____. Todos fueron bienvenidos. Los miembros e invitados se presentaron. Estuvieron presentes:

	Padre/Guardian	Presente		Personal		Presente
1	Margarita Ventura	x	1	Katie Vasquez	Enfermera	x
2	Maria Altamirano	x	2	Jessica Antuna	Maestra	x
3	Trinity Navarro	x	3	Marissa Herrera	Maestra	x
4	Patricia Villareal	x	4	Mirella Perez-…	Maestra	
5	Juana Hernandez	x	5	Chelan Shepherd	Directora	x
6			6	Kathya Diaz	Maestra	x

	Invitado		Personal no miembro	Posicion
1	Jessica Elorza	1		
2	Mayra Galvez	2		
3		3		
4		4		

2. Pase de lista:

- Presidente anunció
  - Se necesitan 6 miembros para establecer quórum
  - _____10___ miembros están presentes __1___miembro está ausente
  - Se ha establecido quórum

3. Cambios/Adiciones a la Agenda de la Reunión:
- No se realizaron cambios ni adiciones a la agenda.* M/S/C para aprobar la agenda
  - Moción: Patricia Villarreal
  - Segundo: Jessica Antuna

4. Informe del Secretario:
- Informe del 27/09/23
  - Sin informe

5. Informes del Comité:
- Informe del PAC
  - La Representante Jessica Elorza asistió a la Reunión de Superintendentes en la Escuela Secundaria Garza
    - JGHS tendrá un receso de invierno para Matemáticas

6. Comentario público:
- Jessica Antuna-La meta de inscripción de ASP es 140 estudiantes actualmente matriculados son 104 estudiantes
  - Robótica STEM
  - Orquesta
- Los padres quieren recibir notificaciones sobre las próximas evaluaciones IREADY antes de administrarlas.

- Comparta información de inicio de sesión para que los estudiantes puedan iniciar sesión durante la ASP
- ¿Qué aplicaciones están disponibles para que los estudiantes accedan en casa?
- Encuesta para padres de ASP en Parent Square
- ELAC- Excursiones educativas-universidades
- Programas atléticos con la Sra. Turner (¿qué hay disponible para estudiantes más allá de Elem, Middle, HS?)
- Clases para padres-recursos para padres
- Opciones de carrera para estudiantes de sexto grado
    - visita a colegios
    - Modelos a seguir de atletas

7. Asuntos pendientes:

- **Ningun**

8. Nuevos negocios

- Metas del LCAP
    - Estándares académicos
        - Preparado para la carrera/comunidad
    - Ambiente equitativo
        - Mismas oportunidades
    - Escuelas seguras e inclusivas
        - Asociación con la comunidad
    - Educación a estudiantes con discapacidad.
        - Impacto en los estudiantes SPED de la escuela secundaria
            - Clases
            - Tutoría
            - Apoyo
            - El maestro está alejando al niño de sus compañeros, debemos verificar que el niño necesita servicios.
- SARC
    - Información pública sobre la escuela.
    - Ubicado en el sitio web de Biola-Pershing: https://drive.google.com/file/d/14XBhAG6HJn-Nlczt1O58bJtoVcX1Er60/view
    - Actualizado en febrero de 2022
- SPSA
    - La reunión de QRT 3 se trasladará a asuntos antiguos
    - No habrá nuevos gastos hasta después del nuevo año 2023
- Logro estudiantil
    - Academia EL
        - K-2 sesiones completadas 14/12/23
        - 3-6 comienzan el semestre de primavera
    - IReady
        - El informe de crecimiento se generará en enero de 2023.
        - Los estudiantes todavía están probando
    - Cultura y asistencia
        - 191 estudiantes están matriculados
        - Ausentes crónicos
            - Ausente crónico es tener 10% o más
            - Nuestro objetivo es estar por debajo del 10%
            - Actualmente es el 12.3%
        - Tasa de suspensión

        - 2.1 %

- Reuniones futuras
- febrero y abril

9. Evaluación y clausura:

- Los participantes completan el formulario de evaluación de la reunión u ofrecen comentarios orales.
- Chelan Shepherd levantó la sesión de la reunión del SSC de Biola a las 4:08 pm.
    - Moción: Kathya Díaz
    - Segundo: Jessia Antuna

