



John J. Pershing Elementary School

1505 East Ellis Street • Madera, CA 93638 • (559) 664-9741 • Grades K-6

Andy Beakes, Principal

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<https://www.madera.k12.ca.us/Domain/391>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Madera Unified School District

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District Administration

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Superintendent Purple Pyramid**

Oracio Rodriguez **Area Assistant
Superintendent Red Pyramid**

Arelis Garcia **Chief Financial Officer**

Babtunde Ilori **Executive Director of
Accountability and Communications**

Dr. Rebecca Malmo **Executive Director
of Student and Family Support Services**

Principal's Message

John J. Pershing Elementary School is committed to providing an exemplary education in a secure, positive, challenging environment, fostered by a cooperative effort between school, community, and home. Our students will become responsible, lifelong learners and productive members of society through a commitment to being the best they can be in mind, body, and spirit.

Pershing Elementary School has experienced great success in its short history. The school has established a very strong culture that revolves around student achievement and high expectations. The Pershing staff expects all students to score in the "Standard Met" or "Standard Exceeded" ranges on both State and District assessments. As the result of high expectations for student performance, Pershing Elementary School received the "Virtues and Character Recognition Award" from the Fresno State Bonner Center for Character Education, and was named a "California Distinguished School" by the California State Department of Education in 2010.

Pershing Elementary School believes in good "first teaching" and the power of best practices. Our goal is to make sure all students understand the concepts and skills being taught. Through our continuous cycles of inquiry and use of timely data, teachers are able to modify instructional methods and pacing to meet the needs of our students. Students are able to receive additional support through in-class and after-school interventions.

At John J. Pershing, we are extremely proud of our culture, academic climate, and student growth. We attribute our success to a dedicated collaborative teaching staff and high expectations. Students are held accountable for their academics and character. At Pershing Elementary School, we believe in students being the best they can be in mind, body, and spirit.

Mission Statement

"Our students will become responsible, lifelong learners and productive members of society through a commitment to being the best they can be in mind, body, and spirit."

School Profile (School Year 2018-19)

John J. Pershing Elementary is one of 26 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During 2018-19, 650 K-6th grade students are enrolled at Pershing, with classes arranged on a traditional calendar.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	86
Grade 2	93
Grade 3	97
Grade 4	77
Grade 5	116
Grade 6	104
Total Enrollment	678

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.9
Asian	0.7
Hispanic or Latino	91.9
White	4.1
Two or More Races	0.6
Socioeconomically Disadvantaged	96.2
English Learners	40.9
Students with Disabilities	10.9
Foster Youth	0.7
Homeless	5.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for John J. Pershing	17-18	18-19	19-20
With Full Credential	36	30	30
Without Full Credential	1	4	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	859
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at John J. Pershing Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials

Year and month in which data were collected: October, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance: Step Up to Literacy California Wonders Benchmark Advance: Step Up to Literacy California Wonders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Big Ideas Math California Math in Focus: Singapore Math My Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Holt California Earth Science Houghton Mifflin California Science Macmillan/McGraw-Hill California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	California History-Social Science: myWorld Interactive California History-Social Science: myWorld Interactive, Ancient Civilizations Social Studies Alive! California Series Social Studies Alive! California Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

John J. Pershing is located on 17 acres of land in North East Madera. The school was built in 2007 with the remaining funds from a 2002 bond measure. The campus consists of five building structures. Three buildings house student classrooms which total 30. The administrative building houses the schools administrative staff, nurse's office, office assistant, conference room, staff lounge, teacher work room, and library. The cafeteria houses the kitchen as well as a stage area where our performing arts classes meet. In 2008, four portable classrooms were added to the campus to deal with student growth. One additional portable classroom was added in 2013. Two additional portable classrooms were added in 2014.

The campus has one soccer field and three baseball diamonds. It also includes six basketball courts, two four-square courts, and a large play structure. The kindergarten wing also has its own playground and shaded age appropriate play structure.

Cleaning Process

The school is in excellent condition and the custodial staff does a great job of keeping rooms clean and things in good working condition. We have three full-time custodians who work on different shifts throughout the day. This ensures that we have a custodian on campus from 6:30 a.m. until 11 p.m. on every school day.

