



# Biola-Pershing Elementary School

4885 N. Biola Avenue • Fresno, CA 93723 • (559) 276-5235 • Grades K-6

Michael Ota; Principal, Principal  
Michaelota@centralusd.k12.ca.us  
bp.centralunified.org

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Central Unified School District

4605 North Polk Ave.  
Fresno, CA 93722  
(559) 274-4700  
www.centralunified.org

#### District Governing Board

Mr. Cesar Granda, Area 1  
Mr. Ruben Coronado, Area 2  
Mr. Phillip Cervantes, Area 3  
Mr. Richard Atkins, Area 4  
Mr. Richard A. Solis, Area 5  
Mrs. Terry Cox, Area 6  
Mr. Rama Dawar, Area 7

#### District Administration

Mr. Mark G. Sutton  
**Superintendent**  
Mr. Kelly Porterfield  
**Assistant Superintendent, Chief  
Business Officer**  
Mrs. Ketti Davis  
**Assistant Superintendent,  
Educational Services**  
Mr. Jack Kelejjan  
**Assistant Superintendent, Human  
Resources**  
Mrs. Andrea Valadez  
**Administrator, Special Education &  
Support Service**  
Mr. Paul Birrell  
**Director, 7-12 & Adult Education**  
Dr. Tami Boatright  
**Director, K-8 Education**

### School Description

#### Demographics:

Biola Pershing Elementary School strives to create a healthy, active, and rigorous learning environment. Our staff is devoted to meeting the individual needs of our diverse population by following the Central Unified Guiding Principles. Biola Pershing Elementary School is located seven miles west of Highway 99 in northwest Fresno in Fresno County. Our school is part of a small rural community that is involved with the rich agricultural industry and part of Central Unified School District. The demographics of Biola Pershing Elementary School qualify for 91.71% free and reduced student meal programs. The majority of the students walk to school and approximately 7% of the students require school transportation to and from school. Biola Elementary honors our economically and culturally diverse community. The Biola Pershing Elementary staff has highly qualified certificated and classified staff to serve our student body including our English Language Learners (ELL) and students that are considered academically at risk. The primary focus of the staff is to accelerate and monitor our English Language Development (ELD) students with high quality instruction and support by following the ELA/ELD framework to ensure that students will have opportunities to access the core and improve upon speaking, listening, reading, and writing. Teachers will continue to receive professional development and support in ways to provide a rigorous curriculum and differentiate instruction to meet the needs of students. Early identification of student intervention takes place in the first three weeks of instruction. Teachers use intervention strategies to address students with Tier 2 support. There is intervention for both ELA and mathematics for our students with small group instruction within the classroom. Our students have access to Tier 3 supports for more intensive intervention outside of the school day. Other programs and student services include Title 1, Local Control Funding Formula (LCFF), Migrant Education, Gifted and Talented Education, and an after school program enrichment program funded through The Fresno County Superintendent of Schools (FCSS) .

The Single Plan for Student Achievement (SPSA) was created with the input of School Site Council (SSC), English Learner Advisory Committee (ELAC), Staff members, Student Council, and various parent stakeholders. Input was extremely vital as the categorical budget was formed to expend all of Biola Pershing Elementary allocated funding: Title 1, Local Control Funding Formula, and School and Library Improvement Program (SLIP). The current budget for Biola Pershing Elementary School will be expended for the purpose of improving student learning, building teacher capacity and providing support for our beliefs and behaviors to ensure that "every student is prepared for success in college, career, and community" by ensuring that every student will engage in rigorous and relevant standards-based instruction in every classroom and every day to ensure student learning. The goals identified in this Single Plan were established after reviewing Smarter Balanced Assessment Consortium (SBAC), California English Language Development Test (CELDT), Formative Assessment Data, Fountas & Pinnell, Accelerated Reader (AR) Data, and District Performance Task Data. The data reflects the students' current performance levels, the current instructional practices of the teachers, and the beliefs and behaviors of our population and community. At Biola, reading and literacy is embedded in all lessons throughout the content curricular areas. Teaching staff is dedicated to provide teacher clarity with frequent feedback to provide growth on student learning. Lessons are developed and planned in our Professional Learning Community (PLC) in individual grade level and continuing to support vertical articulation among all grade levels. Data from formative and summative assessments is shared during PLC time.

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

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	41
Grade 1	33
Grade 2	33
Grade 3	28
Grade 4	31
Grade 5	30
Grade 6	27
<b>Total Enrollment</b>	<b>223</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.4
Asian	6.7
Filipino	0
Hispanic or Latino	90.1
Native Hawaiian or Pacific Islander	0
White	2.2
Two or More Races	0
Socioeconomically Disadvantaged	91
English Learners	39
Students with Disabilities	7.6
Foster Youth	0

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Biola-Pershing Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	10	9	8
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Central Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	◆	◆	649
<b>Without Full Credential</b>	◆	◆	22
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Biola-Pershing Elementary	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Pearson Envisions Math K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, (K-5 Online Supplementary) 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Biola-Pershing sits on 7.5 acres and 24,570 square feet. It contains 13 classrooms at 12,670 sq ft, and 10 restrooms at 1,273 sq ft. The oldest main building was built in 1948. The current enrollment is 215 students. In the summer of 2016 a new portable was installed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/16/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Ceiling tiles are stained. (Items have been replaced)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 06/16/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Unsecured items are stores too high. Toilet seat is loose in adult RR. (Items have been competed)
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	43	39	39	40	48	48
<b>Math</b>	28	32	26	28	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	32	36	41	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	20	16.7	20