Respetuosamente,

Marissa Herrera

Secretario del SSC
11/12/2023

BIOLA ELEMENTARY SCHOOL SITE COUNCIL (SSC)
12/11/2023

Signature	Position

Biola-Pershing

Reunión del Consejo Escolar (SSC)

3er Trimestre

Fecha de Publicación: 15 de marzo, 2024 **Fecha de la Reunión:** 20 de marzo, 2024

Lugar: Salon 8

Hora de Inicio: 3:00pm **Hora de Conclusión:** 4:00 pm

Resultados:

- **Supervisar la implementación del Plan Escolar para Mejorar el Rendimiento de los Estudiantes (SPSA) (CNA).**
- **Continuar recibiendo comentarios del Comité ELAC sobre programas para estudiantes que aprenden inglés como segundo idioma (EL).**
- **Revisar el estado y los datos de ATSI/CSI.**
- **Discutir la efectividad de la comunicación con la comunidad para aumentar la participación en el proceso del Plan del Distrito (LCAP).**
- **Recibir información Información del sistema de informes de aplicaciones consolidadas *(CARS) y SARC**
- **Reporte del Comité PAC**

Representantes y personal: Miembros del Consejo Escolar (SSC) Chelan Shepherd. Marissa Herrera, Mirella Perez, Kathya Diaz, Katie Vasquez, Margarita Ventura, Maria Altimirano, Juana Hernandez, Trinity Navarro, Patricia Villareal. Invitados: Jessica Antuna Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) Responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Presidente	
Asistencia—establecer el quórum	No hubo.	Presidente	
Cambios/Adiciones a la Agenda	Aprobación/Modificación de la Agenda.	Presidente	
Reporte del/la Secretario(a)	Aprobación/Enmiendas	Secretario(a)	
Reporte de Oficiales y Comités Activos y Especiales Informe del Representante del Comité PAC.	Información y discusión	Representante del Comité PAC	Será determinado minutos

Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona	Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.	Presidente	10 minutos
Temas Pendientes	Asuntos no completados de la reunión anterior del Consejo Escolar (SSC)	Presidente	Será determinado minutos
Nuevos Temas a. Supervisar la implementación del Plan Escolar para Mejorar el Rendimiento de los Estudiantes (SPSA) (CNA) b. Comentarios del Comité ELAC sobre programas para estudiantes que aprenden inglés como segundo idioma (EL) c. Revisar el estado y los datos de ATSI/CSI d. Discutir la efectividad de la comunicación con la comunidad para aumentar la participación en el proceso del Plan del Distrito (LCAP) e. Recibir información Información del sistema de informes de aplicaciones consolidadas *(CARS) y SARC f. Reporte del Comité PAC	Información y discusión Información y comentarios Información y discusión Revisión y Discusión Información y discusión Información	Director(a) Representante del Comité PAC	Será determinado minutos
Evaluación (formas de mejorar la reunión) y Conclusión– Ver código QR	Comentarios de la reunión y aprobación para concluir.	Presidente	1 minuto

Lista de materiales: **Agregar temas de la escuela según sea necesario.**

Gracias por asistir

Sign in - English

Biola Pershing Elementary

School Site Council (SSC) 3rd Quarter Meeting

Date of Posting: 03/15/24 **Meeting Date:** 03/20/24

Location: Biola-Pershing Room 8

Starting Time: 3:00pm **Ending Time:** 4:00pm

Outcomes:

- **Monitor SPSA implementation (CNA)**
- **Continue to receive input from ELAC on programs for ELs**
- **Review ATSI/CSI status & data**
- **Discuss effectiveness of community outreach to increase participation in LCAP process**
- **Receive information Consolidated Application Reporting System information *(CARS) & SARC**
- **PAC Report**