The campus is very secure. All gates are locked during the school hours with the exception of the front gate next to the office. This allows our office staff to observe anyone coming onto or leaving campus. All visitors check in to the office before visiting any part of the campus.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	41	33	35	50	50
Math	36	32	23	22	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	30.1	30.1	9.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	386	384	99.48	41.41
Male	198	198	100.00	41.41
Female	188	186	98.94	41.40
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	350	348	99.43	40.80
White	16	16	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	368	366	99.46	39.89
English Learners	216	214	99.07	40.65
Students with Disabilities	43	43	100.00	9.30
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	27	27	100.00	0.00

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	384	382	99.48	31.94
Male	198	198	100.00	36.36
Female	186	184	98.92	27.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	348	346	99.43	30.64
White	16	16	100.00	62.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	366	364	99.45	30.49
English Learners	214	212	99.07	29.25
Students with Disabilities	43	43	100.00	6.98
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	27	27	100.00	0.00

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

At John J. Pershing Elementary School, we believe that parents are an integral part of a child's success at school. We encourage parents to get involved at Pershing both informally and formally. Informally, we have numerous parents volunteer in our classrooms on a weekly basis, volunteer to attend field trips, and volunteer to help with Family Fun Movie Nights, Spring Family Fun Carnival, and Book Fairs. Formally, parents are also encouraged to get involved through our School Site Council (SSC), English Language Advisory Committee (ELAC), Parent – Teacher Organization (PTO), and Parent Advisory Committee (PAC).

We have numerous parents who volunteer in their child's classroom on a weekly basis. Supervised parents provide support to teachers in the classroom and help with classroom and activity preparation. Parents also volunteer to help run our school book fair, fundraisers, and other special school events. The Parent-Teacher Organization holds fundraisers to help pay for student field trips, and organizes special school events such as our Spring Family Fun carnival, concession stands at special events, and Family Fun Movie Nights.

Parents also serve on our SSC and ELAC. These important groups serve as both governing bodies and advisory groups. The SSC approves the school site plan, develops and approves the school's budget, and approves the School Safety Plan.

The ELAC committee plays an advisory role to the school's administration in the development and implementation of the English Language Development (ELD) program.

Pershing Elementary also holds an annual Back to School Night and Open House. These events are opportunities for parents to visit the school with their children and see first hand the exciting things their students do at school. Parents also attend conferences with teachers. These one-on-one meetings allow teachers to share important academic information with parents as well as answer any questions parents may have about their student's academic progress. Parents are also encouraged to attend our quarterly awards assemblies, our Band, Choir, & Orchestra Winter/Spring concerts, and athletics events.

Pershing Elementary School utilizes the Connect-Ed System which allows us to call or text every family with important information. This allows all parents to be contacted in a timely manner to help foster the communication between school and home. For more information on how to become involved, contact Erin Stanley, Vice Principal, at (559) 664-9741 or erinstanley@maderausd.org.

State Priority: School Climate

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

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

School Safety Plan

Safety of students and staff is a primary concern of John J. Pershing Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated by the School Safety Committee and passed by the School Site Council in March, 2019. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held three times per year. Students are supervised before and after school by certificated staff and administration. Administration and certificated staff supervise morning recess. Administration and classified noon aides supervise students during lunch and lunch recess. There is a designated area for student drop off and pick up. Visitors enter the school at the front gate (only open gate) and are required to sign in at the front office immediately upon arrival.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	3.2	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.5	6.6	6.5
Expulsions Rate	0.2	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	847.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Nurse	.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		5		21	1	5		18	2	4	
1	22		5		22	1	3		21		4	
2	22		4		24		4		23		4	
3	24	1	4		17	5			24		4	
4	32		3	1	27		4		20	1	3	
5	27	1	3	1	37			3	38			3
6	24	1	4		24	1	4		26		4	
Other**	7	1			8	1			5	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3

The staff at John J. Pershing is committed to providing an exemplary education for all students. In order to accomplish this, staff needs to implement best practices and effective teaching strategies. Teachers receive training and staff development on an ongoing basis through in-service days, early release time, and after-school trainings. During the 2018-19 school year, the Pershing staff received training in Suicide Prevention, Energy Conservation, Professional Learning Community (PLC), English Language Development, LPAC Testing, SBAC Testing, Guided Reading, "SNAP Learning", "Thinking Maps", "Write From The Beginning", "Number Talks", and district core Math & ELA implementation. Teachers utilize Tuesday & Thursday Early Release days for Grade Level Planning.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,794	\$51,374
Mid-Range Teacher Salary	\$72,980	\$80,151
Highest Teacher Salary	\$93,558	\$100,143
Average Principal Salary (ES)	\$121,113	\$126,896
Average Principal Salary (MS)	\$123,871	\$133,668
Average Principal Salary (HS)	\$128,170	\$143,746
Superintendent Salary	\$215,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$2,094	\$1,315	\$799	\$68,417
District	N/A	N/A	\$5,345	\$74,582.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-148.0	
School Site/ State		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.