

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	05/16/2023	August 8, 2023

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)

Schoolwide Program

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Pershing Elementary School met the criteria for the following student group:

Two or More Races

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Data Analysis was completed with the Site Leadership Team, teaching staff, School Site Council, and English Learner Advisory Committee.

ACADEMIC DATA:

Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during the 2020-21 school year, and therefore there is not a year to compare 2021-2022 against. We are at a beginning point, a new starting point for California Assessment of Student Performance and Progress (CAASPP) data. Data also includes local assessment, surveys, attendance data, empathy gathering, and observations.

On Spring 2022 CAASPP English Language Arts (ELA), 63.16% of 3rd through 6th grade students performed at or above grade level. On Spring CAASPP Math, 59.67% of 3rd through 6th grade students performed at or above grade level. This data reflects a small growth in ELA from 2019, pre-COVID data, and a decrease of about 5% in math from 2019. Being that our population tested has shifted during those 3 years, we reflected on our local iReady assessment to determine site-wide areas of need and to set growth targets. Students in populations identified as English Learner, Low Socio-Economic Status, African American, Hispanic, Special Education, and Homeless all showed varying levels of disparity between their percentage at or above grade level and the group overall, with English Learners displaying the lowest percentages with 12.5% in ELA and 5.56% in math.

Across SJUSD, nationally normed iReady assessments were conducted at the beginning of the year (August/September 2022) and in winter (January/February 2023). Kindergarten, 1st, and 2nd grades have a different agreement with the District to choose between Text Level assessments conducted one-on-one, and an iReady computer-based assessment for this year, and TK do not conduct these assessments. On iReady, Kinder and 2nd through 6th conducted reading and math assessments (as it was optional, 1st grade elected to do Text Level assessments, and did not conduct math iReady, but will in the future). Students in grades 3 through 6. Overall, for reading, students on grade level or above improved from 53.5% to 64.1%. Overall, for math, students on grade level or above improved from 37.6% to 57.1%. To continue to monitor student growth using this assessment tool, the staff agreed to conduct the iReady assessments at the end of May 2023.

The iReady reading data for 3rd through 6th grade specifically shows a disparity exists for several specific groups of students; specifically, a disparity exists between our population overall and students who are English learners, of low socio-economic status, homeless, students with disabilities, students who are African American/Black, and those who are Hispanic/Latino. Students who are English Learners performed proficient or above in reading improving from 5% to 25%, and have a gap of 39% behind the overall Pershing population assessed (which is 11.3% improvement compared to last year). Students who qualify as socioeconomically disadvantaged had a rate of 48.2% proficient or above, improving from 33.9% in the fall, but reflecting a gap of 15.9% compared to the overall Pershing population assessed. 33.3% of students who are categorized as also homeless were proficient or above, a gap of 30.8% compared to the overall Pershing population assessed. 43.8% of students with disabilities performed at or above proficiency, a gap of 20.3% compared to the total Pershing population assessed. For students who are also African American/Black, 50% of African American or Black students performed proficient or above, 14.1% less compared to the total Pershing population assessed. Last, 50% of Hispanic/Latino students performed proficient or above, with a disparity of 14.1%. The goal would be for all groups to have less overall disparity and perform more in par with the overall population of the students

assessed. Overall, the majority of Pershing students performed better on Reading assessments in the Winter and we made gains to close gaps between specific student groups and the overall larger student group.

The iReady Math Data shows a disparity exists for several specific groups of students; specifically, a disparity exists between our population overall and students who are English learners, of low socio-economic status, homeless, students with disabilities, students who are African American/Black, and those who are Hispanic/Latino. Students who are English Learners have a gap of 42.1% behind the overall Pershing population assessed, a larger gap that observed last year. Students who qualify as socioeconomically disadvantaged had a rate of 39.3% proficient or above, a gap of 17.8% less than the overall Pershing population assessed. 0% of students who are homeless (6 students total) were proficient or above, although 50% were approaching. 33.3% of students with disabilities performed at or above proficiency, a gap of 23.8% less than the total Pershing population assessed. 35.7% of African American/Black students were proficient or above, with a gap of 21.4% compared to the total school population. 50% of Hispanic/Latino students performed at or above proficiency, a gap of 7.1% compared to the total school population. The goal would be for all groups to have less disparity and perform more in par with the overall population of the students assessed.

ATTENDANCE DATE:

Overall attendance has continued to be a challenge this past year during the pandemic with quarantining requirements and COVID cases. Last year, 2021-2022, the overall attendance rate was 92.7% for all students. By the end of December 2022, this year's attendance rate was 92.1%, a slight decrease from last year overall. The Chronic Absenteeism rate was 28.8% for that time period (last year 25% were Chronically Absent for the entire year, 141 students), with 5.26% absent due to COVID (last year 14.06% were absent due to COVID). The number of students Chronically Absent this year, as of May 14, 2023, has dropped to 101 students overall, which should reflect improvement by the end of the year. Groups with disparity in attendance include students who are identified as two or more races, students who qualify as low socioeconomic status at 89.7% and students who are homeless with 83.3% compared to whole school population.

LANGUAGE PROFICIENCY:

Pershing currently has 36 students who are English Learners. In 2022-2023, about 4 students reclassified to Fluent English Proficient, about 10% of the total English Learner group. Of the English Learners this year, 10 are currently noted as Long-Term English Learners, meaning they have been enrolled in an American school for more than 4 years, not progressing toward English proficiency according to the ELPAC, and are struggling academically due to their limited English skills. Students who remain as English Learners as they transition to middle school are at higher risk due to challenges accessing academic core content and core courses in middle and high school. This year, 12 of Pershing's English Learners are immigrants, meaning they were born outside of the United States or Puerto Rico, and are new to the United States. This year, 10 of Pershing's English Learners are also Refugee, meaning they have fled their country of origin because of past persecution or a fear of future persecution. Although students may arrive at elementary as newcomers at any grade, it is the goal of Pershing to help reclassify students to Fluent English Proficient prior to transitioning to middle school.

BEHAVIOR:

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 2022-2023 school year through May 2023, there have been about 400 referrals, both minor and major. The months with the highest referral rates (referrals per day) were September with about 3 referrals written per day and February with about 5 referrals written per day. The two main top behaviors of concern were physical aggression (major) and body contact (minor), and the highest area of referral source is the playground. Of students receiving referrals, 24 students received five or more major and/or minor referrals, with one student receiving about 23 major and/or minor referrals throughout the year.

SURVEY DATA:

Annual Surveys were provided for students, parents, and staff in January 2023. There are four main categories of the survey, this year of which were not generalized to overall average totals for "agree" and "strongly agree," so we reviewed individual statements closely. It is notable in the responses that a discrepancy between adult responses and student responses continues to exist in many areas. Students who responded this year were in 5th & 6th grades.

Some of the highest rates of "agree" or "strongly agree" for parent responses (at about 90% to 95%) were for the following statements:

"School has a climate that is caring."

"The school keeps families well-informed about school activities."

"Adults at my school believe all students can be successful."

Some of the highest rates of "agree" or "strongly agree" for student responses (at about 85% to 90%) were for the following statements:

"Students know school safety protocols."

"Students trust other students at school."

"Students understand how to complete their schoolwork."

Some the highest rates of "agree" or "strongly agree" for staff responses (at about 90% to 95%) were for the following statements:

"There is an adult from the school who checks on how students are doing."

"Staff at the school promptly responds to family phone calls, messages, or emails."

"The staff at our school listens to family concerns about issues."

"Students have opportunities to socialize with other students often at school."

"Students have an adult on campus they trust."

"Students are challenged academically at school."

The lowest rates of "agree" or "strongly agree" for parent responses (between 60 - 69%) were for the following statements:

"Important school decisions reflect diverse input."

"School staff reflects student diversity."

"School provides additional academic support when students are struggling."