Representatives & Staff: SSC members: Chelan Shepherd Marissa Herrera, Mirella Perez Kathya Diaz Katie Vasquez Margarita Ventura Maria Altimirano Juana Hernandez, Trinity Navarro Patricia Villareal. Guests: Jessica Antuna (ASP Lead). All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	1 min
Roll Call—establish quorum	None	Chairperson	2 min
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 min
Secretary's Report	Approval/Amendments	Secretary	5 min
Report of Officers, Standing & Special Committees PAC representative report	Information & discussion	PAC representative	2 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
Unfinished Business	N/A	Chairperson	0 minutes

New Business a. Monitor SPSA implementation (CNA) b. Adjustments to SPSA Budget c. Input from ELAC on programs for ELs d. Review ATSI/CSI status & data e. Discuss effectiveness of community outreach for LCAP process f. CARS & SARC g.	Information & discussion Approval Information & input Information & discuss Review & discuss Information & Discuss	Principal	30 minutes
Evaluation (ways to improve the meeting) and Adjournment (see QR code below)	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts: **Add site items as necessary**

Thank you for coming

English Evaluation

Spanish Evaluation

Punjabi Evaluation

BIOLA ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
03/20/2024

1. Call the Meeting to Order:

- The meeting was called to order at __3:07__by _____Chelan Shepherd_____. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff	Position	Present
1	Margarita Ventura	x	1	Katie Vasquez	Nurse	
2	Maria Altamirano	x	2	Jessica Antuna	ASP	x
3	Trinity Navarro		3	Marissa Herrera	Teacher	x
4	Patricia Villareal		4	Mirella Perez-Fernandez	Teacher	x
5	Juana Hernandez	x	5	Chelan Shepherd	Principal	x
6	Juana Gomez	x	6	Kathya Diaz	Teacher	

	Guest		Non-member staff	Position
1	Mayra Galvez	1		
2		2		
3		3		
4		4		

2. Roll Call:

- Chairperson announced
  - 6 members are needed to establish a quorum
  - _____8___ members are present __2___member is absent
  - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.* M/S/C to approve the agenda
  - Motion: Maria Altamirano
  - Second: Juana Hernandez

4. Secretary's Report:

- Report for 12/11/23
  - Motion: Jessica Antuna
  - Second: Maria Altamirano

5. Committee Reports:

- PAC Report
  - No report

6. Public Comment:

- Jessica Antuna -ASP
  - STEM-Quiq Labs for students in ASP
  - Migrant Tutorial Program- Selected students receive after-school tutoring

7. <u>Unfinished Business:</u>

- none

8. <u>New Business</u>

- Monitor SPSA implementation (CNA)
    - Information and discussion
- Adjustments to SPSA Budget
    - LCAP Goals
        - Academic Standards
        - Equitable Environment
        - Safe & Inclusive Schools
        - Education to students with disabilities
            - Reallocated money not used to fund other strategies in the site plan at the principal's discretion
            - Motion: Juana Hernandez
            - Second: Maria Altamirano
- Input from ELAC on programs for ELs
    - ELPAC testing for 3rd-6th grade ends Friday, March 22, 2024.
    - ELAC Meeting- discussed dress code
- Review ATSI/CSI status and data
    - Biola is making enough growth and is not categorized as a CSI school
- Discuss the effectiveness of community outreach for LCAP process
    - Encourage parents to attend meetings
- CARS & SARC
    - Anyone is able to see the site:https://bp.centralunified.org/
    - Click on Public Info→ SARC for information regarding the school
- Future meetings

May/June

9. <u>Evaluation & Adjournment</u>:

- Participants complete the meeting evaluation form
- The Biola SSC meeting was adjourned by Chelan Shepherd at 3:56 pm.
    - Motion: Chelan Shepherd
    - Second: Mirella Perez-Fernandez

Respectfully submitted,

Marissa Herrera

SSC Secretary
3/20/2024

ACTA DEL CONSEJO DEL SITIO DE ESCUELAS PRIMARIAS DE BIOLA (SSC)
20/3/2024

1. Convocar la Junta al Orden:
La reunión fue inaugurada a las __3: 07pm__ por _____Chelan Shepherd_____. Todos fueron bienvenidos. Los miembros e invitados se presentaron. Estuvieron presentes:

