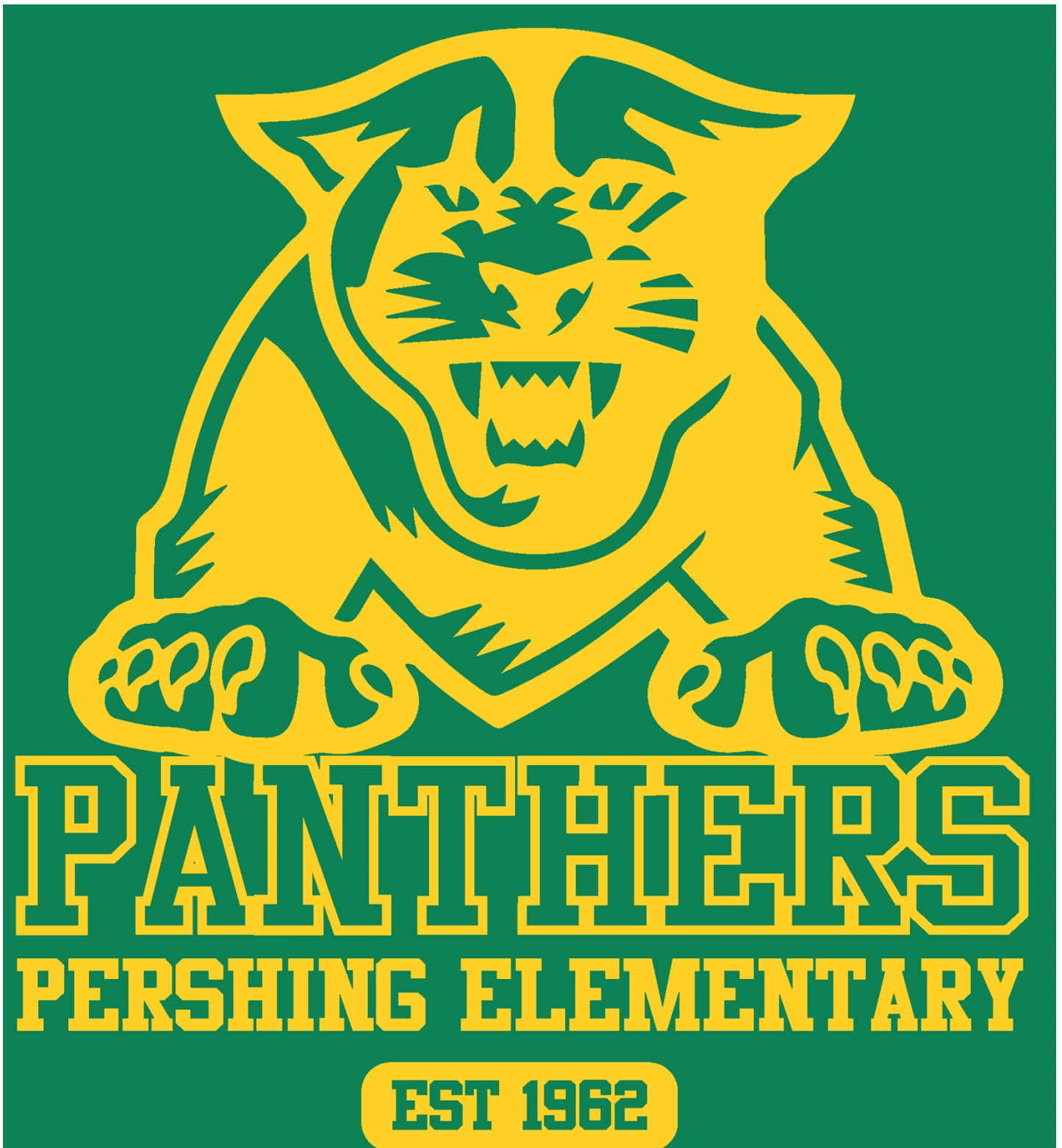


School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pershing Elementary School	34-67447-6034847	05/24/2022	June 28th, 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of, student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) Welcoming schools that support the social and emotional needs of our students form the foundation for academic excellence. We recognize this is built through the continuous improvement of intentional collaborative efforts that are focused on the following:

1. Connected School Communities:

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

2. Healthy Environments for Social and Emotional Growth:

All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

3. Engaging Academic Programs:

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

4. Clear Pathways to Bright Futures:

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

This school plan aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race, or English language proficiency. All actions are directed toward accelerating learning, improving academic outcomes, and promoting the social-emotional wellness of students. The plan utilizes supplemental funding to provide for student intervention, parental engagement, professional learning, engaging supplemental materials, and additional instructional support to accelerate learning after the negative impacts of distance learning formats, hybrid learning formats, and school attendance challenges due to the COVID-19 Pandemic. Site goals include actions, services, and expenditures that meet state and federal requirements.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Involvement with developing the School Plan began in December 2021. Site Leadership teams, School Site Council, and school staff evaluated the current SPSA to determine if actions have been effective so far. The School Site Council met throughout the school year discussed how to best use the limited funding available to support our most at-risk students, as well as support our goals for our entire student population.

The Site Leadership team met twice monthly throughout the year in order to lead the staff throughout the implementation and monitoring of intervention programs, professional development, and in addressing the needs of our students. Beginning in December 2021, the Site Leadership team helped to facilitate staff discussions about the effectiveness of the SPSA actions and which actions we would continue, as they pertained to staffing positions that would need notification if not continued. The intervention teacher led the team through data analysis of iReady academic data, from the fall, comparing back to years prior to the pandemic. In addition, she guided the staff early

on in the use of screening tools to determine which students may need intervention, and possible tools we may use to support reading development based on the science of reading.

School Site Council met monthly during the school year. We reviewed the same data as the site leadership team reviewed with the staff. Overall, Site Council was concerned about the challenges we were facing with attendance due to COVID quarantining, as we saw the highest rates of chronic absenteeism than ever before. Each group also reviewed the survey data, comparing the results from the previous two years, as well.

Each stakeholder group noted the success of using instructional assistants and teacher small-group instruction for additional support for students who are at risk, while staff also expressed concern that instructional assistant time is maximized with students and equitable. Due to the District providing an instructional assistant in each TK through 2nd grade classroom, the instructional assistants funded partially out of this plan are focused on support for 3rd through 6th grades. Each stakeholder group also noted the use of Lexia and iReady as intervention tools to support students in the area of foundational reading and math skills. Each group also reviewed challenges we experienced this year with balancing the SPSA budget and position costs as two of the positions were expanded with funding through the Expanded Learning Opportunities funding, which increased the cost of the portion paid for out of the SPSA. Adjustments had to be made to not cause the SPSA budget to be over budget.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through the Comprehensive Needs Assessment process, the focus of this plan is to address resource inequities related to supporting students to meet grade level standards, connect students to the school community, improve student social-emotional well-being and behavior, as well as improve attendance. Actions are designed to promote academic success and engagement through innovative teaching strategies, interventions, and engaging activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The school leadership team, site council, and Pershing staff used Survey data provided by the District team, which surveyed parents, staff, and students in grades 4th through 6th grades. This is conducted annually. The teams also used attendance data and reviewed it several times throughout the year.

What worked and didn't work? Why? (monitoring)

Annual Surveys were provided for students, parents, and staff. Of the four main categories of the survey, all categories overall had average "agree" and "strongly agree" average scores above 80%. The category of "High Expectations / Caring Relationships" had high response rates with 88.9% of students, 89.8% of parents, and 92% of staff with responses of "agree" or "strongly agree." The category of "School Culture / Sense of Belonging" had the lowest, with 80.7% of students, 88.5% of staff, and 89.7% of parents responding "agree" and "strongly agree." To better understand the needs of students, staff and site council analyzed the specific survey statements with lower scores, which included statements such as, "The school listens to student input on important decisions,"

“People are respectful to others at my school,” and “Students feel close to people at my school,” with 67.4%, 71.5%, and 75.6% responding “agree” and “strongly agree” respectively. That being said, the very lowest response was in the category “Participation / Engagement / Motivation” with 47.5% replying “agree” or “strongly agree” to the statement “School provides opportunities for academic support when students are struggling,” and 48% of the same for the statement, “It is easy for students to stay focused on their schoolwork.”

Overall, relationship, high expectations and caring relationships demonstrate positive and high results. Individual relationships with students between teachers, instructional assistants and other staff created an environment where students felt consistently supported by someone at school. Yet, a high number of intermediate students also responded negatively to the statements in the category of "school culture" and "sense of belonging." Relying on the survey results to guide changes this year is not frequent enough for monitoring and making timely adjustments.