The lowest rates of "agree" or "strongly agree" for student responses (between 30-40%) were for the following statements:

"School seeks input when making important decisions."

"Important school decisions reflect diverse input."

"I feel safe sharing different viewpoints and perspectives at my school."

"Students are respectful to each other at school."

"School recognizes and celebrates the academic success of all students."

"Students have access to classes and activities that meet their interests and talents."

"Students are motivated to do their schoolwork."

The lowest rates of "agree" or "strongly agree" for staff responses (between 40-60%) were for the following statements:

"School staff has the materials, staff, programs, and supports needed to help all students do their best."

"Staff feels supported to do their job well in meeting the needs of all students."

"Staff voice matters in decision making."

"Students are respectful to each other at school."

"Students have access to classes and activities that meet their interests and talents."

Overall, College and Career Readiness statements were the very lowest for all three groups, with "Students participate in programs to learn about different jobs, careers, and colleges," and "School offers college and career programs."

With the requirement to report 2021–22 school year data only on the 2022 California School Dashboard (Dashboard), this report has been revised to display the Status level that was received for the state indicators reported on the 2022 Dashboard. Note that:

1. For the **Suspension Rate** and **Chronic Absenteeism Indicators**, the desired outcome is reversed, and the goal is to achieve a low suspension rate and a low chronic absenteeism rate. Therefore, the Status levels and colors for these indicators are reversed compared to the other indicators.
2. Because the **English Learner Progress Indicator** reflects data for the English learner student group only, information on other student groups will result in an N/A (or Not Applicable).
3. The **College/Career Indicator** is not displayed in this report as this indicator was not available for the 2022 Dashboard. (For further information, please refer to the [2022 College/Career Indicator flyer](#).)

For more information on the 2022 Dashboard, please refer to the [2022 Dashboard Communications Toolkit](#).

Student Group Report for 2022

[Pivot Data by StudentGroups](#)

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Very High	Medium	N/A	High	High
English Learners	N/A	Very High	Very Low	N/A	High	High
Socioeconomically Disadvantaged	N/A	Very High	Medium	N/A	Low	Medium
Students with Disabilities	N/A	Very High	Medium	N/A	Low	Medium
Asian	N/A	Low	Very Low	N/A	Very High	Very High
Hispanic	N/A	Very High	Very Low	N/A	Medium	Medium
White	N/A	Very High	Medium	N/A	High	High
Two or More Races	N/A	Very High	High	N/A	No Performance Level	No Performance Level

N/A: Not Applicable

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership, including administration, elected leadership team members, School Site Council and our English Learner Advisory Committee, along with site instructional staff, participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes.

ACADEMIC DATA ANALYSIS:

Through analysis with staff, the school leadership team, and site council, it was discussed that more growth was observed in the area of reading this year than math, which may be attributed to the additional focus of resources with our intervention teacher, along with ongoing professional development some teachers were participating in, such as LETRS training, and the Science of Reading. Although disparity still exists in student groups, in the area of reading, those gaps are closing. In the past, prior to the pandemic, math typically was the academic area with slightly higher scores for our students. The analysis of the data also shows a need for professional development in the area of math, vocabulary, and comprehension.

ENGLISH LEARNER PROFICIENCY DATA ANALYSIS:

Pershing has typically reclassified about 10% to 20% of the overall English Learners to Fluent English Proficient each year. Our overall English learner population gradually grown throughout the year with an increase in enrollment of students who are “newcomer” or beginning English proficiency level. With this information, coupled with our students who are at risk of becoming “long-term” English learners, we have a high need to increase support for teachers in their professional development and planning for English language development instruction.

ATTENDANCE DATA ANALYSIS:

Overall, Chronic Absenteeism rates gradually improved over the year as COVID-19 cases and various illnesses decreased. Throughout the fall and winter, a high number of families demonstrated lack of understanding of requirements for regular school attendance, despite school staff efforts to make daily calls and clarify Education Code related to attendance. District truancy letters drew both attention and frustration from families who since COVID-19 were confused

by the rules and limitations for clearing absences. Despite frequent publicizing the requirements and benefits of regular attendance, many families still did not understand that simply calling the school to report an absence did not "excuse" the absence. It is very clear that starting at the beginning of the new school year, all staff must help in making the rules of attendance, and the limitations by Ed Code to "excuse" an absence, clear to all parents and students. Turn over in the office staff that occurred this fall definitely had a contributing negative impact, as our clerk became our secretary, and our new clerk need a little while to become versed in the position. The research behind regular attendance and school success is a direct correlation. In addition, it is apparent that interventions and one-on-one attendance contract meetings did help to improve attendance for some students who were chronically absent. Next year, those contract meetings and interventions need to happen as soon as there is demonstration of high absences, or unexcused absences.

BEHAVIOR DATA ANALYSIS:

Implementing a combination of both PBIS (Positive Behavioral Interventions and Supports) and Restorative Practices over the past five school years across campus has led to a lower overall suspension rates and an increase in student voice and participation through the use of classroom circles. Through our reflective data conversations, staff used the classroom circles and restorative practices inconsistently. The data shows ongoing need to refine our social-emotional learning (SEL) lessons with students, as they continue to struggle with conflict, self-control when resolving conflict, often leading to physical aggression. In addition, with the majority of our referrals being documented for about 25 students, it is clear that Tier 2 PBIS supports need further development. Firming up agreements among staff on how to use our listening circles, frequency of use to address Tier 1 supports, and foundational Tier 1 SEL instruction, will help to address most students' needs. Further defining our Tier 2 supports for students who frequently struggle to manage their behavior and emotions will help the staff to thoughtfully intervene and improve the learning environment for all students and staff.

SURVEY DATA ANALYSIS:

As we reviewed the data, our different groups noticed the disparity between staff and parents (the adults), and student responses in many statements. In addition, the overall reporting for students was significantly lower than years past, which could have been possibly due to only 5th & 6th grade students responding this year. Unintentionally, 4th graders were not provided the opportunity to complete the survey, something that will be ensured is provided next year. Even though only 5th & 6th graders did respond, there are many concerning areas to focus our attention.

With the lowest rates of "agree" or "strongly agree" for student responses being between 30-40% for the statements below, staff, school leadership, and site council commented with questions about whether or not students understood the questions, and how many actually "disagreed" instead of marking "neutral." Discussion occurred regarding the goal to improve these areas to "agree" and "strongly agree." Of the statements below, one that is common for staff and students is, "Students are respectful to each other at school," which connects to our behavior data analysis.

- "School seeks input when making important decisions."
- "Important school decisions reflect diverse input."
- "I feel safe sharing different viewpoints and perspectives at my school."
- "Students are respectful to each other at school."
- "School recognizes and celebrates the academic success of all students."
- "Students have access to classes and activities that meet their interests and talents."
- "Students are motivated to do their schoolwork."

In order to make growth and improvement in these areas above, it is evident that conversations with students about these ideas and values must happen early and often so that the staff can make changes as needed throughout the year based on the feedback provided by students.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process, with a focus on continuing to address learning challenges presented by previous inconsistency of school experiences due to the COVID-19 pandemic, the focus of this plan for 2023-2024 school year is to address resource inequities related to reducing learning gaps, raising overall student

achievement, improving attendance rates, supporting safe and appropriate behavior, and supporting students' sense of connection to the overall school community. The resources include, but are not limited to:

1. Additional instructional support with the use of instructional assistants to intervene where learning loss may have occurred.
2. Access to and monitoring of digital resources and other intervention resources to support instruction and intervene where learning needs acceleration.
3. Intervention supports, both academic and social-emotional, for students and families to increase English language development, positive attendance and overall engagement in learning.
4. Implementation of social-emotional learning curriculum to provide foundational skills for students, in conjunction with ongoing development of PBIS and Restorative Practices for Tier 1 and Tier 2 interventions.

