Biola-Pershing Elementary School

4885 N. Biola Avenue • Fresno, CA 93723 • (559) 276-5235 • Grades K-6
Chelan Shepherd; Principal, Principal
cshepherd@centralusd.k12.ca.us
http://bp.centralunified.org/

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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

District Governing Board

Mr.Jason R. Paul, Area 1

Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Naindeep Singh Chann, Area 7

District Administration

Mr. Andrew G. Alvarado
Superintendent

Mrs. Ketti Davis
Assistant Superintendent, Educational Services

Mr. Jack Kelejian
Assistant Superintendent, Human Resources

Mr. Steve McClain
Assistant Superintendent, Chief Business Officer

Mr. David Paliughi
Administrator, Special Education & Support Service

Mr. Paul Birrell
Director, 7-12 & Adult Education

Dr. Tami Boatright
Director, K-8 Education

School Description

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 of the Fresno County. It is part of a small rural community that is involved with the rich agricultural industry and part of the Central Unified School District. Biola-Pershing Elementary's enrollment is currently 210 students in grades TK-6. The diverse student population consists of Hispanics (93.8%), Asian (4.31%), African American (1%), and Caucasian (1%) for a total enrollment of 210 students. The English Learner (EL) population comprises 43.5% of our total student population and of that 2.4 % are Migrant students. 89% of Biola-Pershing Elementary students qualify for free and reduced lunch. The majority of students walk to school and approximately 8 students require school transportation to and from school. Biola-Pershing honors our economically and culturally diverse community.

Currently, there is a 21:1 student/teacher ratio in Kindergarten through 3rd grade and 28:1 ratio in 4th to 6th grade. There is one classroom for the TK/Kindergarten level and two classrooms for our 1st grade. One grade-level classroom for 2nd grade and two for 3rd grade. Grades 4th- 6th are single classroom grades. Biola- Pershing has a morning and afternoon state-funded preschool program for students in the Central Unified School District. A part-time resource SPED teacher is on-site five days a week, along with a part-time aide, who serve 14 special needs students in a structured program. Biola-Pershing has a part-time Speech Pathologist and a School Psychologist to serve our students. Other programs and student services include Migrant Education, Gifted and Talented Education (GATE), and an after school enrichment program.

School Mission Statement:

Biola-Pershing Elementary School provides its students with rigorous standards-based instruction that inspires individuals to be life-long learners. The staff is committed to working collaboratively with parents and students in promoting and inspiring successful 21st-century leaders in college, career, and community. All students are expected to succeed within the boundaries of their individual abilities and educational goals. Our mantra is "1 Team, 1 Goal, 1 Community."

Our School Vision:

Biola-Pershing Elementary will create equitable and viable teaching and learning environment that promotes higher-level thinking skills to be 21st-century leaders.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	25
Grade 2	40
Grade 3	26
Grade 4	33
Grade 5	27
Grade 6	29
Total Enrollment	226

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	5.3
Hispanic or Latino	92
White	1.3
Socioeconomically Disadvantaged	96.5
English Learners	51.3
Students with Disabilities	6.6
Foster Youth	0.9

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 for Biola-Pershing	17-18	18-19	19-20
With Full Credential	8	11	11
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Biola-Pershing Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	6	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17	
	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 2016-17 Pearson Math Investigations, (K-5 Online Supplementary) Adopted 2016-17	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Discovery Education Science K-6 Adopted 2019-2020	
	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%

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 which consists of the cafeteria, administrative office, parent engagement center, staff lounge, and three classrooms. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	FLOORING REPAIRS NEEDED, CEILING TILE IS BROKEN' FORMICA COUNTERTOP CHIPPED, CEILING TILE HAS A WATER STAIN, WALL PAPER TORN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	LIGHT BULBS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	FAUCET BROKEN
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	44	44	44	50	50
Math	28	34	31	33	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.8	48.1	25.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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
All Students	108	107	99.07	43.93
Male	56	56	100.00	39.29
Female	52	51	98.08	49.02
Asian	--	--	--	--
Hispanic or Latino	99	98	98.99	46.94
White	--	--	--	--
Socioeconomically Disadvantaged	101	100	99.01	42.00
English Learners	45	45	100.00	24.44
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 2018-19 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	108	107	99.07	33.64
Male	56	56	100.00	33.93
Female	52	51	98.08	33.33
Asian	--	--	--	--
Hispanic or Latino	99	98	98.99	33.67
White	--	--	--	--
Socioeconomically Disadvantaged	101	100	99.01	34.00
English Learners	45	45	100.00	28.89
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
Biola-Pershing Elementary teaching and learning staff 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" is communicated using Parent Square and sends 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, Parent Square program, and bulletins 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
- Athletic Events
- Title I Meetings
- Classroom Volunteers
- Community School Events (Biola Raisin Day Parade, Dia De Los Muertos, and Tree Lighting)
- School Family Fun Night volunteers

- Campus Beautification Days
- EL Workshops
- Saturday School Informational classes 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: Mrs. Shepherd, 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 LockDown drills are practiced each semester. An evaluation of the alarm system is conducted with each fire drill. Biola-Pershing participates in the Great California Shake Out, earthquake preparedness 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 Site Council in September 2019. 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 after school hours with FCSS Afterschool Program. The major objectives of emergency response procedures are to protect 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	3.4	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.9
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.5

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	1		22		2		23		2	
1	24		1		27		1		25		1	
2	21	1	1		24		2		20	2		
3	28		1		28		1		26		1	
4	31		1		28		1		33			1
5	30		1		30		1		27		1	
6	27		1		30		1		29		1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	19	19

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, and intensive intervention from the support of a resource teacher.

The Biola-Pershing Professional Development Plans for 2017-18, 2018-19, and 2019-20 include the following specific training topics:

Accelerated Reader Program training
Discovery Education
English Learner Professional Development training
Social-Emotional Training
Fountas & Pinnell Training and miscue analysis
Social Media Training
Run, Hide, and Fight Training
School Safety Training
Trauma-Informed Classroom Practices

Our PLC and Professional Development plan coordinates with Common Core State Standards, Performance Tasks, PBIS, and technology use in class. Teachers are supported by two District Academic Coaches, who reinforce and assist teachers with implementing best instructional practices as well as support from the administrator.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,520	$51,374
Mid-Range Teacher Salary	$68,110	$80,151
Highest Teacher Salary	$89,569	$100,143
Average Principal Salary (ES)	$109,417	$126,896
Average Principal Salary (MS)	$114,433	$133,668
Average Principal Salary (HS)	$121,149	$143,746
Superintendent Salary	$201,571	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,799.23	$291.58	$6,507.65	$67,824.00
District	N/A	N/A	$8,972.98	$72,234.80
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-31.9	-6.3
School Site/ State	-51.7	-16.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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, SBCP/Title 1 School-wide plan services, After School Program through FCSS.   The following are also provided:

- Accelerated Reader
- Physical Education, 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 https://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.