In regards to attendance data, monitoring was less frequent, as we were overwhelmed with managing COVID tracking, testing, and COVID-19 positive case contact tracing. Communication with families about why their child was absent and how and when the child could return were the primary focus. Later in the year, the focus shifted to intervening with students who had poor attendance that may be unrelated to COVID reasons.

What modification(s) did you make based on the data? (evaluation)

The team discussed conducting listening circles and short surveys with students, both in intermediate grades, but also all grades, to better understand how to help students feel more connected to the school and to improve school culture. Instead of waiting until the survey takes place in January, this needs to be done on a monthly basis in order to make changes and adjustments in response to students' feedback.

In regards to attendance, we made changes as we progressed through the year. Based on the data, we prioritized the most frequently absent students with interventions that involved parent and student conversations. With those efforts, attendance did improve for the most severe cases, but inconsistently. The COVID-19 requirements to quarantine were frequently used as an excuse for some families and persisted as an ongoing barrier. Holding Student Study Team meetings with the parents and a team of staff members seemed to help in some cases so that we could share the negative impacts poor attendance has on student performance in school.

2021-22

Identified Need

Connected School Communities

Welcoming school environments that value all students and families provide a foundation for effective learning. Through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them reconnect to school, and to access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
<p>2021-2022 School Survey - Overall average percentage of questions in the "School Culture / Sense of Belonging" for responses of strongly agree/agree.</p>	<p>The category of "School Culture / Sense of Belonging" had the lowest, with 80.7% of students, 88.5% of staff, and 89.7% of parents responding "agree" and "strongly agree." Statements such as, "The school listens to student input on important decisions," "People are respectful to others at my school," and "Students feel close to people at my school," with 67.4%, 71.5%, and 75.6% responding "agree" and "strongly agree" respectively.</p>	<p>Improve student response to "School Culture and Sense of Belonging" by at least 5% in all question areas, and 3% in the overall category.</p>
<p>Chronic Absenteeism Rates & Attendance Rate Overall</p>	<p>The Chronic Absenteeism rate was 25.9% in the first three months, representing 139 students who were chronically absent. By the end of the first half of the year, Chronic Absenteeism dropped to 21.4%, representing 114 students who were still chronically absent.</p> <p>Groups with disparity over 8.6% included students who are English Learners with 10% disparity, and students who qualify as low-socio-economic status at 12% disparity compared to whole school population. Other subgroups had some disparity, ranging from 4% to 7%.</p> <p>In the first three months of school, the overall attendance rate was 91.5%. By the end of December 2021, the attendance</p>	<p>Decrease disparity by 1% or more for students Chronically Absent in groups Low SES, EL and Homeless. Increase overall school attendance rate by 1% or more, with Low SES group improved by 1%, lowering disparity.</p>

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

	rate improved to 92.4%, a slight improvement of almost 1 %.	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	For students who are determined to be at risk of reaching grade level standards, teachers and school staff will coordinate outreach to students and parents to connect students and families to resources to ensure students are accessing all available supports. Staff will provide one-on-one coaching and support to help problem solve,	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless Youth	Principal, teachers, MTSS Social Worker, school staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	August 2022 - June 2023

	<p>establish routines and guide students through goal setting around attendance and academic growth. Staff will also assess any need for social-emotional learning supports and connect students to SEL resources. Staff will meet with parents to provide support and access to strategies, motivational tools and incentives, as needed. Students who meet growth goals will be recognized with incentives, certificates and "shout outs."</p>					
1.2	Provide intervention support for students with	<p>All Students X English Learners X Low-Income Students X Foster Youth</p>	Principal, teachers, MTSS Social	LCFF Supplemental Site Allocation	1000	August 2022 - June 2023

	high absenteeism, working to prevent chronic absenteeism, through parent meetings, home visits, and incentives for students for being at school on time. In addition, recognize improved attendance and perfect attendance across the school through certificates and other recognition.	X Other Homeless Youth	Worker, school staff	4000-4999: Books And Supplies		
1.3	Staff will conduct monthly listening circles and short surveys to gather data from students about school culture and sense of belonging. Opportunities for student	X All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, teachers, MTSS Social Worker, school staff	Other 4000-4999: Books And Supplies	0	August 2022 - June 2023

leadership roles will be available for students to provide guidance on changes and additions to school events, routines, and procedures, which will include culture building activities in which all students may participate. Funds provided will be covered by General Fund or Donations.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The school leadership team, site council, and Pershing staff used Survey data provided by the District team, which surveyed parents, staff, and students in grades 4th through 6th grades. This is conducted annually. The team also used SWIS data from PBIS.