Input from Educational Partners

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 2022. Over several months, the site leadership team, 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 monthly throughout the year as the staff was lead by the site leadership team in the implementation and monitoring of intervention programs, professional development, and in addressing the needs of our students. Beginning in December 2022, 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. Staff determined the intervention supports of our two instructional assistants are effective and critical to the work outlined in the SPSA.

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, as rates were similar, if not worse, than the previous year. Each group also reviewed the Winter survey data.

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 leadership group also noted the use of Lexia and iReady, as well as other online tools, as intervention tools to support students in the area of foundational reading and math skills, and wanted additional data on how many licenses are used by students.

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.

1. Additional instructional support with the use of instructional assistants to intervene where learning loss may have occurred.
2. Access to and monitoring of digital resources and other intervention resources to support instruction and intervene where learning needs acceleration.
3. Intervention supports, both academic and social-emotional, for students and families to increase English language development, positive attendance and overall engagement in learning.
4. Implementation of social-emotional learning curriculum to provide foundational skills for students, in conjunction with ongoing development of PBIS and Restorative Practices for Tier 1 and Tier 2 interventions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.19%	0.97%	2	1	5
African American	2.9%	1.89%	2.34%	16	10	12
Asian	8.4%	8.51%	6.04%	46	45	31
Filipino	1.3%	1.51%	1.56%	7	8	8
Hispanic/Latino	19.6%	19.28%	19.69%	107	102	101
Pacific Islander	%	0.76%	0.58%		4	3
White	60.5%	59.74%	60.23%	331	316	309
Multiple/No Response	6.8%	8.13%	8.58%	37	43	44
	Total Enrollment			547	529	513

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	80	69	77
Grade 1	75	68	52
Grade 2	90	80	78
Grade3	77	92	81
Grade 4	88	80	95
Grade 5	94	80	77
Grade 6	43	60	53
Total Enrollment	547	529	513

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	27	30	26	4.90%	5.7%	5.1%
Fluent English Proficient (FEP)	30	35	33	5.50%	6.6%	6.4%
Reclassified Fluent English Proficient (RFEP)	2	6	3	0.4%	1.1%	0.6%

Pershing Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

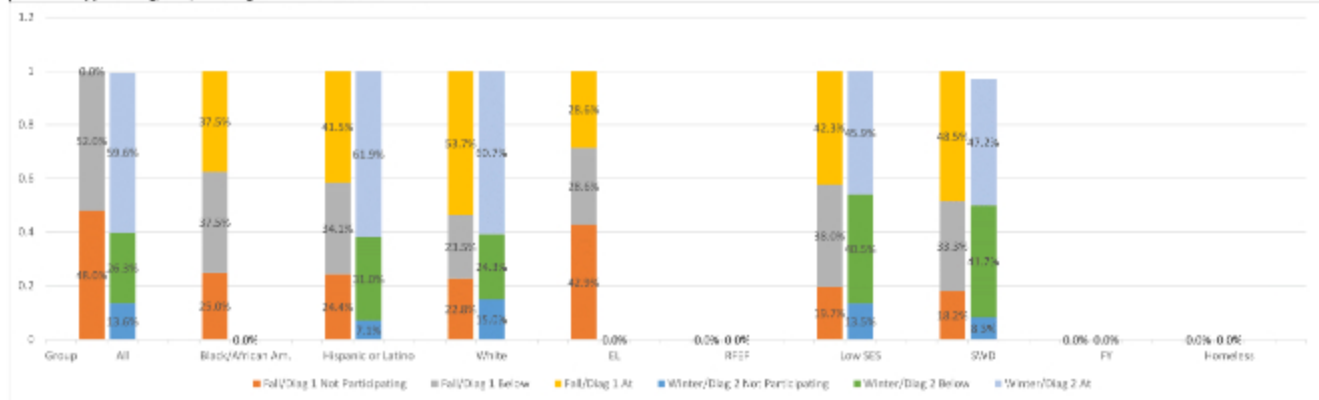
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	212	49	53	0	29	56	127			
Black/African Am.	9	2	3	3	1	3	5			
Hispanic or Latino	42	10	14	17	3	13	26			
White	140	31	32	73	21	34	85			
EL	7	3	2	2	0	5	2			
RFP	2	0	0	1	0	0	1			
Low SES	74	14	27	30	10	30	34			
SWD	36	6	11	16	3	15	17			
FY	0	0	0	0	0	0	0			
Homeless	2	0	0	0	1	0	0			

Pershing Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	213	48.0%	52.0%	0.0%	13.6%	26.3%	59.6%			
Black/African Am.	9	25.0%	37.5%	37.5%	11.1%	33.3%	55.6%			
Hispanic or Latino	42	24.4%	34.1%	41.5%	7.1%	31.0%	61.9%			
White	140	22.8%	23.5%	53.7%	15.0%	24.3%	60.7%			
EL	7	42.9%	28.6%	28.6%	0.0%	71.4%	28.6%			
RFP	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%			
Low SES	74	19.7%	38.0%	42.3%	13.5%	40.5%	45.9%			
SWD	36	18.2%	33.3%	48.5%	8.3%	41.7%	47.2%			
FY	0									
Homeless	2				50.0%	0.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Pershing Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	24	0	0	24	0	0			
K	54	20	19	12	2	11	41			
1	55	4	12	36	3	16	36			
2	79	1	22	56	0	29	50			

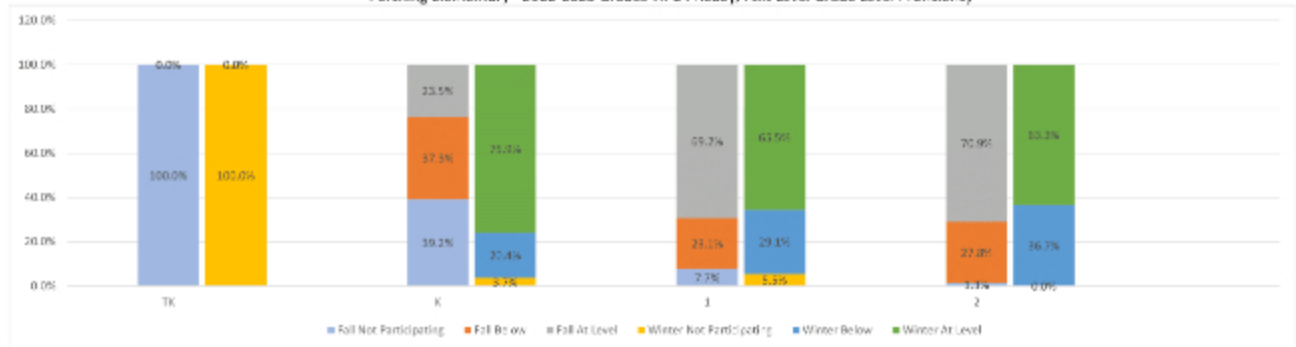
Pershing Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	54	39.2%	37.3%	23.5%	3.7%	20.4%	75.9%			
1	55	7.7%	23.1%	69.2%	5.5%	29.1%	65.5%			
2	79	1.3%	27.8%	70.9%	0.0%	36.7%	63.3%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Pershing Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Pershing Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