	Padre/Guardian	Presente		Personal		Presente
1	Margarita Ventura	x	1	Katie Vasquez	Enfermera	
2	Maria Altamirano	x	2	Jessica Antuna	Coordinadora despues de escuela	x
3	Trinity Navarro		3	Marissa Herrera	Maestra	x
4	Patricia Villareal		4	Mirella Perez-…	Maestra	
5	Juana Hernandez	x	5	Chelan Shepherd	Directora	x
6	Juana Gomez	x	6	Kathya Diaz	Maestra	

	Invitado		Personal no miembro	Posicion
1	Jessica Elorza	1		
2	Mayra Galvez	2		
3		3		
4		4		

2. Pase de lista:

- Presidente anunció
  - Se necesitan 6 miembros para establecer quórum
  - _____8___ miembros están presentes __2___miembro está ausente
  - Se ha establecido quórum

3. Cambios/Adiciones a la Agenda de la Reunión:
- No se realizaron cambios ni adiciones a la agenda.* M/S/C para aprobar la agenda
  - Moción: Jessica Antuna
  - Segundo: Maria Altamirano

4. Informe del Secretario:
- Informe del 11/12/23

5. Informes del Comité:
- Informe del PAC
  - No hubo reporte

6. Comentario público:

- Jessica Antuna-Program despues de classes
  - Laboratorios STEM-Quiq para estudiantes en ASP
  - Programa de tutoría para migrantes: los estudiantes seleccionados reciben tutoría después de la escuela

7. Asuntos pendientes:
- ninguno

8. Nuevos negocios

- Monitorear la implementación del SPSA (CNA)
    - Información y discusión
- Ajustes al presupuesto del SPSA
    - Metas del LCAP
        - Estándares académicos
        - Ambiente equitativo
        - Escuelas seguras e inclusivas
        - Educación a estudiantes con discapacidad.
            - Dinero reasignado que no se utiliza para financiar otras estrategias en el plan del sitio a discreción del director
                - Moción: Juana Hernández
                - Segunda: María Altamirano
- Aportes de ELAC sobre programas para estudiantes EL
    - Las pruebas ELPAC para 3.º a 6.º grado finalizan el viernes 22 de marzo de 2024.
    - Reunión de ELAC: se discutió el código de vestimenta
- Revisar el estado y los datos de ATSI/CSI
    - Biola está creciendo lo suficiente y no está clasificada como escuela CSI
- Discutir la efectividad del alcance comunitario para el proceso LCAP.
    - Animar a los padres a asistir a las reuniones.
- CARS Y SARC
    - Usted puede ver el sitio: https://bp.centralunified.org/
    - Haga clic en Información pública → SARC para obtener información sobre la escuela.
- Reuniones futuras
    - Mayo/Junio

9. Evaluación y clausura:

- Los participantes completan el formulario de evaluación de la reunión u ofrecen comentarios orales.
- Chelan Shepherd levantó la sesión de la reunión del SSC de Biola a las 4:08 pm.
    - Moción: Chelan Shepherd
    - Segundo: Mirella Perez-Fernandez

Respetuosamente,

Marissa Herrera

Secretario del SSC
20/3/2024

BIOLA ELEMENTARY SCHOOL SITE COUNCIL (SSC)

Signature	Position

Sign in -

Biola-Pershing Elementary

School Site Council (SSC) 4th Quarter Meeting

Date of Posting: 6/3/2024 **Meeting Date:** 06/06/20204

Location: PEC Room 8

Starting Time: 3:00 pm **Ending Time:** 4:30 pm

Outcomes:

- **SPSA completion based on CNA**
- **Continue to receive input from ELAC on programs for ELs**
- **Review & comment LCAP draft**
- **Approve district Parent Engagement Policy and Home School Compact (if not already done)**
- **PAC Representative Report**
- **Share accomplishments for the year, recognize committee members**

- **Representatives & Staff:** SSC members: Chelan Shepherd, Marissa Herrera, Mirella Perez, Kathya Diaz, Katie Vasquez, Margarita Ventura, Maria Altimirano, Juana Hernandez, Trinity Navarro, Patricia Villareal.
- Guests: Jessica Antuna
- All staff, parents, and members of the public are invited to attend the meeting.

