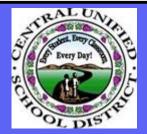# Biola-Pershing Elementary School

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

2015-16 School Accountability Report Card
Published During the 2016-17 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

Dr. Laurel Ashlock
Assistant Superintendent, Chief Academic Officer

Mr. Kelly Porterfield
Assistant Superintendent, Chief Business Officer

Mrs. Ketti Davis
Assistant Superintendent, Professional Development

Mr. Jack Kelejian
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 believes that every student can learn. Our staff is devoted to meet the individual needs of our diverse population. Biola-Pershing Elementary School is located seven miles west of Highway 99 in northwest Fresno in Fresno County. Our school is part of a small rural community that is involved with the rich agricultural industry and part of Central Unified School District. Biola-Pershing Elementary enrollment is currently 217 students in grades TK-6. Currently, there is a 26 to 1 student/teacher ratio in kindergarten through sixth grade. There is one class for each grade level, except for kindergarten, which has two classes. Biola-Pershing has a morning and afternoon state funded preschool program for students in Central Unified School District. A part time resource SPED teacher is present five days a week, and a part time aide five days a week which serves five students in a push in and pull out structured program. Biola-Pershing has a part- time Speech Pathologist and a School Psychologist one day a week to also serve the special needs of our students. Other programs and student services include Title 1, Local Control Funding Formula (LCFF), Migrant Education, SLIP, Gifted and Talented Education, and an after school program enrichment program funded through The Fresno County Office of Education - ASP by Solunet.

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

The goals identified in this Single Plan were established after reviewing Smarter Balanced Assessment Consortium (SBAC), California English Language Development Test (CELDT), Formative Assessment Data, Fountas & Pinnell, Accelerated Reader (AR) Data, District Performance Task Data and Spatial-Temporal (ST) Math Data. The data reflects the students' current performance levels, the current instructional practices of the teachers, and the beliefs and behaviors of our population and community. Our primary focus with staff development and professional growth is literacy across the curriculum. Listening, Speaking, Reading, Writing and Critical Thinking is embedded in all lessons throughout the content curricular areas. Teachers set instructional objectives and are supported with instructional coaching and in our coaching cycles. Lessons are planned in our Professional Learning Community (PLC) both in grade level and in vertical articulation teams.

Data is shared after formative assessments and implemented in the Continuous Cycle of Improvement model. This will be accomplished using core materials and the expectation is that all students will be on grade level by the end of the year. The Single Plan for Student Achievement (SPSA) was created with the input of School Site Council, English Learner Advisory Committee, Staff members, Student Council, and various other stakeholders. Input was extremely vital as the categorical budget was formed to expend all of Biola-Pershing Elementary allocated funding: Title 1, LCFF, and SLIP. The current budget for Biola-Pershing Elementary School will be expended for the purpose of improving student achievement, 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, relevant, standards-based instruction in every classroom every day to ensure student learning".

School Mission Statement:

Biola-Pershing Elementary School maintains a safe and positive learning environment that provide students with relevance, relationships, and effective feedback that increases the individual child, to build the capacity of transitioning mistakes to positive learning experiences. The teaching and learning environment provides a standards aligned curriculum with innovative instructional strategies to enhance optimal student performance and equip students with skills needed to lead a successful and productive lifestyle in the 21st Century. Goal setting and progress monitoring occurs with students, teachers, and parents to provide vital feedback to actively engage in student learning. All students will be expected to succeed within the bounds of their individual abilities and educational goals.

Our School Vision:

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

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	38
Grade 1	37
Grade 2	28
Grade 3	28
Grade 4	31
Grade 5	23
Grade 6	32
Total Enrollment	217

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0.5
Asian	9.2
Filipino	0
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0
White	1.8
Two or More Races	0
Socioeconomically Disadvantaged	97.2
English Learners	45.2
Students with Disabilities	5.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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	**14-15**	**15-16**	**16-17**
With Full Credential	9	10	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Biola-Pershing Elementary	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton-Mifflin Adopted 2008-2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Pearson Envisions Math K-6 Adopted 2016-2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Scott Foresman: Science California Adopted 2007-2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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: 10/5/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles have water stains (Items have been completed)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Electrical conduit end cap missing (Work order has been submitted). Custodial machines and mop withing 36'' on electrical panel.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain handle in broken. Faucet in restroom has low pressure.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials			X	Plug in air fresheners are not allowed. Boxes are stacked above 6' high (earthquake hazard). Improperly stored cleaning supplies.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
			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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	29	43	31	39	44	48
Math	21	28	22	26	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	56	32	36	48	41	41	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16	36	16