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	25	25	100.0	36.0
<b>Male</b>	14	14	100.0	35.7
<b>Female</b>	11	11	100.0	36.4
<b>Hispanic or Latino</b>	23	23	100.0	34.8
<b>Socioeconomically Disadvantaged</b>	24	24	100.0	33.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	113	113	100	38.94
<b>Male</b>	55	55	100	38.18
<b>Female</b>	58	58	100	39.66
<b>Asian</b>	--	--	--	--
<b>Hispanic or Latino</b>	104	104	100	39.42
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	105	105	100	35.24
<b>English Learners</b>	62	62	100	32.26
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	113	100	31.86
Male	55	55	100	38.18
Female	58	58	100	25.86
Asian	--	--	--	--
Hispanic or Latino	104	104	100	32.69
White	--	--	--	--
Socioeconomically Disadvantaged	105	105	100	29.52
English Learners	62	62	100	30.65
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

We have established relationships with parents to provide a positive environment at home and positive school enrichment. Gathering data from the yearly Parent Survey helps us determine areas of need. We also gather information from parents at Parent Meetings and Coffee with the Principal to prioritize areas of focus at our site.

Parents receive updated information regarding school activities and future academic plans at our Parent Meetings and via our weekly school newsletter called, "The Paw Print." Our weekly "Principal Report" telecommunication with Blackboard Connect phone messages send information to homes in three languages. Parents help plan and volunteer at the annual Family Fun Night, Annual Fun Run, Parent/Child Toddler Story Hour and Social Play Group reading program, and our Spring Open House program. The administration encourages on-going communication with parents. The parent/teacher conferences, Coffee With the Principal, Parent Meetings, Blackboard Connect program and Biola Bulletin sent home, provide contact with parents. Additional committees or meetings that encourage parent participation and input for school improvement include:

- Student Success Team Meetings
- English Learners Advisory Committee
- School Site Council Committee
- Parent Teacher Association Meetings
- Robotics Team
- Athletic Events
- Title I Meetings
- Classroom Volunteers
- Community School Events (Biola Raisin Day Parade, Dia De Los Muertos)
- School Family Fun Night volunteers
- Campus Beautification Days
- EL Workshops
- Saturday School Informational Meetings and Workshops
- Holiday Programs and Performances
- Migrant Program Services
- Fresno County Library Partnership
- FCSS Parenting Classes
- Toddler Story Hour and Play Groups
- Monthly PBIS meetings

Contact Person Name: Mr. Michael Ota; Principal  
 Contact Person Phone Number: (559) 276-5235

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The Site Emergency Response Plan (or School Safety Plan) is updated annually. Fire Drills are practiced monthly and Lock Down drills are practiced each semester. An evaluation of the alarm system is conducted with each fire drill. Safety procedures are periodically evaluated and discussed with the staff with input from The Fresno County Fire Department. This plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff by the School Sited Council in September 2017 Cooperation with these agencies is essential in times of an emergency. The plan is devoted to the welfare and safety of the students of Biola-Pershing Elementary School during school hours and afterschool hours with FCSS Afterschool Program. The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. The Biola-Pershing Elementary School Safety Plan was developed with these objectives in mind. The staff has been provided with two-way radios and the site is equipped with surveillance cameras.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.4	1.7	2.1
Expulsions Rate	0.4	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.20
Resource Specialist	0.50
Other	0.50
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	23	23	2				2	2			
1	30	29	29				1	1	1			
2	29	28	28				1	1	1			
3	30	28	28				1	1	1			
4	28	31	31				1	1	1			
5	32	23	23				1	1	1			
6	26	32	32				1	1	1			

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

On-going professional development for school staff members is an important part of Biola-Pershing Elementary's effectiveness of its instructional practices. Teachers participate in advanced training designed to promote specific skills and provide information related to school priorities and objectives. Our goal is to provide an academic environment of rigorous daily instruction for our students. Professional development occurs in staff meetings and during site PLC's that occur twice a week. During PLCs, staff use data to determine the best use of researched based practices, inquiry, interactive writing, differentiated instruction, guided reading, strategies for EL students.

The yearly Professional Development Framework included in 2015-16, 2016-17, and 2017-18 includes the following specific training topics:

- Accelerated Reader Program training
- MIND Institute (ST Math, ST Math Fluency)
- English Learner Professional Development training
- Social Emotional Training
- Fountas & Pinnell Training

Our PLC and Professional Development plan coordinates with Common Core State Standards, Performance Tasks, PBIS, and technology use in class. Teachers are supported by a half-time Academic Coach, who reinforces and assists teachers with implementing best instructional practices as well as support from administrator.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,046	\$48,522
Mid-Range Teacher Salary	\$63,583	\$75,065
Highest Teacher Salary	\$83,749	\$94,688
Average Principal Salary (ES)	\$99,912	\$119,876
Average Principal Salary (MS)	\$105,131	\$126,749
Average Principal Salary (HS)	\$113,096	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,865.35	\$275.62	\$5,589.73	\$67,107.82
District	◆	◆	\$7,671.24	\$69,635
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			-27.1	-3.6
Percent Difference: School Site/ State			-15.0	-13.8

\* Cells with ◆ do not require data.

### **Types of Services Funded**

The types of programs funded at Biola-Pershing include the following: Gifted and Talented Education Program, Speech and Language services, Academic Psychological services, English Learner Program, SBCEP/Title 1 School-wide plan services, After School Program through FCSS. The following are also provided:

- Accelerated Reader
- ST Math
- Choir, Dance, and Music
- English Language Arts & Math Intervention
- Instructional Aides
- School/Library funding

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.