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

New Business • SPSA completion based on CNA • Continue to receive input from ELAC on programs for ELs • Approve PEP & HSC • Share accomplishments for the year, recognize committee members	Information Information & input Information Review & approve Celebrate	Principal Principal Principal Principal Principal	
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts:

Thank you for coming

English Evaluation

Spanish Evaluation

Punjabi Evaluation

Biola-Pershing Elementary

Reunión del Consejo Escolar (SSC)

4to Trimestre

sign in

Fecha de Publicación: 3 de juno, 2024 **Fecha de la Reunión:** 6 de juno, 2024

Lugar: Salon 8

Hora de Inicio: 3:00 pm **Hora de Conclusión:** 4:00 pm

Resultados:

- **Finalización del Plan Escolar (SPSA) basado en CNA.**
- **Continuar recibiendo comentarios del Comité ELAC sobre programas para estudiantes que aprenden inglés como segundo idioma (EL).**
- **Aprobar la Política de participación de los padres del distrito y el Acuerdo entre el hogar y la escuela (si aún no lo ha hecho).**
- **Informe del representante del Comité PAC.**
- **Compartir los logros del año, reconocer a los miembros del comité.**

Representantes y personal: Miembros del Consejo Escolar (SSC) Chelan Shepherd, Marissa Herrera, Mirella Perez, Kathya Diaz, Katie Vasquez, Margarita Ventura, Maria Altimirano, Juana Hernandez, Trinity Navarro, Patricia Villareal Invitados: Jessica Antuna
Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) Responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Presidente	
Asistencia—establecer el quórum	No hubo.	Presidente	
Cambios/Adiciones a la Agenda	Aprobación/Modificación de la Agenda.	Presidente	
Reporte del/la Secretario(a)	Aprobación/Enmiendas	Secretario(a)	
Reporte de Oficiales y Comités Activos y Especiales Informe del Representante del Comité PAC.	Información y discusión	Representante del Comité PAC	
Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona	Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.	Presidente	10 minutos

Temas Pendientes	Asuntos no completados de la reunión anterior del Consejo Escolar (SSC)	Presidente	
Nuevos Temas • Finalización del Plan Escolar (SPSA) basado en CNA. • Continuar recibiendo comentarios del Comité ELAC sobre programas para estudiantes que aprenden inglés como segundo idioma (EL). • Aprobar la Política de Participacion de Padres (PEP) y el Acuerdo entre la Escuela y el Hogar (HSC) • Compartir los logros del año, reconocer a los miembros del comité.	Información Información y Comentarios Información Celebración	Director(a) Director(a) Director(a) Director(a) Director(a)	
Evaluación (formas de mejorar la reunión) y Conclusión– Ver código QR	Comentarios de la reunión y aprobación para concluir.	Presidente	1 minuto

Lista de materiales:

Gracias por asistir

Evaluación de español

BIOLA ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

06/6/2024

1. Call the Meeting to Order:

- The meeting was called to order at __3:07__by _____Chelan Shepherd_____. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff	Position	Present
1	Margarita Ventura	x	1	Katie Vasquez	Nurse	x
2	Maria Altamirano	x	2	Jessica Antuna	ASP	x
3	Trinity Navarro	x	3	Marissa Herrera	Teacher	x
4	Patricia Villareal	x	4	Mirella Perez-Fernandez	Teacher	
5	Juana Hernandez	x	5	Chelan Shepherd	Principal	x
6	Juana Gomez	x	6	Kathya Diaz	Teacher	

	Guest		Non-member staff	Position
1	Mayra Galvez	1	Curtis Buettner	Counselor
2	Bernarda Zarate	2		
3	Imelda Zarate	3		
4		4		

2. Roll Call:

- Chairperson announced
  - 6 members are needed to establish a quorum
  - _____10___ members are present __2___members are absent
  - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.* M/S/C to approve the agenda
  - Motion: Juana Gomez
  - Second: Bernarda Zarate
  - Motion Approved

