

# John J. Pershing Elementary School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

#### **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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	John J. Pershing Elementary School
Street	1505 East Ellis Street
City, State, Zip	Madera, CA 93638
Phone Number	(559) 664-9741
Principal	Lisa DelaPeña
Email Address	lisadelapena@maderausd.org
Website	<a href="https://www.madera.k12.ca.us/Domain/391">https://www.madera.k12.ca.us/Domain/391</a>
County-District-School (CDS) Code	20-65243-0113050

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
Website	www.madera.k12.ca.us

### School Description and Mission Statement (School Year 2020-2021)

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#### Principal's Message

John J. Pershing Elementary School is committed to providing 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 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.”

John J. Pershing Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	104
Grade 1	87
Grade 2	84
Grade 3	85
Grade 4	95
Grade 5	79
Grade 6	114
Total Enrollment	648

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.2
Asian	1.4
Filipino	0.2
Hispanic or Latino	90.7
White	3.1
Two or More Races	0.9
Socioeconomically Disadvantaged	96
English Learners	34.4
Students with Disabilities	9
Foster Youth	0.8
Homeless	2.3

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	30	30	28	777
Without Full Credential	4	2	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	15

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2020

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%
Mathematics	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
Science	Twig Science 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	35	N/A	50	N/A
Mathematics (grades 3-8 and 11)	32	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	18	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

#### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

#### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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, Seasonal Community Events, 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 acts in an advisory role to the school’s administration in order to development and implement 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 Parent Square which allows us to communicate with every family with important information. This allows all parents to be contacted in a timely manner to help foster communication between school and home. For more information on how to become involved, contact Christina Riche, Vice Principal, at (559) 664-9741 or christinariche@ maderausd.org.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				87.1	88	89.3	82.7	83	84.5

## 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.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.2	1.8	6.6	6.5	3.5	3.5
Expulsions	0.0	0.0	0.4	0.3	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.04	0.04	2.5
Expulsions	0	0.002	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern at 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 November 2020. 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 scheduled on a monthly basis throughout the school year when students and staff are present. 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 before school, morning recess, and dismissal. 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.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	5		18	2	4		24		4	
1	22	1	3		21		4		21	1	3	
2	24		4		23		4		27		3	
3	17	5			24		4		20	2	2	
4	27		4		20	1	3		31		3	
5	37			3	38			3	25		3	
6	24	1	4		26		4		28		4	
Other**	8	1			5	1			8	3		

\*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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts												
Mathematics												
Science												
Social Science												

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	810

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.8
Social Worker	
Nurse	0.6
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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$2,239	\$1,380	\$859	\$68,417
District	N/A	N/A	\$5,345	\$75,518
Percent Difference - School Site and District	N/A	N/A	-144.6	-9.9
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-160.1	-21.1

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

### Types of Services Funded (Fiscal Year 2019-2020)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2019-20 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 2019 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2019-20 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 2019-20)

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

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,956	\$52,484

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$73,239	\$81,939
Highest Teacher Salary	\$93,867	\$102,383
Average Principal Salary (Elementary)	\$123,222	\$129,392
Average Principal Salary (Middle)	\$129,365	\$136,831
Average Principal Salary (High)	\$132,629	\$147,493
Superintendent Salary	\$215,000	\$254,706
Percent of Budget for Teacher Salaries	30.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	11

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 training. During the 2019-20 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. The 2020/21 school year continued to build on the 19/20 Professional Development trainings and implementation as well as the following: Positive Behavior Intervention Supports, Response to Intervention, Social-Emotional Learning, and Student Engagement.