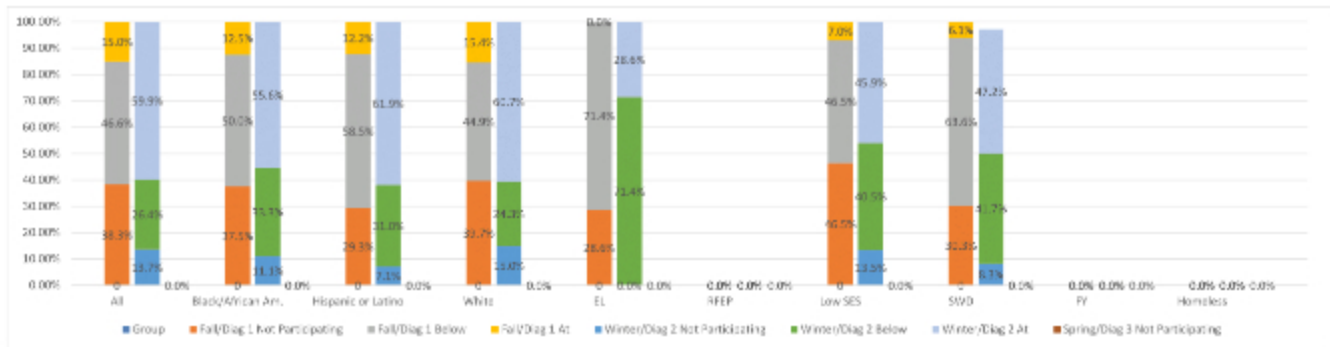
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	212	79	96	31	85	96	31			
Black/African Am.	9	3	4	1	4	4	1			
Hispanic or Latino	42	12	24	5	13	24	5			
White	140	54	61	21	58	61	21			
EL	7	2	5	0	2	5	0			
RFP	2	0	0	1	0	0	1			
Low SES	74	33	33	5	36	33	5			
SWD	36	10	21	2	12	21	2			
FY	0	0	0	0	0	0	0			
Homeless	2	0	0	0	1	0	0			

Pershing Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	213	38.3%	46.6%	15.0%	39.9%	45.1%	14.6%			
Black/African Am.	9	37.5%	50.0%	12.5%	44.4%	44.4%	11.1%			
Hispanic or Latino	42	29.3%	58.5%	12.2%	31.0%	57.1%	11.9%			
White	140	39.7%	44.9%	15.4%	41.4%	43.6%	15.0%			
EL	7	28.6%	71.4%	0.0%	28.6%	71.4%	0.0%			
RFP	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%			
Low SES	74	46.5%	46.5%	7.0%	48.6%	44.5%	6.8%			
SWD	36	30.3%	63.6%	6.1%	33.3%	58.3%	5.6%			
FY	0									
Homeless	2				50.0%	0.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Pershing Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	24	0	0	24	0	0			
K	54	1	36	14	4	36	14			
1	55	52	0	0	55	0	0			
2	79	2	60	17	2	60	17			

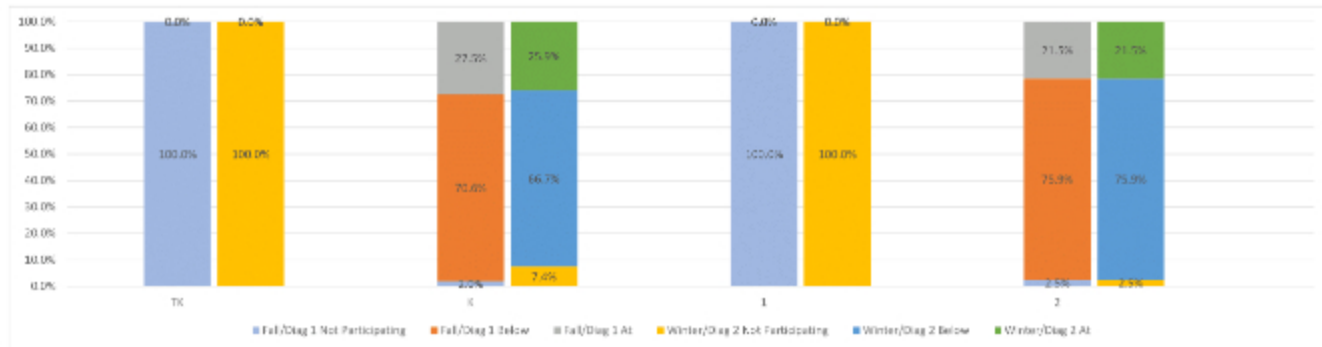
Pershing Elementary -2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	54	2.0%	70.6%	27.5%	7.4%	66.7%	25.9%			
1	55	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
2	79	2.5%	75.9%	21.5%	2.5%	75.9%	21.5%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Pershing Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. Overall, the reading data in TK - 2nd grade is similar to the iReady reading data for 3rd through 6th grades. The data is incomplete in the 1st grade, as some data was not entered when the reports were closed. Lastly, this is an age group where the growth and changes over time transition from not reading to reading at grade level very quickly.