* 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**
All Students	25	25	100.0	36.0
Male	14	14	100.0	35.7
Female	11	11	100.0	36.4
Hispanic or Latino	23	23	100.0	34.8
Socioeconomically Disadvantaged	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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	29	29	100.0	31.0
	4	31	31	100.0	25.8
	5	25	25	100.0	40.0
	6	32	32	100.0	71.9
Male	3	13	13	100.0	46.1
	4	15	15	100.0	26.7
	5	14	14	100.0	42.9
	6	14	14	100.0	64.3
Female	3	16	16	100.0	18.8
	4	16	16	100.0	25.0
	5	11	11	100.0	36.4
	6	18	18	100.0	77.8
Hispanic or Latino	3	25	25	100.0	32.0
	4	28	28	100.0	25.0
	5	23	23	100.0	43.5
	6	28	28	100.0	71.4
Socioeconomically Disadvantaged	3	28	28	100.0	28.6
	4	31	31	100.0	25.8
	5	24	24	100.0	37.5
	6	32	32	100.0	71.9
English Learners	4	13	13	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	29	29	100.0	17.2
	4	31	31	100.0	12.9
	5	25	25	100.0	36.0
	6	32	32	100.0	46.9
Male	3	13	13	100.0	30.8
	4	15	15	100.0	13.3
	5	14	14	100.0	42.9
	6	14	14	100.0	42.9
Female	3	16	16	100.0	6.3
	4	16	16	100.0	12.5
	5	11	11	100.0	27.3
	6	18	18	100.0	50.0
Hispanic or Latino	3	25	25	100.0	16.0
	4	28	28	100.0	10.7
	5	23	23	100.0	39.1
	6	28	28	100.0	42.9
Socioeconomically Disadvantaged	3	28	28	100.0	14.3
	4	31	31	100.0	12.9
	5	24	24	100.0	33.3
	6	32	32	100.0	46.9
English Learners	4	13	13	100.0	7.7

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)
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 are involved and gather updated information regarding school activities and future academic plans at our Parent Meetings and our weekly school newsletter called, "The Paw Print."   Our weekly "Principal Report" telecommunication with Connect-Ed phone messages send information 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 ED program and Biola Bulletin sent home provide contact with parents. Some of the programs, 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
Booster Parent Club Meetings
Robotics Team
Athletic Events
Title I Meetings
Classroom Volunteers
School Event volunteers (Biola Raisin Day Parade)
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
PIQE 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 School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The Safe School 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 form Fresno County Fire Department. This plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff on October 2016 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 FCOE 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	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	3.5	0.4	1.7
Expulsions Rate	0.4	0.4	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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		91.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.50
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

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	0.20
Resource Specialist	0.50
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	220

* 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+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K	20	19	23	2	2				2			
1	31	30	29				1	1	1			
2	33	29	28					1	1	1		
3	24	30	28				1	1	1			
4	33	28	31					1	1	1		
5	27	32	23				1	1	1			
6	33	26	32					1	1	1		

Average Class Size and Class Size Distribution (Secondary)												
Subject	**Average Class Size**			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

On-going professional development for school staff members is an important part of Biola-Pershing Elementary's effectiveness of it's 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 along with cross grade PLC's that occur twice a week using data to determine researched based practices, inquiry, interactive writing, differentiated instruction, guided reading, strategies for EL students and best instructional practices and teaching models are areas of continued learning and training. Supports included are Accelerated Reader Program training, MIND Institute (ST Math, ST Math Fluency), ELPD training, and social emotional training. Our PLC and PD 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,763	$44,958
Mid-Range Teacher Salary	$61,731	$70,581
Highest Teacher Salary	$81,368	$91,469
Average Principal Salary (ES)	$97,728	$113,994
Average Principal Salary (MS)	$102,715	$120,075
Average Principal Salary (HS)	$109,802	$130,249
Superintendent Salary	$201,759	$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,035.55	$262.84	$5,772.70	69,322.73
District	♦	♦	$7,062.53	$69,563.60
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District			-18.3	-0.3
Percent Difference: School Site/ State			1.7	-6.6

* Cells with ♦ do not require data.

Types of Services Funded

The types of programs funded at Biola-Pershing include, the Gifted and Talented Education program, Speech and Language services, Academic Psychological services, English Learner Program, SBCP/Title 1 School-wide plan, After School Program through Fresno County Office of Education. Accelerated Reader supported by Title One, ST Math supported by Title One, Imagine Learning, Choir, Dance, and Music. Professional Development from EIA/SCE and LCFF, Reading Intervention provided by Title One funding, Instructional Aides from Title One funding, School/Library funding support , Title V, EIA/LEP program, School Improvement Program, Special Education Program-RSP and the Migrant Education Program. School Choice and Supplemental Education Services are available as required by NCLB for all eligible students.

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.