What worked and didn't work? Why? (monitoring)

Annual Surveys were provided for students, parents, and staff. Of the four main categories of the survey, all categories overall had average "agree" and "strongly agree" average scores above 80%. The category of "High Expectations / Caring Relationships" had high response rates with 88.9% of students, 89.8% of parents, and 92% of staff with responses of "agree" or "strongly agree."

Overall, relationship, high expectations and caring relationships demonstrate positive and high results. Individual relationships with students between teachers, instructional assistants and other staff created an environment where students felt consistently supported by someone at school.

On the same survey, though, students did respond lower to questions related to "Safety" and respect, with parents responding "agree/strongly" agree at a rate of 91.90%, and staff responding "agree/strongly agree" at a rate of 92.3%. Students responded "agree/strongly" agree at an average rate of 82.5%, nearly 10% difference from both adult groups. The statement with the lowest response in this category was, "Concerns about student safety are addressed appropriately at my school," with 63.1% of students responding "agree/strongly agree."

Again, the staff discussed that inconsistent formats of gathering input and feedback from students contributes to these lower scores. Staff discussed that students often assume that "nothing happened" as a consequence for an incident because consequences are confidential for students, therefore they are unaware of the results. Also, through empathy gathering with students, the principal learned that students in the 5th and 6th grade were frustrated with consequences they did receive, especially if adults did not pause to listen to them, or explain the rationale behind a decision. When students were given opportunity to discuss the situation, or question, and to hear an adult explain, they felt more respected and were more likely to feel positively about the situation, even if it did not go in the direction they originally requested.

As part of the Pershing PBIS (Positive Behavioral Interventions and Supports), our PBIS Tier 1 team shared our SWIS (School-wide Information System) reports regarding behavioral referrals this school year. From the beginning of the 2021-2022 school year through May, 2022, there have been at least 435 referrals, both minor and major. The months with the highest referral rates (referrals per day) were September and April with about 4 referrals written per day. The two main top behaviors of concern were physical aggression (major) and body contact (minor), and the common area of referral incidents was the playground, with more than half occurring there. The grade levels with the most referrals were kindergarten, first and third grade. What worked was that changes to the Panther Paw cart increased student motivation for earning Panther Paws. What was observed is that students need more support for how to manage and respond to conflict and emotions.

What modification(s) did you make based on the data? (evaluation).

During the spring, after receiving the data from the survey, the principal met with 5th and 6th grade students when there were complaints about consequences and specific rules at their lunch recesses. Students were asked to share what they were frustrated about and the principal used paraphrasing and active listening. The principal met with Instructional Assistants and Rec Aides to review feedback provided by students. Staff were encouraged to slow down and make more efforts to listen to students perspective, and to explain decisions that are being made.

In addition, the team discussed conducting listening circles and short surveys with students, both in intermediate grades, but also all grades, to better understand how to help students feel more connected to the school and to improve school culture. Instead of waiting until the survey takes place in January, this needs to be done on a monthly basis in order to make changes and adjustments in response to students' feedback.

Staff on our PBIS team also made adjustments this year to increase the frequency of the Panther Paw Cart store to every 6 weeks.

2021-22 Identified Need

Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
2021-2022 School Survey - Overall average percentage of questions in the "Safety" for responses of strongly agree/agree.	Survey responses for "Safety" and respect, with parents responding "agree/strongly" agree at a rate of 91.90%, and staff responding "agree/strongly agree" at a rate of 92.3%, students responded "agree/strongly" agree at an average rate of 82.5%, nearly 10% difference from both adult groups. The statement with the lowest response in this category was, "Concerns about student safety are addressed appropriately at my school," with 63.1% of students responding "agree/strongly agree."	Improve student response to "Safety" by at least 3% in the overall area from 82.5% to 87.5%.
Behavior Referral Data	From the beginning of the 2021-2022 school year through May, 2022, there have been at least 435 referrals, both minor and major. The months with the highest referral rates (referrals per day) were September and April with about 4 referrals written per day.	Decrease the number of referrals to less than 400 for the entire year, with an average of 3 or less per day.