Spring 2023
District Climate Survey Results by School

Pershing

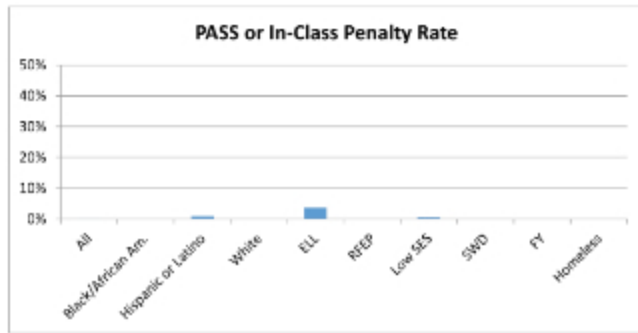
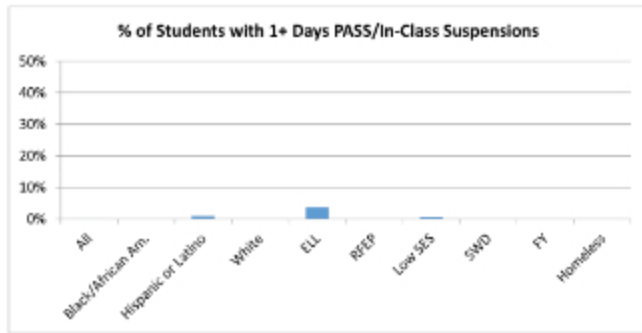
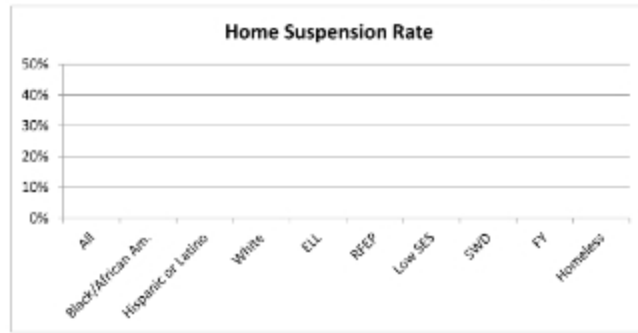
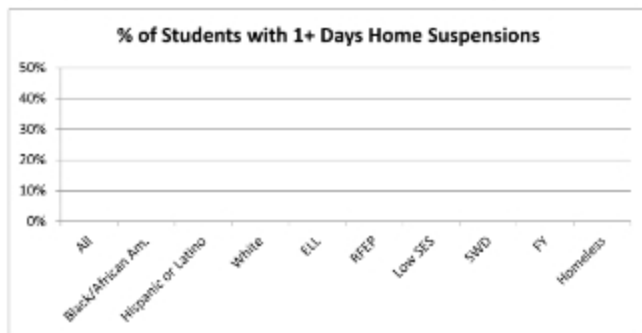
	<i>Parent Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
Caring Relationships								
A) School has a climate that is caring.	198	91.92%	118	55.93%	40	90.00%		
B) There are students and staff on campus who listen to students when they have something to say.	198	85.86%	118	66.95%	40	92.50%		
C) There is an adult from the school who checks on how students are doing.	195	71.79%	118	61.86%	40	97.50%		
D) School has the materials, staff, programs, and supports needed to help all students do their best.	198	87.37%	117	69.23%	40	62.50%		
E) Staff feels supported to do their job well in meeting the needs of all students.					40	65.00%		
F) Staff feels part of an effective team.					40	82.50%		
<i>Parent Strongly Agree/Agree</i>								
Family and Staff Engagement								
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	197	90.36%			39	100.00%		
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	198	90.40%			39	87.18%		
C) The school offers families opportunities to be involved in school and classroom activities.	198	90.40%			40	92.50%		
D) The school keeps families well-informed about school activities.	198	94.95%			40	92.50%		
E) The staff at our school listens to family concerns about issues.	195	82.05%			40	100.00%		
F) The staff at school are helpful and welcoming when families come to school or call.	195	88.72%			40	97.50%		
G) The school and families are partners in promoting positive behavior for my student.	193	92.75%			40	90.00%		
H) Families who speak a language other than English receive general information about our school in their home language.	193	91.71%			39	74.36%		
I) Staff receive information about upcoming events and important information about the school.					39	97.44%		
<i>Parent Strongly Agree/Agree</i>								
School Decision Making								
A) School seeks input when making important decisions.	195	72.82%	118	38.98%	39	89.74%		
B) Important school decisions reflect diverse input.	195	65.13%	115	33.91%	39	82.05%		
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	195	94.36%						
D) The principal and staff listen to concerns of other staff members about issues.					39	82.05%		
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					39	82.05%		
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					39	84.62%		
G) Our school uses data from this survey to inform site decision making.					39	71.79%		
H) Staff voice matters in decision making.					39	69.23%		
<i>Parent Strongly Agree/Agree</i>								
Safety								
A) Concerns about student safety are taken seriously.	194	89.18%	118	55.93%	37	91.89%		
B) Concerns about student safety are addressed in a timely manner at my school.	194	87.11%	118	66.10%	37	81.08%		
C) My school is a safe place for all students.	193	89.12%	118	58.47%	37	75.68%		
D) My school is a safe place for all staff.					37	72.97%		
E) Students know what staff member to go to if they have a safety concern.	195	89.23%	116	65.52%	37	91.89%		
F) Students know school safety protocols.	194	87.11%	118	50.68%	37	94.59%		
G) I feel safe sharing different viewpoints and perspectives at my school.	194	75.26%	116	47.41%	37	70.27%		
<i>Parent Strongly Agree/Agree</i>								
Sense of Belonging								
A) School staff respects student diversity.	195	82.56%	117	70.94%	38	94.74%		
B) Adults at my school treat students respectfully.	195	87.69%	118	57.63%	39	89.74%		
C) Students are respectful to each other at school.	195	71.79%	117	30.77%	39	43.59%		
D) Students have opportunities to socialize with other students often at school.	195	90.77%	118	66.95%	39	97.44%		
E) Students have an adult on campus they trust.	195	92.82%	118	74.58%	39	97.44%		
F) Students trust other students at school.	195	87.69%	118	84.75%	39	79.49%		
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	194	71.13%	114	55.26%	39	76.92%		
H) School staff reflects student diversity.	189	62.43%	116	51.72%	39	71.79%		
<i>Parent Strongly Agree/Agree</i>								
Academic Progress								
A) Families and students understand how assignments and tests are graded.	195	88.72%	118	81.36%	39	82.05%		
B) Questions and concerns about schoolwork are addressed.	195	93.85%	118	74.58%	39	92.31%		
C) Student grades reflect their knowledge of the material.	194	89.69%	117	69.23%	39	89.74%		
D) Adults at my school believe all students can be successful.	195	94.87%	118	79.66%	39	92.31%		
E) Students feel comfortable and unjudged to ask their teacher for help.	195	87.18%	118	54.24%	39	89.74%		
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	195	93.35%	118	80.51%	39	92.31%		
G) Teachers at my school go out of their way to help all students.	195	81.05%	117	50.43%	39	92.31%		
H) Students receive timely and regular feedback on their learning.	195	87.69%	117	60.68%	39	92.31%		
I) Staff at my school provides resources or ideas that help families support their students at home.	194	80.93%			39	97.44%		
<i>Parent Strongly Agree/Agree</i>								
High Expectations								
A) Students are challenged academically at school.	194	86.60%	118	61.02%	40	100.00%		
B) School recognizes and celebrates the academic success of all students.	195	81.54%	118	48.31%	40	85.00%		
C) Adults on campus motivate students to do their best.	195	85.64%	118	68.64%	40	92.50%		
D) School provides additional academic support when students are struggling.	194	68.04%	117	55.56%	40	85.00%		

	<i>Pct Strongly Agree/Agree</i>					
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	195	90.77%	117	50.43%	40	80.00%
B) Students have access to classes and activities that meet their interests and talents.	195	83.59%	117	45.30%	40	65.00%
C) Students understand how to complete their schoolwork.	193	90.16%	114	86.84%	40	90.00%
D) Students complete assignments on time.	195	92.82%	117	79.49%	40	72.50%
E) Students are motivated to do their schoolwork.	195	85.13%	117	47.01%	40	77.50%
College and Career Readiness						
<i>Pct Strongly Agree/Agree</i>						
Parent						
Student (gr. 4-12)						
Staff						
	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	188	45.74%	109	49.54%	39	28.21%
B) Students and families know what classes they will have to take and pass to graduate from high school.	188	47.87%	106	37.74%	39	15.38%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	188	62.77%	108	61.11%	40	42.50%
D) School offers college and career programs.	188	32.45%	103	9.71%	39	7.69%
E) Students participate in programs to learn about different jobs, careers, and colleges.	186	32.26%	103	21.36%	39	35.90%
F) Students are prepared for the next step of their educational experience.	189	62.43%	109	66.97%	39	64.10%
G) Staff are optimistic about the future of their career in San Juan Unified.					40	57.50%
H) There are equitable opportunities for advancement in the district.					40	65.00%
Customer Satisfaction						
<i>Pct Strongly Agree/Agree</i>						
Parent						
Student (gr. 4-12)						
Staff						
	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	194	87.11%	118	52.54%	40	92.50%
B) San Juan Unified School District is a district that I would recommend to other families.	194	85.57%	117	70.09%	40	92.50%

Pershing Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate	
All	531	-	0.00%	-	-	0.00%	1	0.19%	1	0.19%	
Black/African Am.	25	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Hispanic or Latino	105	-	0.00%	-	-	0.00%	1	0.95%	1	0.95%	
White	338	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
ELL	27	-	0.00%	-	-	0.00%	1	3.70%	1	3.70%	
RFP	17	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Low SES	186	-	0.00%	-	-	0.00%	1	0.54%	1	0.54%	
SWD	77	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
FY	-	-	-	-	-	-	0	-	0	-	
Homeless	5	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Pershing Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

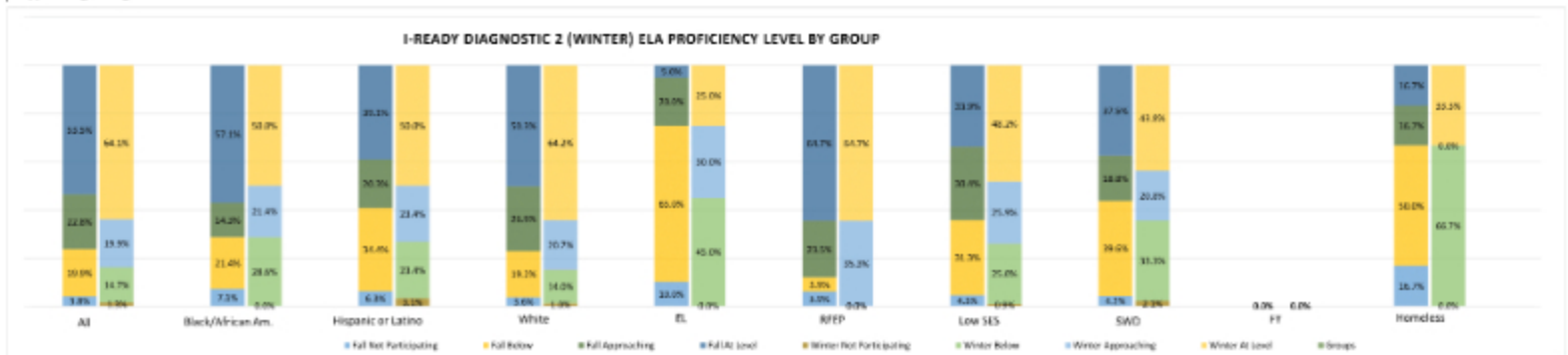
Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	312	32	62	71	167	4	46	62	200				
Black/African Am.	14	1	3	2	8	0	4	3	7				
Hispanic or Latina	64	4	22	13	25	2	35	15	32				
White	193	7	37	52	97	2	27	60	124				
EL	20	2	13	4	1	0	9	6	5				
BFEP	17	1	1	4	11	0	0	6	11				
Low SES	112	5	35	34	38	1	28	29	54				
SWD	48	2	19	9	18	1	36	10	21				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	1	3	1	1	0	4	0	2				

Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	312	3.8%	19.9%	22.8%	53.5%	1.3%	14.7%	19.9%	64.1%				
Black/African Am.	14	7.1%	21.4%	14.3%	57.1%	0.0%	28.6%	21.4%	50.0%				
Hispanic or Latina	64	6.2%	34.4%	20.3%	38.1%	3.1%	23.4%	23.4%	50.0%				
White	193	3.6%	19.2%	26.9%	50.3%	1.0%	14.0%	20.7%	64.2%				
EL	20	10.0%	65.0%	20.0%	5.0%	0.0%	45.0%	30.0%	25.0%				
BFEP	17	5.9%	5.9%	23.5%	64.7%	0.0%	0.0%	35.3%	64.7%				
Low SES	112	4.5%	31.3%	30.4%	33.9%	0.9%	25.0%	25.9%	48.2%				
SWD	48	4.2%	39.6%	18.8%	37.5%	2.1%	55.3%	20.8%	15.8%				
FY	0												
Homeless	6	16.7%	50.0%	16.7%	16.7%	0.0%	66.7%	0.0%	33.3%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Pershing Elementary - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

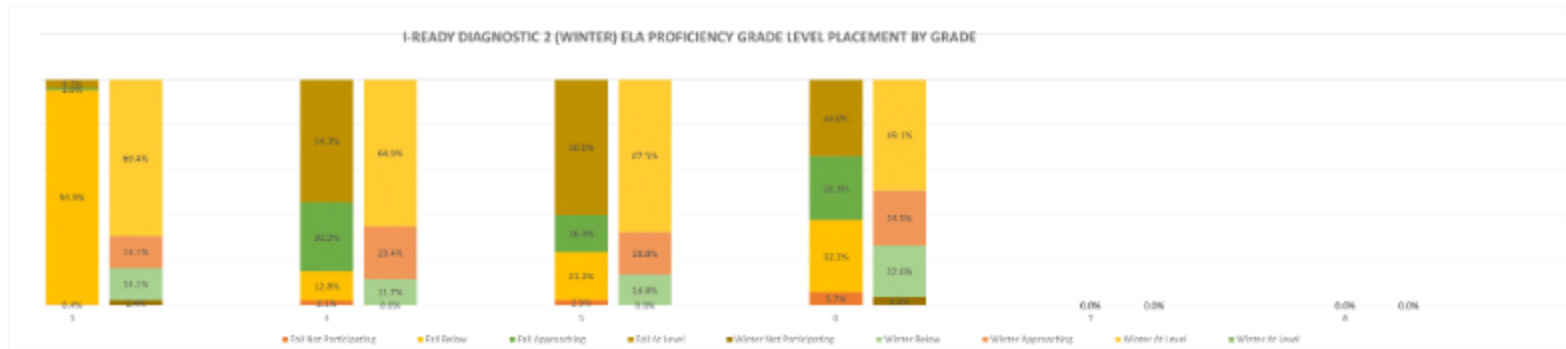
Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	85	5	18	14	50	2	12	12	59				
4	94	2	12	29	51	0	11	22	61				
5	80	2	17	13	48	0	11	15	54				
6	53	3	17	15	38	2	12	13	26				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	85	5.9%	21.2%	16.5%	56.4%	2.4%	14.1%	14.1%	69.4%				
4	94	2.1%	12.8%	30.9%	54.3%	0.0%	11.7%	23.4%	64.9%				
5	80	2.5%	21.3%	16.3%	60.0%	0.0%	13.8%	18.8%	67.5%				
6	53	5.7%	32.1%	28.3%	34.0%	3.8%	22.6%	24.5%	49.1%				
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Pershing Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

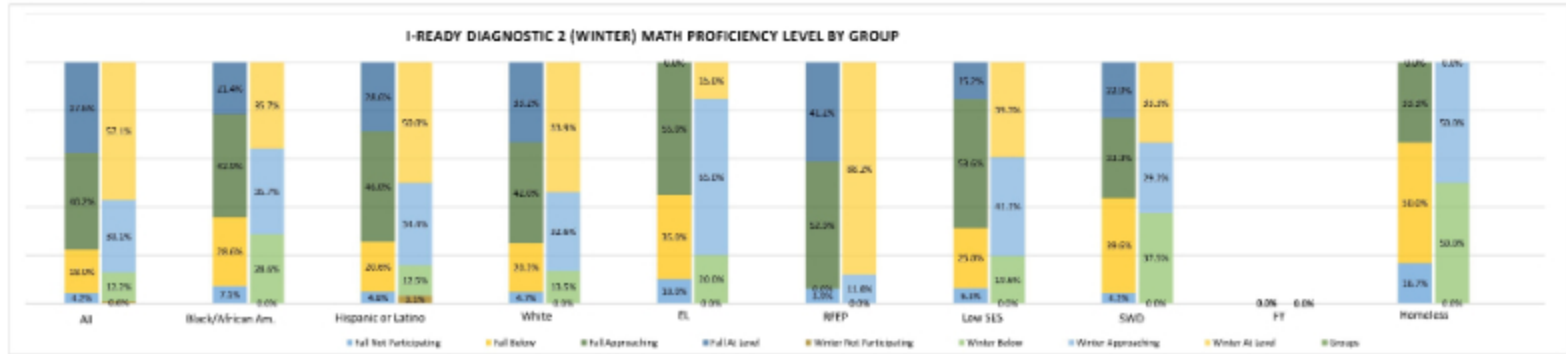
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	312	33	55	125	117	2	38	94	178				
Black/African Am.	14	1	6	6	3	0	4	5	5				
Hispanic or Latino	64	3	13	29	28	2	8	22	32				
White	193	9	39	81	64	0	26	63	104				
EL	20	2	7	11	0	0	4	13	3				
FFEP	17	1	0	9	7	0	0	2	15				
Low SES	112	7	28	60	17	0	22	66	44				
SWD	48	2	19	16	11	0	38	14	16				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	1	3	2	0	0	3	3	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	312	4.2%	18.0%	40.2%	37.6%	0.0%	12.2%	30.1%	57.1%				
Black/African Am.	14	7.1%	28.6%	42.9%	21.4%	0.0%	28.6%	35.7%	35.7%				
Hispanic or Latino	64	4.8%	20.6%	46.0%	28.6%	3.1%	12.5%	34.4%	50.0%				
White	193	4.7%	20.2%	42.0%	33.2%	0.0%	13.5%	32.6%	53.9%				
EL	20	10.0%	35.0%	55.0%	0.0%	0.0%	20.0%	45.0%	15.0%				
FFEP	17	5.9%	0.0%	52.9%	41.2%	0.0%	0.0%	11.8%	88.2%				
Low SES	112	6.3%	25.0%	53.6%	15.2%	0.0%	19.6%	41.1%	39.3%				
SWD	48	4.2%	39.6%	33.3%	22.9%	0.0%	57.5%	29.2%	13.8%				
FY	0												
Homeless	6	16.7%	50.0%	33.3%	0.0%	0.0%	50.0%	50.0%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Pershing Elementary - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

