



# Pershing Continuation High

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

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Central Unified School District

4605 North Polk Ave.

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### District Governing Board

Mr. Cesar Granda, Area 1

Mr. Ruben Coronado, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Rama Dawar, Area 7

### District Administration

Mr. Mark G. Sutton

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Dr. Laurel Ashlock

**Assistant Superintendent, Chief  
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Mr. Kelly Porterfield

**Assistant Superintendent, Chief  
Business Officer**

Mrs. Ketti Davis

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Professional Development**

Mr. Jack Kelejian

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Resources**

Mrs. Andrea Valadez

**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 130 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. Students have a thirteen-minute breakfast and a twenty minute lunch break. 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 Safe School Plan and the District's Technology Plan. Counseling is available to students through district staff including a full-time At-Risk counselor. To serve the educational needs of the students, a principal, a guidance instructional advisor, an RSP teacher, and eight regular classroom teachers are employed on a full-time basis. A school psychologist is employed part-time. All of Pershing's certificated staff are NCLB compliant.

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.

### Expected School-wide Learning Results (ESLRs)

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.

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

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.

#### 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	18
Grade 11	44
Grade 12	64
Total Enrollment	127

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.5
American Indian or Alaska Native	0.8
Asian	3.9
Filipino	0
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0
White	11.8
Two or More Races	0.8
Socioeconomically Disadvantaged	89
English Learners	4.7
Students with Disabilities	13.4
Foster Youth	5.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	7	8	7
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pershing Continuation High	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	85.7	14.3
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McDougal Littell: California Literature - Grade 9 (Adopted 2009)            McDougal Littell: California Literature - Grade 10 (Adopted 2009)            McDougal Littell: California Literature - Grade 11 (Adopted 2009)            McDougal Littell: California Literature - Grade 12 (Adopted 2009)</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>
Mathematics	<p>Carnegie Learning Math Course 2 (Grade 7)            Adopted 2014-2015            Carnegie Learning Math Course 3 (Grade 8)            Adopted 2014-2015            Geometry McDougal Littell: Geometry (Adopted 09-10)            Algebra II McDougal Littell: Algebra II (Adopted 09-10)            Senior Math W.H. Freeman &amp; Co: Human Endeavors (Adopted 09-10)            Carnegie Learning Integrated Math 1 (Adopted 2014-15)            Carnegie Learning Integrated Math II (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>
Science	<p>Science1: Glencoe: Earth Science (Adopted 07-08)            Biology McDougal Littell: Biology (Adopted 07-08)            Chemistry Pearson-Hall: Chemistry (Adopted 07-08)            Conceptual Physics/Science 3 Prentice Hall: conceptual Physics (Adopted 07-08)            Physics Glencoe: Physics (Adopted 07-08)</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>
History-Social Science	<p>McDougal Littell - Modern World History(Adopted 06-07)            Modern World History: McDougal Littell: Modern World History: Patterns of Interaction (Adopted 06-07)            U.S. History Holt: American Anthem (Adopted 06-07)            Gov't/Ag Gov't Glencoe: American Government: Democracy in Action (Adopted 06-07)            Econ/Ag Econ Glencoe: Economics Principles &amp; Practices (Adopted 06-07)            McDougal Littell - World Geography            Adopted 2006-2007</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>

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>EMC Paradigm- Accion (Adopted 05-06)</p> <p>EMC/Paradigm - SomosAsi En Sus Marcas Adopted 2002-03</p> <p>EMC/Paradigm - Somos Asi Listos Adopted 2002-03</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe McGraw Hill - Health Adopted 2004-2005</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

### 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 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 (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			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 replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	Missing electrical covers installed. Light ballast replaced.
<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			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	3	4	13	48	41	41	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	4	2	31	39	44	48
Math	0		22	26	34	36

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	20	15	75.0	13.3
Male	16	12	75.0	16.7
Hispanic or Latino	11	8	72.7	12.5
Socioeconomically Disadvantaged	17	14	82.4	14.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	57	49	86.0	2.0
Male	11	34	30	88.2	3.3
Female	11	23	19	82.6	
Hispanic or Latino	11	37	32	86.5	3.1
Socioeconomically Disadvantaged	11	51	43	84.3	2.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	56	48	85.7	
Male	11	33	29	87.9	
Female	11	23	19	82.6	
Hispanic or Latino	11	36	31	86.1	
Socioeconomically Disadvantaged	11	50	42	84.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2016-17)

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, (559) 268-2272 or nhustedde@centralusd.k12.ca.us

#### State Priority: School Climate

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

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

#### School Safety Plan

The Safe School Plan is reviewed annually by Pershing's staff and the review date for this year was November 30, 2016. Necessary revisions are made to reflect current issues regarding student and school safety. Pershing High School's staff is well versed on how to respond to various crisis situations that may arise. Drills are conducted on a regular basis. Two-way radios and surveillance cameras have been provided.

Key Elements of the Safe School 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 periodic earthquake and lock-down drills. Staff are on proactive duty during student breaks and the school grounds are kept clean and attractive.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	30.6	29.6	43.2
Expulsions Rate	2.9	3.8	9.5
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		91.7



Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.33
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.33
Psychologist	0.10
Social Worker	
Nurse	0.20

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	0.10
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	90

\* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	14	15	31	13	9	6		1	2			
Mathematics	15	20	32	5	4	2	1	1	2			
Science	13	19	14	6	5	2						
Social Science	16	20	21	4	4	1	2	1	4			

\* 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 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, FCOE, and other providers. The staff meets weekly to participate in the school's staff development training and staff Professional Learning Communities known as 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 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,763	\$44,958
Mid-Range Teacher Salary	\$61,731	\$70,581
Highest Teacher Salary	\$81,368	\$91,469
Average Principal Salary (ES)	\$97,728	\$113,994
Average Principal Salary (MS)	\$102,715	\$120,075
Average Principal Salary (HS)	\$109,802	\$130,249
Superintendent Salary	\$201,759	\$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

### Types of Services Funded

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 Thursday from 1:45-3:45 for students to get remedial help and obtain extra credits. CAHSEE: intervention and remediation is also available. In addition, a CAHSEE skills elective is open to all students that have had difficulty passing the California High School Exit Examination.

Pershing's vocational agriculture program is supported by the California Agriculture Incentive Grant.

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 and group counseling on 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 and library is available to students and staff.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pershing Continuation High	2011-12	2013-14	2014-15
Dropout Rate	11.80	10.50	7.60
Graduation Rate	79.56	81.29	84.38
Central Unified School District	2011-12	2013-14	2014-15
Dropout Rate	11.80	10.50	7.60
Graduation Rate	79.56	81.29	84.38
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

\* 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/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,354.19	\$147.47	\$10,206.71	\$72,738.69
District	♦	♦	\$7,062.53	\$69,563.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			44.5	4.6
Percent Difference: School Site/ State			79.8	-2.0

\* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	18
% 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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	88.8
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	6.7

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	70	85	86
Black or African American	79	78	78
American Indian or Alaska Native	0	80	78
Asian	0	87	93
Filipino	0	100	93
Hispanic or Latino	73	86	83
Native Hawaiian/Pacific Islander	0	100	85
White	67	88	91
Two or More Races	0	89	89
Socioeconomically Disadvantaged	87	58	66
English Learners	100	52	54
Students with Disabilities	77	100	78

### **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.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.