



# Pershing Continuation High

855 W. Nielsen Ave. • Fresno, CA 93706 • (559) 268-2272 • Grades 9-12

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Central Unified School District

4605 North Polk Ave.

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### District Governing Board

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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 Alvarado

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Mr. Kelly Porterfield

**Assistant Superintendent, Chief  
Business Officer**

Mrs. Ketti Davis

**Assistant Superintendent,  
Educational Services**

Mr. Jack Kelejjan

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**Administrator, Special Education &  
Support Service**

Mr. Paul Birrell

**Director, 7-12 & Adult Education**

Dr. Tami Boatright

**Director, K-8 Education**

### School Description

Pershing Continuation High School is one of the twenty one schools located in the Central Unified School District. It houses the District's only continuation and opportunity high school programs. Presently, there are 142 students enrolled at Pershing. Pershing's campus is located at 855 West Nielsen Avenue, Fresno, California.

Because of the situation of Pershing's students, many are in a constant state of transition, something that is common for continuation high schools. Some students transfer back to the traditional high schools, other students transfer out of the district or out of state. Pershing's facilities include eight full size classrooms and two smaller classrooms. Seven high school continuation classes and one under 16 opportunity high school class are supported by the Pershing campus. A seven period rotating schedule with six 47 minute periods, and one 15 minute homeroom period where students receive lessons in digital citizenship, PBIS and have a chance to check-in with the teacher. Each day, teachers use the direct instructional model and strategies in their classes. Several extra-curricular activities and organizations are available to our students: Future Farmers of America/Ornamental Horticulture, Senate/Student Body Government, a dance class and a yearlong sports program. Additionally, a full-time Resource Specialist Program (RSP) is in operation to serve the needs of Pershing's special education students. Other programs and services that are offered to students include: Agriculture Incentive Grant, EL program, a library, a Site Emergency Response Plan and the District's Technology Plan.

Pershing is a W.A.S.C. accredited school and with the most recent accreditation dating from 2016. The school's curriculum is driven by the Common Core Standards, Academic Program Survey and CUSD's Guiding Principles. All course outlines and units of study are aligned to those standards. Our staff strives to maintain a learning environment that meets the broad learning styles and specialized needs of our students. The school emphasizes the importance of good student attendance. Teachers are proactive in monitoring attendance. Teachers notify administration when a student is habitually absent and a six hour daily attendance clerk notifies parents when students are absent and works with the Pershing SARB to reduce truancy. Pershing Continuation High School also provides students with opportunities to excel in areas of special interest. In addition to course offerings that meet California State and Central Unified graduation requirements, the school offers specialized courses. Examples include the Agriculture/FFA program, the Senate (student government), and support classes in English and Mathematics. Technology is utilized across the curriculum, with Chrome books located in each core area classroom. Students are also able to check out tablets for take home to work on credit recovery curriculum.

Pershing High School diligently strives to mold students who are:

### COLLABORATIVE WORKERS

Who:

- Develop respect for themselves, property and the rights of others.
- Work well with others; understand and fulfill various roles.
- Manage interpersonal relationships within culturally diverse settings.
- Exhibit positive attitudes.

### EFFECTIVE COMMUNICATORS

Who:

- Are able to read, write, understand instructions and follow directions.
- Articulate ideas and opinions, and become active listeners.
- Communicate effectively and safely as an online citizen

#### SELF DIRECTED LEARNERS

Who:

- Acquire a high school diploma.
- Develop into productive persons through academic and vocational instruction.
- Consistently attend class.
- Are prepared to continue their education.
- Are lifelong learners.
- Set realistic academic and vocational goals.

#### HEALTHY INDIVIDUALS

Who:

- Develop a feeling of self-worth, self-confidence, and personal satisfaction.
- Prioritize and use time effectively.
- Demonstrate skills in resolving conflicts through positive, non-violent means.
- Set achievable goals for healthy minds and bodies.

#### CRITICAL THINKERS

Who:

- Make informed choices.
- Identify, assess, analyze, validate, integrate and use available resources and information.
- Are successful in Common Core standards based curriculum.

#### EFFECTIVE CITIZENS

Who:

- Are actively involved in the community.
- Demonstrate a sense of personal, civic and social responsibility.
- Acknowledge diverse cultures and respect individual differences

#### TECHNOLOGICALLY SKILLED WORKERS

Who:

- Develop and utilize a variety of technological skills.
- Research and complete projects using a variety of resources.
- Demonstrate understanding of the importance of technological preparation for vocational and career placement.