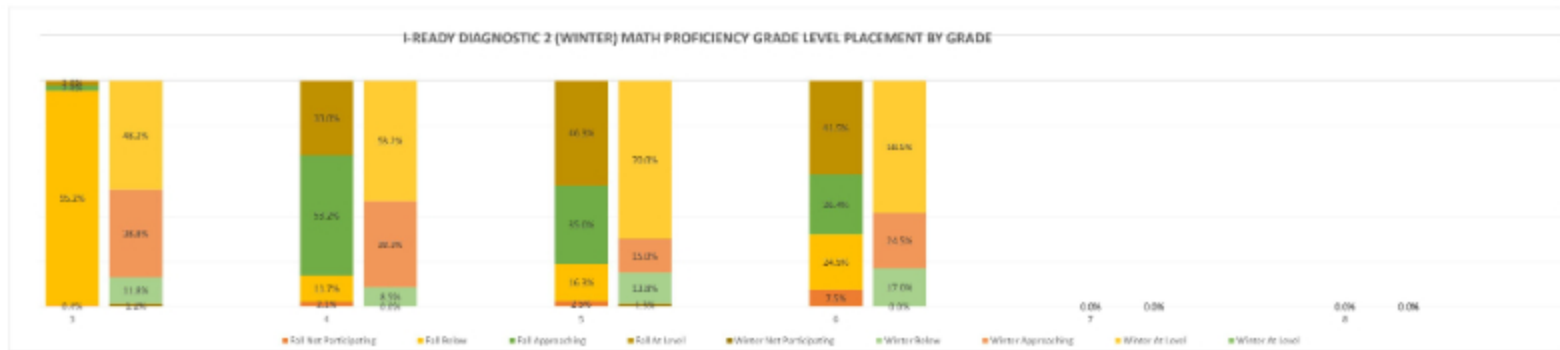
Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	85	5	19	35	27	1	30	33	41				
4	94	2	11	50	31	0	8	36	50				
5	80	2	13	28	37	1	11	12	56				
6	53	4	13	14	22	0	9	13	31				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	85	6.0%	22.6%	30.3%	32.1%	1.2%	11.8%	38.8%	48.2%				
4	94	2.1%	11.7%	53.2%	33.0%	0.0%	8.5%	38.3%	53.2%				
5	80	2.5%	16.3%	35.0%	46.3%	1.3%	13.8%	15.0%	70.0%				
6	53	7.5%	24.5%	26.4%	41.5%	0.0%	17.0%	24.5%	58.5%				
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. ACADEMIC DATA:

Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during the 2020-21 school year, and therefore there is not a year to compare 2021-2022 against. We are at a beginning point, a new starting point for California Assessment of Student Performance and Progress (CAASPP) data. Data also includes local assessment, surveys, attendance data, empathy gathering, and observations.

On Spring CAASPP English Language Arts (ELA), 63.16% of 3rd through 6th grade students performed at or above grade level. On Spring CAASPP Math, 59.67% of 3rd through 6th grade students performed at or above grade level. This data reflects a small growth in ELA from 2019, pre-COVID data, and a decrease of about 5% in math from 2019. Being that our population tested has shifted during those 3 years, we reflected on our local iReady assessment to determine site-wide areas of need and to set growth targets. Students in populations identified as English Learner, Low Socio-Economic Status, African American, Hispanic, Special Education, and Homeless all showed varying levels of disparity between their percentage at or above grade level and the group overall, with English Learners displaying the lowest percentages with 12.5% in ELA and 5.56% in math.

Across SJUSD, nationally normed iReady assessments were conducted at the beginning of the year (August/September 2022) and in winter (January/February 2023). Kindergarten, 1st, and 2nd grades have a different agreement with the District to choose between Text Level assessments conducted one-on-one, and an iReady computer-based assessment for this year, and TK do not conduct these assessments. On iReady, Kinder and 2nd through 6th conducted reading and math assessments (as it was optional, 1st grade elected to do Text Level assessments, and did not conduct math iReady, but will in the future). Students in grades 3 through 6. Overall, for reading, students on grade level or above improved from 53.5% to 64.1%. Overall, for math, students on grade level or above improved from 37.6% to 57.1%. To continue to monitor student growth using this assessment tool, the staff agreed to conduct the iReady assessments at the end of May 2023.

The iReady reading data for 3rd through 6th grade specifically shows a disparity exists for several specific groups of students; specifically, a disparity exists between our population overall and students who are English learners, of low socio-economic status, homeless, students with disabilities, students who are African American/Black, and those who are Hispanic/Latino. Students who are English Learners performed proficient or above in reading improving from 5% to 25%, and have a gap of 39% behind the overall Pershing population assessed (which is 11.3% improvement compared to last year). Students who qualify as socioeconomically disadvantaged had a rate of 48.2% proficient or above, improving from 33.9% in the fall, but reflecting a gap of 15.9% compared to the overall Pershing population assessed. 33.3% of students who are categorized as also homeless were proficient or above, a gap of 30.8% compared to the overall Pershing population assessed. 43.8% of students with disabilities performed at or above proficiency, a gap of 20.3% compared to the total Pershing population assessed. For students who are also African American/Black, 50% of African American or Black students performed proficient or above, 14.1% less compared to the total Pershing population assessed. Last, 50% of Hispanic/Latino students performed proficient or above, with a disparity of 14.1%. The goal would be for all groups to have less overall disparity and perform more in par with the overall population of the students assessed. Overall, the majority of Pershing students performed better on Reading assessments in the Winter and we made gains to close gaps between specific student groups and the overall larger student group.

The iReady Math Data shows a disparity exists for several specific groups of students; specifically, a disparity exists between our population overall and students who are English learners, of low socio-economic status, homeless, students with disabilities, students who are African American/Black, and those who are Hispanic/Latino. Students who are English Learners have a gap of 42.1% behind the overall Pershing population assessed, a larger gap that observed last year. Students who qualify as socioeconomically disadvantaged had a rate of 39.3% proficient or above, a gap of 17.8% less than the overall Pershing population assessed. 0% of students who are homeless (6 students total) were proficient or above, although 50% were approaching. 33.3% of students with disabilities performed at or above proficiency, a gap of 23.8% less than the total Pershing population assessed. 35.7% of African American/Black students were proficient or above, with a gap of 21.4% compared to the total school population. 50% of Hispanic/Latino students performed at or above proficiency, a gap of 7.1% compared to the total school population. The goal would be for all groups to have less disparity and perform more in par with the overall population of the students assessed.

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: 2022-23

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 in January 2023. There are four main categories of the survey, this year of which were not generalized to overall average totals for "agree" and "strongly agree," so we reviewed individual statements closely. It is notable in the responses that a discrepancy between adult responses and student responses continues to exist in many areas. Students who responded this year were in 5th & 6th grades only.

Some of the highest rates of "agree" or "strongly agree" for parent responses (at about 90% to 95%) were for the following statements:

"School has a climate that is caring."

"The school keeps families well-informed about school activities."

"Adults at my school believe all students can be successful."

Some of the highest rates of "agree" or "strongly agree" for student responses (at about 85% to 90%) were for the following statements:

"Students know school safety protocols."

"Students trust other students at school."

"Students understand how to complete their schoolwork."

The lowest rates of "agree" or "strongly agree" for parent responses (between 60 - 69%) were for the following statements:

"Important school decisions reflect diverse input."

"School staff reflects student diversity."

"School provides additional academic support when students are struggling."