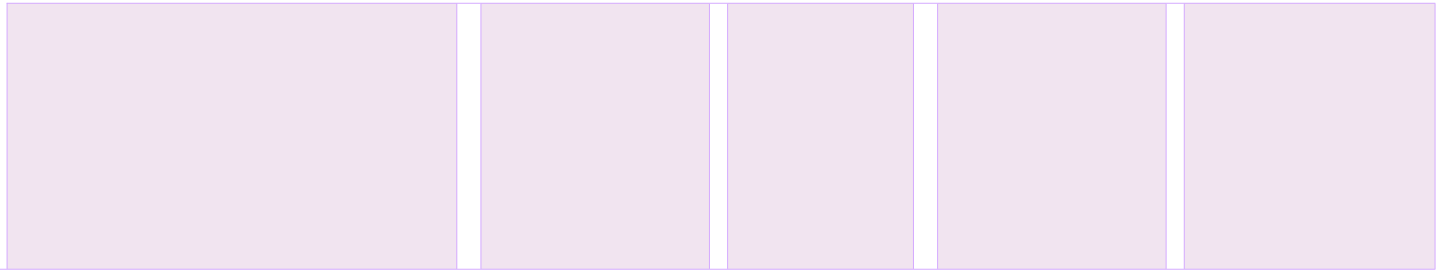
Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Implement Restorative Practices, PBIS (Positive Behavior Interventions and Supports) school-wide implementation , and provide social-emotional development lessons in all classes through programs such as Second Step. Programs will continue to be used in small group or whole class, in any instructional setting, depending upon the need presented by student behaviors. Provide Tier 1	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless Youth	Principal, PBIS Team, teachers, office staff, other staff, District Equity Department	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	August 2022 - June 2023

	<p>and Tier 2 PBIS. Provide training for staff, purchase support materials, as needed. Conduct school-wide assembly for recess expectations, rules of games, routines and procedures. Materials may include posters, banners, signs, and other materials.</p>					
2.2	<p>Provide professional development training and collaboration time for recreation aides and instructional assistants to provide supports for recess and behavior management. Support with</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless Youth</p>	<p>Principal, PBIS team, Rec Aides, other staff</p>	<p>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries</p>	1000	<p>August 2022 - June 2023</p>

training and problem solving in order to improve behavioral response for students.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We monitored student academic growth and progress by using iReady, Text Levels, and screening tools, such as a Spelling Inventory, DIBELS Maze, ORF, and CORE Phonics Screener. We also used grade level agreed upon measures to monitor student progress in mathematics.

What worked and didn't work? Why? (monitoring)

The use of iReady Reading data as a first level of screening, along with both a spelling inventory and the DIBELS Maze, worked well to screen students into a more intensive intervention program for reading. Overall, our students improved the most in reading this year compared to growth in mathematics. The gaps between the overall population and specific groups of students is much smaller, and in one case, flipped with the subgroup outperforming the overall group, than compared to gaps between the same groups in mathematics. What did not work was that we do not yet have a similar system for intervention screening and supports in the area of mathematics.

What modification(s) did you make based on the data? (evaluation)

As we progressed through the year, students were moved in and out of intervention. Also, as some students continued to struggle, the focus drilled down into phonemic awareness skills, a more foundational piece.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate, and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady Diagnostic Reading	<p>Overall, for Pershing 2nd through 6th grade students, 69.1% of students were on, or above, proficiency on the iReady Reading assessment during the winter 2022 assessment. This is an increase of 17.3% more students performing proficient or above than on the fall 2021 assessment.</p> <p>18.8% of students who are English Learners performed proficient or above in reading, and have a gap of 50.3% behind the overall Pershing population assessed.</p> <p>Students who qualify as low-socioeconomic status had a rate of 54.5% proficient or above, a gap of 14.6% less than the overall Pershing population assessed.</p> <p>61.5% of students who are homeless were proficient or above, a gap of 7.6% compared to the overall Pershing population assessed.</p>	<p>The goal would be for all groups to have less than 17.2% disparity and perform more in par with the overall population of the students assessed.</p>

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

55.8% of students with disabilities performed at or above proficiency, a gap of 13.3% less than the total Pershing population assessed.

