

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	
School Name	Biola-Pershing Elementary School
Street	4885 N. Biola Avenue
City, State, Zip	Fresno, CA 93723
Phone Number	(559) 276-5235
Principal	Michael Ota; Principal
E-mail Address	Michaelota@centralusd.k12.ca.us
School Website	http://bp.centralunified.org/
CDS Code	10-73965-6005789
School Logo	<div> 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 clicking here.</div>

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

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.

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 in Fresno County. Our school is part of a small rural community that is involved with the rich agricultural industry and part of Central Unified School District. The demographics of Biola Pershing Elementary School qualify for 91.71% free and reduced student meal programs. The majority of the students walk to school and approximately 7% of the students require school transportation to and from school. Biola Elementary honors our economically and culturally diverse community. The Biola Pershing Elementary staff has highly qualified certificated and classified staff to serve our student body including our English Language Learners (ELL) and students that are considered academically at risk. The primary focus of the staff is to accelerate and monitor our English Language Development (ELD) students with high quality instruction and support by following the ELA/ELD framework to ensure that students will have opportunities to access the core and improve upon speaking, listening, reading, and writing. Teachers will continue to receive professional development and support in ways to provide a rigorous curriculum and differentiate instruction to meet the needs of students. Early identification of student intervention takes place in the first three weeks of instruction. Teachers use intervention strategies to address students with Tier 2 support. There is intervention for both ELA and mathematics for our students with small group instruction within the classroom. Our students have access to Tier 3 supports for more intensive intervention outside of the school day. Other programs and student services include Title 1, Local Control Funding Formula (LCFF), Migrant Education, Gifted and Talented Education, and an after school program enrichment program funded through The Fresno County Superintendent of Schools (FCSS) .

The Single Plan for Student Achievement (SPSA) was created with the input of School Site Council (SSC), English Learner Advisory Committee (ELAC), Staff members, Student Council, and various parent stakeholders. Input was extremely vital as the categorical budget was formed to expend all of Biola Pershing Elementary allocated funding: Title 1, Local Control Funding Formula, and School and Library Improvement Program (SLIP). The current budget for Biola Pershing Elementary School will be expended for the purpose of improving student learning, building teacher capacity and providing support for our beliefs and behaviors to ensure that "every student is prepared for success in college, career, and community" by ensuring that every student will engage in rigorous and relevant standards-based instruction in every classroom and every day to ensure student learning. The goals identified in this Single Plan were established after reviewing Smarter Balanced Assessment Consortium (SBAC), California English Language Development Test (CELDT), Formative Assessment Data, Fountas & Pinnell, Accelerated Reader (AR) Data, and District Performance Task Data. The data reflects the students' current performance levels, the current instructional practices of the teachers, and the beliefs and behaviors of our population and community. At Biola, reading and literacy is embedded in all lessons throughout the content curricular areas. Teaching staff is dedicated to provide teacher clarity with frequent feedback to provide growth on student learning. Lessons are developed and planned in our Professional Learning Community (PLC) in individual grade level and continuing to support vertical articulation among all grade levels. Data from formative and summative assessments is shared during PLC time.

Biola-Pershing Elementary School's mission is to provide a teaching and learning environment with first best teaching practices. The students will engage in classroom activity with relevance, relationships, and effective

feedback that increases the positive learning experiences. The teaching and learning environment provides a standards aligned curriculum with innovative instructional strategies to enhance optimal student performance and equip students with skills needed to lead a successful and productive lifestyle in the 21st Century. Goal setting and progress monitoring occurs with students, teachers, and parents to communicate and actively engage in student success. All students will be expected to succeed within the bounds of their individual abilities and educational goals. Biola-Pershing Elementary School's vision is to provide support to every student, by preparing and inspiring our students in becoming a 21st century learner that will lead in college, career, and community service. Our mantra is "1 Team, 1 Goal, 1 Community".

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.

We have established relationships with parents to provide a positive environment at home and positive school enrichment. Gathering data from the yearly Parent Survey helps us determine areas of need. We also gather information from parents at Parent Meetings and Coffee with the Principal to prioritize areas of focus at our site.

Parents 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 Biola Bulletin 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
- Robotics Team
- Athletic Events
- Title I Meetings
- Classroom Volunteers
- Community School Events (Biola Raisin Day Parade, Dia De Los Muertos)
- School Family Fun Night volunteers
- Campus Beautification Days
- EL Workshops
- Saturday School Informational Meetings and Workshops
- Holiday Programs and Performances
- Migrant Program Services
- Fresno County Library Partnership
- 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

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.

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 Sited Council in September 2017. 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 save lives and protect property in the event of a disaster. The Biola-Pershing Elementary School Safety Plan was developed with these objectives in mind. The staff has been provided with two-way radios and the site is equipped with surveillance cameras.

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.

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

This section should be kept to 1-2 paragraphs.

Biola-Pershing sits on 7.5 acres and 24,570 square feet. It contains 13 classrooms at 12,670 sq ft, and 10 restrooms at 1,273 sq ft. The oldest main building was built in 1948. The current enrollment is 215 students. In the summer of 2016 a new portable was installed.

School Facility Good Repair Status (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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles are stained. (Items have been replaced)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Unsecured items are stores too high. Toilet seat is loose in adult RR. (Items have been competed)
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		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
With Full Credential	10	9	8	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	1	22
Teaching Outside Subject Area of Competence 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
Misassignments of Teachers of English Learners '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
Total Teacher Misassignments '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
Vacant Teacher Positions '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	0.00	0
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	0.20	♦
Social Worker	0.00	♦
Nurse	0.40	♦
Speech/Language/Hearing Specialist	0.20	♦
Resource Specialist (non-teaching)	0.50	♦
Other	0.50	♦

♦ 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.

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 based 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	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
Mathematics	Pearson Envisions Math K-6 Adopted 2016-2017 Pearson Math Investigations, (K-5 Online Supplementary) 2016-17	Yes	0%
Science	Scott Foresman: Science California Adopted 2007-2008	Yes	0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ 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	\$6,035.55	\$262.84	\$5,772.70	69,322.73
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-18.3	-0.3
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	1.7	-6.6

♦ 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 assists 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 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
Choir, Dance, and Music

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.)?

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.

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

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 half-time Academic Coach, who reinforces and assists teachers with implementing best instructional practices as well as support from administrator.

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.

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