

## 2017 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information (School Year 2017-18)**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<b>School Name</b>	Pershing Continuation High
<b>Street</b>	855 W. Nielsen Ave.
<b>City, State, Zip</b>	Fresno, CA 93706
<b>Phone Number</b>	(559) 268-2272
<b>Principal</b>	Nick Hustedde
<b>E-mail Address</b>	nhustedde@centralusd.k12.ca.us
<b>School Website</b>	phs.centralunified.org
<b>CDS Code</b>	10-73965-1035112
<b>School Logo</b>	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a> .

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Mr. Mark G. Sutton
<b>Administrator 1</b>	
<b>Administrator 2</b>	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
<b>Administrator 3</b>	Mrs. Ketti Davis Assistant Superintendent, Educational Services
<b>Administrator 4</b>	Mr. Jack Kelejian Assistant Superintendent, Human Resources
<b>Administrator 5</b>	Mrs. Andrea Valadez Administrator, Special Education & Support Service
<b>Administrator 6</b>	Mr. Paul Birrell Director, 7-12 & Adult Education
<b>Administrator 7</b>	Dr. Tami Boatright Director, K-8 Education
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

## School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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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 100 students enrolled at Pershing. Pershing's campus is located at 855 West Nielsen Avenue, Fresno, California.

Because of the nature 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 six-year 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.

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

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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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 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)
- Staff E-mail directory is provided to parents through our school's website.
- Parents can view student exhibits at The Big Fresno Fair
- Parents can request Parent Teacher Conferences
- Parents can serve as guest speakers
- Parents are encouraged to attend both Individual Educational Plan (IEP) meetings and 504 meetings
- Parents are encouraged to attend Student Success Teams
- Ag Day attendance and volunteer
- Parents are asked to serve on Special Committees (WASC, DAC, Ag)
- 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

### School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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The Site Emergency Response Plan is reviewed annually by Pershing staff and the review date for this year took place during September of 2017. 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 September 21, 2017.

Key Elements of the Site Emergency Response Plan for Pathway 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 periodic 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.

### School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

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**Year and month of the most recent FIT report:** 06/16/2017

This section should be kept to 1-2 paragraphs.

Pershing Continuation High School sits on the corners of Nielsen and Teilman in Fresno. We have 10 classrooms, a cafeteria, a basketball court and a greenhouse full of luscious plants and small trees. We took over the current facility from the Fresno County office of Education.

### School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Damaged and stained ceiling tiles. Rubber molding is loose.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	Ballast is out. Light switch not turning on.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

**Teacher Credentials**

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	8	8	9	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	0	22
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA’s personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

### Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.75	161
Counselor (Social/Behavioral or Career Development)	0.40	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	0.33	♦
Psychologist	0.40	♦
Social Worker	0.00	♦
Nurse	0.20	♦
Speech/Language/Hearing Specialist	0.20	♦
Resource Specialist (non-teaching)	1.00	♦
Other	0.20	♦

♦ means data is not required. The fields are intentionally not provided.

## Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2017

This section should be kept to 1-2 paragraphs.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Pearson: My Perspective (9-11) Adopted 2016-17</p> <p>California State University Expository Reading, Writing and Course Adopted 2012-13</p> <p>Hampton Brown: Edge Adopted 2014-15</p> <p>Pearson Literature Adopted 2016-17</p> <p>AP ELA Thomson Literature Reading, Reacting, Writing 2005-2005</p> <p>McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay 2001-2002</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<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>Yes</p>	<p>0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<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>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<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>	Yes	0%
<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>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Health</b>	Glencoe McGraw Hill - Health Adopted 2004-2005  Positive Prevention Plus: Sexual Health Education - Supplementary Adopted 2016-17	Yes	0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$10,354.19	\$147.47	\$10,206.71	\$72,738.69
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	44.5	4.6
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	79.8	-2.0

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

The services of a full time special education teacher are available for the special needs population. A part time 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 or 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.

### **Professional Development (2015-16, 2016-17 and 2017-18)**

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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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 weekly 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's Institute. Teaching staff also meet weekly in either a PLC focused on ELA, Math or 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.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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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.

### Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	18
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	0.00%
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0.00%