4. Secretary's Report:

- Report for 3/20/24
  - Motion: Trinity Navarro
  - Second: Juana Hernandez
  - Motion Approved

5. Committee Reports:

- PAC Report
  - No report

6. Public Comment:

- Jessica Antuna -After School Program

- STEM-Quiq (Quick) Labs for students in ASP for the last week of school, water day, small carnival, games, activities for students, and staying out of the heat
- Planning for next year
  - Athletes enrolled in ASP to complete missed assignments due to game time
  - Last day to register students for 2024-2025 6/7/24
  - Culminating events for next year
    - Orchestra performance
    - Student showcase

7. <u>Unfinished Business:</u>

- none

8. <u>New Business</u>

- SPSA completion based on CNA
  - Funding has regulations on the use of funding
  - Title 1 is used directly for student learning
  - Meet the overall needs of students to improve the environment (school climate, ex: live, school, signage)
  - The potential budget is based on last year's budget
  - July 2024 the school will be notified of available funds
  - Minimum $900 for parent support
  - LCFF $1,000 school climate
  - SLIP $600 library
  - Goal 1 By spring 2027, Biola will ensure all students will improve their academic achievement to meet or surpass grade-level standards, preparing them for college, career, and community engagement.
    - Action 1-Implement small group instruction to close the achievement gap for all students; proposed funds of $26,351
    - Action 2-Primary Grades academic support and early assessment; proposed funds $0
    - Action 3- Technology and educational materials to enhance student learning; proposed funds of $22,900
    - Action 4-Professional Development to build instructional practice; proposed funds $12,500
    - Action 5-Extend Learning Opportunities; proposed funds $33,500
  - Goal 2 During the implementation of the 2024-2025 SPSA, Biola will provide equitable and engaging educational opportunities for all students
    - Action 1- Assure a minimum of one year’s growth in language for every EL student; proposed funds of $8,487
    - Action 2- Engaging Activities for parents and families to promote student achievement; proposed funds of $18,400
    - Action 3-College and Career Readiness; proposed funds $3,000
    - Action 4- Incentives for academic performance/reduce absenteeism; proposed funds $5,500
    - Action 5-Expand Library resources to improve culturally relevant practices; proposed funds $2,112
  - Goal 3- Biola is committed to supporting safe and inclusive schools in a positive partnership with our community
    - Action 1-Systems to promote positive behavior and character development; proposed funds of $12,000
    - Action 2-Maintain a safe and secure campus to promote student learning; proposed funds of $18,440

        - Action 3-Improved communication with families; proposed funds of $1,000
    - Motion to approve potential budget for the 2024-2025 school year
        - Motion: Juana Gomez
        - Second: Maria Altamirano
        - The vote was 9 in favor and 1 against; the Motion was approved
- Continue to receive input from ELAC on programs for ELs
    - 14 students have already reclassified, and 34% of students upper grade
    - K-2 results have not been received
    - In the past students at Biola had been 15% reclassified
- Approve PEP & HSC
    - NA
- Share accomplishments for the year, recognize committee members
    - Biola students scored 46% ELA proficiency which ranked 5th overall in the district compared to 42% of the district's average
    - Biola students scored 34% in Math proficiency which ranked 7th overall in the district compared to 29% of the district's average
- Future meetings 2023-2024 school year

9. <u>Evaluation & Adjournment</u>:

- Participants complete the meeting evaluation form online through a QR Code
- Chelan Shepherd adjourned the Biola SSC meeting at 4:56 pm.

Respectfully submitted,

Marissa Herrera

SSC Secretary
6/6/2024

ACTA DEL CONSEJO DEL SITIO DE ESCUELAS PRIMARIAS DE BIOLA (SSC)
6/6/2024

1. Convocar la Junta al Orden:
La reunión fue inaugurada a las __3: 07pm__ por _____Chelan Shepherd_____. Todos fueron bienvenidos. Los miembros e invitados se presentaron. Estuvieron presentes:

	Padre/Guardian	Presente		Personal	Posicion	Presente
1	Margarita Ventura	x	1	Katie Vasquez	Enfermera	x
2	Maria Altamirano	x	2	Jessica Antuna	Coordinadora despues de escuela	x
3	Trinity Navarro	x	3	Marissa Herrera	Maestra	x
4	Patricia Villareal	x	4	Mirella Perez-Fernandez	Maestra	
5	Juana Hernandez	x	5	Chelan Shepherd	Directora	x
6	Juana Gomez	x	6	Kathya Diaz	Maestra	

	Invitado		Personal no miembro	Posicion
1	Mayra Galvez	1	Curtis Buettner	Consejero
2	Bernarda Zarate	2		
3	Imelda Zarate	3		
4		4		

2. Pase de lista:

- Presidente anunció
  - Se necesitan 6 miembros para establecer quórum
  - _____10___ miembros están presentes __2___miembro está ausente
  - Se ha establecido quórum

3. Cambios/Adiciones a la Agenda de la Reunión:
- No se realizaron cambios ni adiciones a la agenda.* M/S/C para aprobar la agenda
  - Mocion: Juana Gomez
  - Segundo: Bernarda Zarate
  - Mocion aprovado

4. Informe del Secretario:
- Informe del 1 20/3/24
  - Mocion: Trinity Navarro
  - Segundo: Juana Hernandez
  - Mocion aprovado

5. Informes del Comité:
- Informe del PAC
  - No hubo reporte

6. Comentario público:

- Jessica Antuna-Programa después de la escuela

- Laboratorios STEM-Quiq (Quick) para estudiantes en ASP para la última semana de clases, día del agua, pequeño carnaval, juegos, actividades para estudiantes y mantenerse alejado del calor.
- Planificación para el próximo año
  - Atletas inscritos en ASP para completar tareas perdidas debido al tiempo de juego
  - Último día para registrar estudiantes para 2024-2025 7/6/24
  - Eventos culminantes para el próximo año
  - Actuación de orquesta
  - exhibiciones de exposiciones estudiantil

7. Asuntos pendientes:

- ninguno

8. Nuevos negocios

- Finalización de SPSA basada en CNA
  - La financiación tiene regulaciones sobre el uso de la financiación.
  - El Título 1 se utiliza directamente para el aprendizaje de los estudiantes.
  - Satisfacer las necesidades generales de los estudiantes para mejorar el medio ambiente (clima escolar, por ejemplo: vida, escuela, señalización)
  - El presupuesto potencial se basa en el presupuesto del año pasado.
  - Julio de 2024, se notificará a la escuela sobre los fondos disponibles.
  - Mínimo $900 para apoyo a los padres
  - LCFF $1,000 clima escolar
  - SLIP biblioteca de $600
  - Meta 1 Para la primavera de 2027, Biola se asegurará de que todos los estudiantes mejoren su rendimiento académico para alcanzar o superar los estándares de nivel de grado, preparándolos para la universidad, la carrera y la participación comunitaria.
    - Acción 1: Implementar instrucción en grupos pequeños para cerrar la brecha de rendimiento para todos los estudiantes; fondos propuestos de $26,351
    - Acción 2-Apoyo académico y evaluación temprana de Grados Primarios; fondos propuestos $0
    - Acción 3- Tecnología y materiales educativos para mejorar el aprendizaje de los estudiantes; fondos propuestos de $22,900
    - Acción 4: Desarrollo profesional para desarrollar la práctica de instrucción; fondos propuestos $12,500
    - Acción 5: Ampliar las oportunidades de aprendizaje; fondos propuestos $33,500
  - Meta 2 Durante la implementación del SPSA 2024-2025, Biola brindará oportunidades educativas equitativas y atractivas para todos los estudiantes.
    - Acción 1- Garantizar un mínimo de un año de crecimiento en el lenguaje para cada estudiante EL; fondos propuestos de $8,487
    - Acción 2: Actividades atractivas para padres y familias para promover el rendimiento estudiantil; fondos propuestos de $18,400
    - Acción 3: Preparación universitaria y profesional; fondos propuestos $3,000
    - Acción 4- Incentivos al rendimiento académico/reducir el ausentismo; fondos propuestos $5,500
    - Acción 5: Ampliar los recursos de la biblioteca para mejorar las prácticas culturalmente relevantes; fondos propuestos $2,112
  - Meta 3: Biola se compromete a apoyar escuelas seguras e inclusivas en una asociación positiva con nuestra comunidad.