There was no disparity for students who are African American/Black, as 84.6% of African American or Black students performed proficient or above, exceeding the overall population by 15.5%!

Last, 57.4% of Hispanic/Latino students performed proficient or above, with a disparity of 11.7%.

iReady Diagnostic Math

Overall, for Pershing 2nd through 6th grade students, 55% of students were on or above proficiency on the iReady Mathematics assessment during the winter 2022 assessment. This is an increase of 17.2% more students performing proficient or above than on the fall 2021 assessment.

Students who are English Learners have a gap of 36.2% behind the overall Pershing population assessed.

Students who qualify as low-socioeconomic status had a rate of 34.4% proficient or above, a gap of 20.7% less than the overall Pershing population assessed.

30.8% of students who are homeless were proficient or above, a gap of 24.2%

The goal would be for all groups to have less than 14.1% disparity and perform more in par with the overall population of the students assessed.

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

	<p>compared to the overall Pershing population assessed.</p> <p>30.2% of students with disabilities performed at or above proficiency, a gap of 24.8% less than the total Pershing population assessed.</p> <p>Two groups with a smaller disparity include African American/Black students with 46.2% proficient or above, and Hispanic/Latino students, with 44.3% proficient or above.</p>	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Hire and train Instructional Aides to provide intervention support for English Learners and Low Income students for reading instruction; Specifically target students who are performing	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless Youth	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	6,694 6,954	August 2022- June 2023

	below grade level standards.					
3.2	Purchase and implement use of Lexia Core software licenses, or other similar intervention programs, to support English Learners in language acquisition and to support low income who are performing below standards.	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless Youth	Principal, teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	4600	August 2022-June 2023
3.3	Ongoing professional development and collaboration time will focus on refining and aligning instructional strategies that support student learning, with data-focused conversations on specific targeted interventions	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Teachers, other staff and principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000	August 2022-June 2023

	for students at academic risk. Funds will be used for teacher and staff release time and extra hour pay for various staff, as needed.					
3.4	Purchase curriculum programs and intervention support software, or licenses, to increase student motivation, academic performance, independence in reading and math.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Homeless Youth	Teachers and principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6000	August 2022-June 2023

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Annual Survey Data responses were analyzed to monitor progress once during the year.

What worked and didn't work? Why? (monitoring)

The main specific actions that target this goal occur after the Annual Survey, and did not include actions that specifically help improve the responses. For example, the statements include parents and students knowing information about what courses they need in order to graduate high school, and to apply to college. We did not target these actions. Every year we do hold a College & Career week, but it is typically in March, well after the Surveys are conducted.

What modification(s) did you make based on the data? (evaluation)

Next year, more time will be spent informing elementary families and students, especially our intermediate students, about the pathways to college, the requirements to graduate high school, and the requirements to apply for college. We will also move our College & Career week to the fall to help increase opportunities to improve in this area and make adjustments within the school year.

2021-22

Identified Need

Students need opportunities to learn about possible career paths and the steps needed to help them as they progress towards their future. We will ensure each student is engaged and supported in activities that engage them in college, career and planning for their futures.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Annual Survey 2021-22 - College and Career - Students know what classes to pass to be prepared for college, strongly agree/agree.	Annual Survey 2021-22 - College and Career - Students know what classes to pass to be prepared for college, 54.1% parents Percent strongly agree/agree; 37.6% Students strongly agree/agree.	Improve both groups response rate by 10% each or more.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Implement annual College and Career Week in the fall; share career pathways that are available at each high school in SJUSD. Staff	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, Leadership Team, Classroom Teachers, Volunteers of Pershing Community	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	872	August 2022 - June 2023

will share steps required to graduate high school, to enter college. Parents and community members invited to present about careers. Principal will share similiar pathways and requirement information at all parent meetings (ie., a-g requirements)

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,120.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$33,120.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$33,120.00

Total of federal, state, and/or local funds for this school: \$33,120.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	33,120.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	33,120.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	7,694.00
3000-3999: Employee Benefits	6,954.00
4000-4999: Books And Supplies	4,872.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	7,694.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,954.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	4,872.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,000.00

5800: Professional/Consulting Services And Operating Expenditures
4000-4999: Books And Supplies

LCFF Supplemental Site Allocation
Other

4,600.00
0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,000.00
Goal 2	3,000.00
Goal 3	27,248.00
Goal 4	872.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kendra Shelton	Principal
Elizabeth Allan	Classroom Teacher
Debbie Booth	Classroom Teacher
Kim Davenport	Classroom Teacher
Michelle Ronshausen	Other School Staff
Denice Gayner	Parent or Community Member
Melody Vanderschaaf	Parent or Community Member
Luis Pacheco	Parent or Community Member
Caitlin Quillin	Parent or Community Member
Krystal Roraback	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/24/2022.