#### 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	6
Grade 11	44
Grade 12	66
<b>Total Enrollment</b>	<b>117</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	19.7
American Indian or Alaska Native	0.0
Asian	2.6
Filipino	0.9
Hispanic or Latino	65.0
Native Hawaiian or Pacific Islander	0.0
White	12.0
Socioeconomically Disadvantaged	84.6
English Learners	7.7
Students with Disabilities	6.8
Foster Youth	8.5

## 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			
Pershing Continuation High	16-17	17-18	18-19
With Full Credential	8	9	9
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	727
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pershing Continuation High	16-17	17-18	18-19
Teachers of English Learners	0	0	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 2018-19)**

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 standard based curriculum 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	Pearson: My Perspective (9-11) Adopted 2016-17  California State University Expository Reading, Writing and Course Adopted 2012-13  Hampton Brown: Edge Adopted 2014-15  Pearson Literature Adopted 2016-17  AP ELA Thomson Literature Reading, Reacting, Writing 2005-2005  McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay 2001-2002  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	<p>Prentice Hall -Blitzer - Pre- Calculus Adopted 2011-12</p> <p>Houghton Mifflin: Pre-Calculus Adopted 2006-07</p> <p>Houghton Mifflin - Calculus Adopted 2009-2010</p> <p>Carnegie - Integrated Math 1 Adopted 2014-2015</p> <p>Carnegie - Integrated Math 2 Adopted 2015-2016</p> <p>Carnegie Learning Integrated Math 3 Adopted 2016-2017</p> <p>Pearson Education - Trigonometry Adopted 2009-2010</p> <p>W.H. Freeman and Co - Senior Math Adopted 2009-2010</p> <p>W.H. Freeman - Practice of Statistics Adopted 09-10</p> <p>Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05</p> <p>InnovEd - Enhanced Math Class (online only) Adopted 2016-17</p> <p>AP Math WH Freeman - Practice of Statistics 2009-2010</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>W.H. Freeman &amp; Co.- Botany Adopted 2007-2008</p> <p>McGraw-Hill - Zoology Adopted 2007-2008</p> <p>McDougal Littell - Biology Adopted 2007-2008</p> <p>Perrson Prentice Hall - Physics Adopted 2007-2008</p> <p>Prentice Hall - Chemistry Adopted 2007-2008</p> <p>Holt, Rinhart &amp; Winston - Environmental Science Adopted 2007-2008</p> <p>McGraw-Hill - Earth Science Adopted 2007-2008</p> <p>John Wiley &amp; Sons - Anatomy &amp; Physiology Adopted 2007-2008</p> <p>Thomson/Delmar - Agriscience Adopted 2009-10</p> <p>Houghton Mifflin, Access Science: Building Literacy Through Learning Adopted 2004-05</p> <p>AP Science Pearson - AP Biology 2012-2013</p> <p>Pearson - AP Psychology 2010-2011</p> <p>Houghton Mifflin - AP Chemistry 2007-2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>McDougal Littell - World Geography Adopted 2006-2007</p> <p>Glencoe - United States Government Adopted 2006-2007</p> <p>McDougal Littell - Modern World History Adopted 2006-2007</p> <p>Holt, Rinehart &amp; Winstron - American Anthem Adopted 2006-2007</p> <p>Glencoe - Economics Adopted 2006-2007</p> <p>Globe Fearon Pacemaker - World Geography and Cultures Adopted 2011-12</p> <p>Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05</p> <p>AP Social Science Pearson Education - Government In America 2006-2007</p> <p>Houghton Mifflin - The American Pageant 2006-2007</p> <p>McGraw Hill - Traditions and Encounters 2006-2007</p> <p>McGraw Hill - Macro Economics</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>
<b>Foreign Language</b>	<p>EMC/Paradigm - Que Chevere! 1,2,3,4 Adopted 2016-2017</p> <p>EMC/Paradigm - T'es Branche 1,2,3,4 Adopted 2015-2016</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>
<b>Health</b>	<p>Glencoe McGraw Hill - Health Adopted 2004-2005</p> <p>Positive Prevention Plus: Sexual Health Education - Supplementary 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>

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

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

Pershing Continuation High School sits on the corners of Nielsen and Teilman in Fresno. We have 10 classrooms, a cafeteria, a basketball court and 2 greenhouses. The site dates back from the early 1920's, but the district has invested in various upgrades over the years. 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', a work order has been created and maintenance will be done before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised. At Pershing High School, repairs completed or planned include repair of interior surfaces (ceiling tiles, rubber molding), electrical (ballast, broken outlet), safety (dry rot). The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 3/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	



## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	13.0	0.0	40.0	44.0	48.0	50.0
Math	0.0	0.0	28.0	31.0	37.0	38.0

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.