        - Acción 1-Sistemas para promover el comportamiento positivo y el desarrollo del carácter; fondos propuestos de $12,000
        - Acción 2: Mantener un campus seguro para promover el aprendizaje de los estudiantes; fondos propuestos de $18,440
        - Acción 3-Mejora de la comunicación con las familias; fondos propuestos $1,000
            - Moción para aprobar el presupuesto potencial para el año escolar 2024-2025
            - Moción: Juana Gómez
            - Segunda: María Altamirano
            - La votación fue de 9 a favor y 1 en contra; la moción fue aprobada
- Continuar recibiendo comentarios de ELAC sobre programas para EL
    - 14 alumnos ya han reclasificado el 34% de los alumnos de grado superior
    - No se han recibido los resultados de K-2
    - En el pasado los estudiantes de Biola habían sido reclasificados en un 15%
- Aprobar PEP y HSC
        - N / A
- Compartir los logros del año, reconocer a los miembros del comité
    - Los estudiantes de Biola obtuvieron un 46% de competencia en ELA, lo que ocupó el quinto lugar en general en el distrito en comparación con el 42% del promedio del distrito.
    - Los estudiantes de Biola obtuvieron un 34% en competencia en matemáticas, lo que ocupó el séptimo lugar en general en el distrito en comparación con el 29% del promedio del distrito.
- Futuras reuniones curso escolar 2023-2024

9. Evaluación y clausura:

- Los participantes completan el formulario de evaluación de la reunión en línea a través de un Código QR
- Chelan Shepherd cerro la sesión de la reunión del SSC de Biola a las 4:56 pm.

Respetuosamente,

Marissa Herrera
Secretario del SSC
6/6/2024

BIOLA ELEMENTARY SCHOOL SITE COUNCIL (SSC)

Signature	Position

California Department of Education
Educational Demographics Office
Prepared: 8/10/2023 1:50:53 PM

Year: 2022-23

County Code: 10
County Name: Fresno County
District Number: 1073965
District Name: Central Unified

District: 1073965--CENTRAL UNIFIED

Language Groups that Meet the '15 Percent and Above' Translation Needs
For Central Unified (2022-23)

School Code	School Name	School Enrollment	Language	Number of English Learners (EL)	Number of Fluent-English Proficient (FEP) Students	Total Number of EL and FEP Students	Percent of Total Enrollment that is EL and FEP
0114751	Community Day	10	Spanish	1	2	3	30.00%
0123943	Glacier Point Middle	873	Spanish	65	143	208	23.83%
0130690	Hanh Phan Tilley Elementary	632	Spanish	142	71	213	33.70%
0140269	Central Online Home	269	Spanish	15	32	47	17.47%
0140509	Justin Garza High	1539	Spanish	83	214	297	19.30%
1030386	Central Unified Alternative/Opportunity	214	Spanish	20	26	46	21.50%
1030626	Central High East Campus	2061	Spanish	150	376	526	25.52%
1030790	Central High	772	Spanish	43	132	175	22.67%
1035112	Pershing Continuation High	121	Spanish	14	24	38	31.40%
6005789	Biola-Pershing Elementary	207	Spanish	76	43	119	57.49%
6006654	Herndon-Barstow Elementary	696	Punjabi	64	65	129	18.53%
6006662	Houghton-Kearney Elementary	190	Spanish	41	25	66	34.74%
6006910	Madison Elementary	420	Spanish	72	41	113	26.90%
6006936	El Capitan Middle	699	Spanish	94	127	221	31.62%
6006944	Mckinley Elementary	720	Spanish	81	57	138	19.17%
6006951	Roosevelt Elementary	465	Spanish	95	34	129	27.74%
6007389	Teague Elementary	608	Spanish	82	24	106	17.43%
6112775	John Steinbeck Elementary	683	Spanish	77	33	110	16.11%
6120521	River Bluff Elementary	706	Punjabi	67	53	120	17.00%