Attested:



On File

Principal, Kendra Shelton on 5/24/2022

SSC Chairperson, Elizabeth Allan on 5/24/2022

Budget By Expenditures

Pershing Elementary School

Funding Source: LCFF Supplemental Site Allocation \$33,120.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement Restorative Practices, PBIS (Positive Behavior Interventions and Supports) school-wide implementation, and provide social-emotional development lessons in all classes through programs such as Second Step. Programs will continue to be used in small group or whole class, in any instructional setting, depending upon the need presented by student behaviors. Provide Tier 1 and Tier 2 PBIS. Provide training for staff, purchase support materials, as needed. Conduct school-wide assembly for recess expectations, rules of games, routines and procedures. Materials may include posters, banners, signs, and other materials.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	
Provide professional development training and collaboration time for recreation aides and instructional assistants to provide supports for recess and behavior management. Support with training and problem solving in order to improve behavioral response for students.	2000-2999: Classified Personnel Salaries	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Hire and train Instructional Aides to provide intervention support for English Learners and Low Income students for reading instruction; Specifically target students who are performing below grade level standards.	2000-2999: Classified Personnel Salaries	\$6,694.00	Engaging Academic Programs	
Purchase and implement use of Lexia Core software licenses, or other similar intervention programs, to support English Learners in language acquisition and to support low income who are performing below standards.	5800: Professional/Consulting Services And Operating Expenditures	\$4,600.00	Engaging Academic Programs	

Pershing Elementary School

<p>Ongoing professional development and collaboration time will focus on refining and aligning instructional strategies that support student learning, with data-focused conversations on specific targeted interventions for students at academic risk. Funds will be used for teacher and staff release time and extra hour pay for various staff, as needed.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$3,000.00</p>	<p>Engaging Academic Programs</p>
<p>Purchase curriculum programs and intervention support software, or licenses, to increase student motivation, academic performance, independence in reading and math.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$6,000.00</p>	<p>Engaging Academic Programs</p>
	<p>3000-3999: Employee Benefits</p>	<p>\$6,954.00</p>	<p>Engaging Academic Programs</p>
<p>Implement annual College and Career Week in the fall; share career pathways that are available at each high school in SJUSD. Staff will share steps required to graduate high school, to enter college. Parents and community members invited to present about careers. Principal will share similiar pathways and requirement information at all parent meetings (ie., a-g requirements)</p>	<p>4000-4999: Books And Supplies</p>	<p>\$872.00</p>	<p>Clear Pathways to Bright Futures</p>

Pershing Elementary School

For students who are determined to be at risk of reaching grade level standards, teachers and school staff will coordinate outreach to students and parents to connect students and families to resources to ensure students are accessing all available supports. Staff will provide one-on-one coaching and support to help problem solve, establish routines and guide students through goal setting around attendance and academic growth. Staff will also assess any need for social-emotional learning supports and connect students to SEL resources. Staff will meet with parents to provide support and access to strategies, motivational tools and incentives, as needed. Students who meet growth goals will be recognized with incentives, certificates and "shout outs."

4000-4999: Books And Supplies

\$1,000.00

Connected School Communities

Provide intervention support for students with high absenteeism, working to prevent chronic absenteeism, through parent meetings, home visits, and incentives for students for being at school on time. In addition, recognize improved attendance and perfect attendance across the school through certificates and other recognition.

4000-4999: Books And Supplies

\$1,000.00

Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$33,120.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Pershing Elementary School

Staff will conduct monthly listening circles and short surveys to gather data from students about school culture and sense of belonging. Opportunities for student leadership roles will be available for students to provide guidance on changes and additions to school events, routines, and procedures, which will include culture building activities in which all students may participate. Funds provided will be covered by General Fund or Donations.

4000-4999: Books And
Supplies

\$0.00 Connected School
Communities

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

Pershing Elementary School Total Expenditures: \$33,120.00