School Year 2017-18 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	58	57	98.28	0.00
Male	38	37	97.37	0.00
Female	20	20	100.00	0.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	41	40	97.56	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.87	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

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 2017-18 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	58	57	98.28	0
Male	38	37	97.37	0
Female	20	20	100	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	41	40	97.56	0
White	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.87	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

Research shows that the single most important factor in a child's education is the role of the parents. When students start at Pershing, both students and parents complete an orientation together, including career interest and behavioral surveys. From there, the parent becomes a partner. In addition to school wide events including Back to School and Open House night, parents are able to view grades on the internet via Parent Portal, and progress reports go out to parents every quarter. At the parent's request, a written grade report can come home with the student on a weekly basis. If students have a problem, parents are contacted and invited to meet at school. Administrators can meet with parents after school hours and home visits are also an option. Translation and interpretation services are provided to parents attending school meeting. SSC and ELAC also offer involvement opportunities.

Pershing's goal is to have at least 1 event per month at school that parents can attend. Parents and community members are also encouraged to participate in the following ways:

- Attendance at Back to School Night
- Becoming a member of the CUSD Ag Boosters
- Attendance at parent meetings
- Attendance at School Site Advisory committee (election, notification of meetings to all parents, members)
- Requesting Weekly Student Progress Reports
- Receiving Progress reports mailed every six weeks and by receiving our monthly newsletter
- Receiving the Quarterly Grapevine (District publication, delivered to all district residents)
- Contacting staff via the E-mail directory provided to parents through our school's website.
- Viewing student exhibits at The Big Fresno Fair
- Requesting Parent Teacher Conferences
- Serving as guest speakers
- Attending both Individual Educational Plan (IEP) meetings and 504 meetings

- Attending Student Success Teams
- Attending or volunteering at Ag Day
- Serving on Special Committees (WASC, DAC, Ag Advisory)
- Chaperoning field trips

Bilingual families are welcomed and encouraged at Pershing High School. We offer the following services for those families:

- Bilingual staff members, including staff, the school secretary and one administrator
- Translators for home/school oral and written communications
- Invite parents on-site to discuss their child's education with a primary language tutor present

We further encourage parents to be directly involved in their students' academic achievements by:

- Providing interpreters and translations in order to encourage the participation of parents/guardians with cultural, language, or other barriers which may inhibit such participation
- Providing parents/guardians with opportunities for regular parent meetings (such as Student Success Teams and School Advisory Council) to formulate suggestions, share experiences with other parents and participate as appropriate in decisions relating to the education of their children
- Providing parents/guardians with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
- Informing parents/guardians of their child's individual student assessment results and the methods available for the monitoring of student progress
- Meeting with parents/guardians to help determine what type of services will best meet the needs of their child
- Inviting their services as volunteers
- Inviting their services as project advisors for FFA
- Encouraging attendance at Pershing athletic events
- Welcoming classroom observations by parents/guardians
- Daily phone calls home
- The Connect Ed system provides an effective means to quickly send out PSAs to guardians/parents and the community.
- Initiating consistent two-way communication between home and school.

Parent Involvement Contact Person: Nick Hustedde, nhustedde@centralusd.k12.ca.us

Parent Involvement Phone Number: (559) 268-2272

**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 is reviewed annually by Pershing staff and the review date for this year took place during August of 2018. Necessary revisions are made to reflect current issues regarding student and school safety. Pershing School staff is well versed on how to respond to various crisis situations that may arise. The School Site Council approved the Plan on October 9, 2018.

Key Elements of the Site Emergency Response Plan for Pershing include taking a proactive position in school safety by fostering positive relationships with students. Our goal is for every student to have a positive relationship with at least 1 adult on campus. Students and staff take part in monthly fire drills and scheduled earthquake and lock down drills. Staff are on proactive duty during student breaks and the school grounds are kept clean and attractive. Two-way radios and surveillance cameras are provided.

### Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	43.2	29.1	19.9
Expulsions Rate	9.5	10.4	3.6
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

#### Academic Counselors and Other Support Staff at this School

##### Number of Full-Time Equivalent (FTE)

Academic Counselor	0.75
Counselor (Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0.11
Nurse	0.10
Speech/Language/Hearing Specialist	0.05
Resource Specialist (non-teaching)	1.00
Other	0.20
Average Number of Students per Staff Member	
Academic Counselor	156

\* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	17.0	15.0	13.0	8	6	10	1	2	1			
Mathematics	24.0	25.0	19.0			4	1	1	3			
Science	14.0		11.0	3		2						
Social Science	21.0	17.0	15.0	4	6	6	2		1			

\* 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

Pershing staff development focuses on the use of academic vocabulary, differentiated instruction, behavior modification, Common Core implementation, the effects of trauma and poverty on youth and how to best meet the academic and social emotional needs of students and Literacy training. The areas selected were based on the needs of our students and teachers as well as research into Best Practices in relation to teaching at-risk youth.

Pershing High School staff attend conferences and receive training through the following organizations and activities: CUSD Instructional Services, CDE, FCSS, and other providers. The staff meets bimonthly to participate in the school's staff development training and staff Professional Learning Communities (PLCs). Pershing High School's staff attends a variety of District sponsored inservices during the school year. At these conferences, staff members receive valuable information and training in their subject regarding implementation of Common Core Standards and curriculum. Administration participates in the District's CIAC training and the Principal's Institute. Teaching staff also meet bimonthly in a Whole School PLC focused on ELA, Math and PBIS strategies.

The Principal and the Guidance Instructional Advisor conduct regular classroom drop-ins and provide critical information to teachers regarding their observations. The Principal meets with teachers on a regular basis to discuss best teaching practices and to provide assistance with instructional strategies and planning. The Principal and the Guidance Instructional Advisor provide the teaching staff with relevant data to assist them with targeting areas of strengths and weaknesses. Administration assists teachers with data analysis and provide guidance during staff meetings and PLCs.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

\* 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/).

### Types of Services Funded

The services of a full time special education teacher are available for the special needs population. A fulltime intervention counselor is available for academic and crisis counseling. A part time school psychologist is available for academic and crisis counseling, assessment for special needs, program evaluation and I.E.P development. Pershing funds an after school class every Tuesday and Thursday from 1:45-3:45 for students to receive tutoring, make up lost credits and obtain extra credits through completing additional assignments utilizing the Edgenuity online program. Pershing's vocational agriculture program is supported by the California Agriculture Incentive Grant and supports a variety of projects and activities, including FFA. The English Learners Program ensures that English as a Second Language (EL) students receive appropriate instruction and instructional materials. School Psychologists and counselors provide one on one counseling on a daily basis. The Food service department ensures that our students are provided with a healthy and nutritious breakfast and lunch. A full-time library technician supports a library that is fully available to students and staff.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pershing Continuation High	2014-15	2015-16	2016-17
Dropout Rate	26.2	23.3	32.8
Graduation Rate	69.2	67.1	61.2
Central Unified School District	2014-15	2015-16	2016-17
Dropout Rate	7.6	8.8	6.0
Graduation Rate	84.4	82.9	85.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	10
% of pupils completing a CTE program and earning a high school diploma	0.00%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,255.82	\$227.07	\$11,028.75	\$73,855.12
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			18.0	5.6
Percent Difference: School Site/ State			-4.6	-7.6

\* Cells with ◆ 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.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	60.0	86.8	88.7
Black or African American	75.0	82.8	82.2
American Indian or Alaska Native	0.0	71.4	82.8
Asian	66.7	85.5	94.9
Filipino	0.0	80.0	93.5
Hispanic or Latino	55.8	87.4	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	88.9	88.0	92.1
Two or More Races	0.0	91.7	91.2
Socioeconomically Disadvantaged	62.5	87.8	88.6
English Learners	16.7	43.0	56.7
Students with Disabilities	62.5	54.3	67.1
Foster Youth	66.7	41.7	74.1

### Career Technical Education Programs

Pershing Continuation High School has a limited amount of CTE courses. Ornamental Horticulture 1 and Ag Science are the only CTE courses that are currently available for students. Students can follow a sequence of courses when they leave Pershing Continuation High School and enroll at Central High School, where concentrator and capstone courses are offered in a career pathway. In 2018, Pershing began offering dual enrollment classes in partnership with Fresno City College on a trial basis in HVAC technology, Drone Photography and Medical Terminology.

### 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.