



Biola-Pershing Elementary School

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

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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
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Mrs. Andrea Valadez
**Administrator, Special Education &
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Mr. Paul Birrell
Director, 7-12 & Adult Education
Dr. Tami Boatright
Director, K-8 Education

Demographics:

Biola-Pershing Elementary School strives to create a healthy, active, and rigorous learning environment. Our staff is devoted to meeting the individual needs of our diverse population by following the Central Unified Guiding Principles. Biola-Pershing Elementary School is located seven miles west of Highway 99 in northwest Fresno of the Fresno County. It 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's enrollment is currently 226 students in grades TK-6. The diverse student population consist of Hispanic (92.04%), Asian (5.31%), African American (1.33%), and Caucasian (1.33%) for a total of enrollment of 226 students. The English Learner (EL) population comprises 87% of our total student population and of those 2% are Migrant students. 97% of Biola-Pershing Elementary students qualify for free and reduced lunch. The majority of students walk to school and approximately 7 students require school transportation to and from school. Biola-Pershing honors our economically and culturally diverse community.

Currently, there is a 26:1 student/teacher ratio in Kindergarten through 3rd grade and 33:1 ratio in 4th to 6th grade. There are two classes for the Kindergarten level and one grade level classroom from 1st to 6th grade, with an additional 1st/2nd grade combo class due to an increase in student enrollment. 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 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 our students with rigorous standard based instruction that inspire 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 an 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	44
Grade 1	41
Grade 2	34
Grade 3	28
Grade 4	28
Grade 5	30
Grade 6	30
Total Enrollment	235

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	8.5
Filipino	0.0
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0.0
White	1.3
Socioeconomically Disadvantaged	88.9
English Learners	34.5
Students with Disabilities	8.5
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Biola-Pershing Elementary School	16-17	17-18	18-19
With Full Credential	9	8	11
Without Full Credential	0	1	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			
Biola-Pershing Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	6
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 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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions Math K-6 Adopted 2016-17</p> <p>Pearson Math Investigations, (K-5 Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Biola-Pershing sits on 7.5 acres and 24,570 square feet. It contains 13 classrooms at 12,670 sq ft, and 10 restrooms at 1,273 sq ft. The oldest main building was built in 1948 which consist of the cafeteria, administrative office, parent engagement center, staff lounge, and three classrooms. The current enrollment is 226 students. In the summer of 2016 a new portable was installed due to increase in student enrollment. 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 Biola Elementary school, repairs completed or planned include repair of interior surfaces (ceiling tiles, ripped carpet, and faucets), restrooms & fountains (low flow & broken handle). The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/29/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	39.0	41.0	40.0	44.0	48.0	50.0
Math	32.0	28.0	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	114	113	99.12	40.71
Male	61	61	100.00	36.07
Female	53	52	98.11	46.15
Asian	--	--	--	--
Hispanic or Latino	107	106	99.07	41.51
White	--	--	--	--
Socioeconomically Disadvantaged	103	102	99.03	39.22
English Learners	62	62	100.00	33.87
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31.0	34.5	27.6

* 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: 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	115	113	98.26	28.32
Male	62	62	100	33.87
Female	53	51	96.23	21.57
Asian	--	--	--	--
Hispanic or Latino	108	106	98.15	28.3
White	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08	26.47
English Learners	62	62	100	22.58
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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" telecommunication with Blackboard Connect phone messages send information to homes in three languages. Parents help plan and volunteer at the annual Family Fun Night, Annual Fun Run, Parent/Child Toddler Story Hour and Social Play Group reading program, and our Spring Open House program. The administration encourages on-going communication with parents. The parent/teacher conferences, Coffee With the Principal, Parent Meetings, Blackboard Connect program, and 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: Mr. Michael Ota; Principal
 Contact Person Phone Number: (559) 276-5235

State Priority: School Climate

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

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

School Safety Plan

The Site Emergency Response Plan (or School Safety Plan) is updated annually. Fire Drills are practiced monthly and Lock Down drills are practiced each semester. An evaluation of the alarm system is conducted with each fire drill. Safety procedures are periodically evaluated and discussed with the staff with input from The Fresno County Fire Department. This plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff by the School Site Council in September 2018. Cooperation with these agencies is essential in times of an emergency. The plan is devoted to the welfare and safety of the students of Biola-Pershing Elementary School during school hours and afterschool hours with FCSS Afterschool Program. The major objectives of emergency response procedures are to 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.7	2.1	3.4
Expulsions Rate	0.0	0.0	0.0
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	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	0.11
Nurse	0.40
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	0.50
Other	0.50
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	21	22		1		2	1	2			
1	29	24	27				1	1	1			
2	28	21	24		1		1	1	2			
3	28	28	28				1	1	1			
4	31	31	28				1	1	1			
5	23	30	30				1	1	1			
6	32	27	30				1	1	1			

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

Professional Development provided for Teachers

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

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

- Accelerated Reader Program training
- MIND Institute (ST Math, ST Math Fluency)
- English Learner Professional Development training
- Social Emotional Training
- Fountas & Pinnell Training and miscue analysis
- Social Media Training
- Run, Hide, and Fight Training
- School Safety Training

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

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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 6942.44	\$138.73	\$6803.71	\$67,495.37
District	◆	◆	\$9209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-30.1	-3.4
Percent Difference: School Site/ State			-51.7	-16.5

* 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.

Types of Services Funded

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

Accelerated Reader
ST Math
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.