Our priority being students having a positive overall experience at school, the team really focused in on student responses. The lowest rates of "agree" or "strongly agree" for student responses (between 30-40%) were for the following statements:

"School seeks input when making important decisions."

"Important school decisions reflect diverse input."

"I feel safe sharing different viewpoints and perspectives at my school."

"Students are respectful to each other at school."

"School recognizes and celebrates the academic success of all students."

"Students have access to classes and activities that meet their interests and talents."

"Students are motivated to do their schoolwork."

The questions varied slightly this year compared to the previous year. Staff discussed how the questions reflect for the staff new areas of focus, specifically around increasing student safety in sharing their viewpoints and perspectives, and helping students to feel more respected by their peers at school. What did not work is that there was not a more cohesive and ongoing manner of gathering student input throughout the year.

In regards to attendance, early interventions were delayed when we had staffing changes occur in the office and in the role of attendance clerk. The District began sending truancy notices in late fall, and therefore, with our regular attendance calls, parents began to understand that the State and District rules for attendance had returned to Education Code expectations. Despite that, attendance rates did not improve drastically until after winter. Information shared with parents in the Panther Press helped to explain the rules to most families, but the one-on-one truancy attendance contract meetings with the principal were the most effective at changing and improving student attendance for those who were Chronically Absent.

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

The team discussed conducting more frequent listening circles and short surveys with students, not only in intermediate grades, but primary grades as well, to better understand how to provide opportunities for students to give more input, and provide an avenue for students to respect one another's diverse views. The school staff must do this starting at the beginning of the year, monthly, in order to make changes and adjustments in response to students' feedback in a timely manner that can make a difference for students' experience.

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. Holding Student Success 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. In the most severe cases, Student Attendance Review Board hearings helped parents to understand the requirement to bring their child to school routinely. Lastly, we increased positive attention to students about the importance of coming to school daily on time by holding a daily raffle. All students who were present were entered, and if their name was chosen, they came to the office to spin a prize wheel.

2022-23

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 2022-23

Expected Outcome 2023-24

2023 Winter School Survey - Percentage for responses of "agree" and "strongly agree."

30.77% of students responded "agree" or "strongly agree" to the statement: Students are respectful to each other at school.

Improve student response to this statement by 10% or more.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism Rates & Attendance Rate Overall	<p>By the end of December 2022, this year's attendance rate was 92.1%, a slight decrease from last year overall.</p> <p>The Chronic Absenteeism rate was 28.8% for that time period</p> <p>The number of students Chronically Absent this year, as of May 14, 2023, has dropped to 101 students overall, which should be slightly lower by the end of the year.</p> <p>Groups with disparity in attendance include students who qualify as low socioeconomic status at 89.7% and students who are homeless with 83.3% compared to whole school population.</p>	<p>Improve overall school attendance rate to 94% or higher.</p> <p>Decrease Chronic Absenteeism rate to lower than 16%.</p> <p>Decrease disparity by improving overall attendance rate by 2% or more for groups of students who are low socioeconomic status, or homeless.</p>

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 in identified groups, staff provide outreach, connect families to resources, provide 1-on-1 coaching and support to	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 Other 4000-4999: Books And Supplies	500 1000	School Year 2023-24

	<p>problem solve, establish routines, and guide students through goal setting around attendance and academic growth. Staff assess needs for SEL supports and connect students to SEL resources. Staff meet with parents, provide strategies, motivational tools, and incentives, as needed. Student growth recognized with incentives, certificates and recognition for improvement.</p>					
1.2	<p>Provide intervention support for students with high absenteeism, to prevent chronic</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless Youth</p>	<p>Principal, teachers, MTSS Social Worker, school staff</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	500	<p>School Year 2023-24</p>

	absenteeism; 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.					
1.3	Staff will conduct monthly listening circles and short surveys to gather input from students in order to respond to student needs, experiences, and input; provide opportunities for student leadership roles based	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	500	School Year 2023-24

	upon input; and respond to student input to guide changes and additions to school events, routines, and procedures. Any funds needed will be provided by ELO grant.					
1.4	PBIS monthly assemblies to build connectedness and student skill in problem solving with peers. Recognition for positive attendance, character, and other positive traits will also be recognized during such assemblies. Staff will recognize specific students at assemblies and/or in class.	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, teachers, MTSS Social Worker, school staff	Other 5800: Professional/Consulting Services And Operating Expenditures	3000	School Year 2023-24

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: 2022-23

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)

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 2022-2023 school year through May 2023, there have been about 400 referrals, both minor and major. The months with the highest referral rates (referrals per day) were September with about 3 referrals written per day and February with about 5 referrals written per day. The two main top behaviors of concern were physical aggression (major) and body contact (minor), and the highest area of referral source is the playground. Of students receiving referrals, 24 students received five or more major and/or minor referrals, with one student receiving about 23 major and/or minor referrals throughout the year.

Implementing a combination of both PBIS (Positive Behavioral Interventions and Supports) and Restorative Practices over the past five school years across campus has led to a lower overall suspension rates and an increase in student voice and participation through the use of classroom circles. Through our reflective data conversations, staff used the classroom circles and restorative practices inconsistently. The data shows ongoing need to refine our social-emotional learning (SEL) lessons with students, as they continue to struggle with conflict, self-control when resolving conflict, often leading to physical aggression. In addition, with the majority of our referrals being documented for about 25 students, it is clear that Tier 2 PBIS supports need further development. Firming up agreements among staff on how to use our listening circles, frequency of use to address Tier 1 supports, and foundational Tier 1 SEL instruction, will help to address most students' needs. Further defining our Tier 2 supports for students who frequently struggle to manage their behavior and emotions will help the staff to thoughtfully intervene and improve the learning environment for all students and staff.

Annual Surveys were provided for students, parents, and staff in January 2023. There are four main categories of the survey, this year of which were not generalized to overall average totals for "agree" and "strongly agree," so we reviewed individual statements closely. It is notable in the responses that a discrepancy between adult responses and student responses continues to exist in many areas. Students who responded this year were in 5th & 6th grades only.

Some of the highest rates of "agree" or "strongly agree" for parent responses (at about 90% to 95%) were for the following statements:

- "School has a climate that is caring."
- "The school keeps families well-informed about school activities."
- "Adults at my school believe all students can be successful."

Some of the highest rates of "agree" or "strongly agree" for student responses (at about 85% to 90%) were for the following statements:

- "Students know school safety protocols."
- "Students trust other students at school."
- "Students understand how to complete their schoolwork."

The lowest rates of "agree" or "strongly agree" for parent responses (between 60 - 69%) were for the following statements:

- "Important school decisions reflect diverse input."
- "School staff reflects student diversity."
- "School provides additional academic support when students are struggling."

Our priority being students having a positive overall experience at school, the team really focused in on student responses. The lowest rates of "agree" or "strongly agree" for student responses (between 30-40%) were for the following statements:

- "School seeks input when making important decisions."
- "Important school decisions reflect diverse input."

"I feel safe sharing different viewpoints and perspectives at my school."
"Students are respectful to each other at school."
"School recognizes and celebrates the academic success of all students."
"Students have access to classes and activities that meet their interests and talents."
"Students are motivated to do their schoolwork."

The questions varied slightly this year compared to the previous year. Staff discussed how the questions reflect for the staff new areas of focus, specifically around increasing student safety in sharing their viewpoints and perspectives, and helping students to feel more respected by their peers at school. What did not work is that there was not a more cohesive and ongoing manner of gathering student input throughout the year. In addition, next year the team will ensure that 4th graders are also surveyed.

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 teachers, instructional assistants and recreation 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 PBIS team reviewed the data of the referrals and analyzed the location and frequency of type of referral. The PBIS team, which includes the principal, determined that students needed to also be aware of the data shown from the types of referrals. The principal created a presentation of the data, and included a few strategies to help students to address conflict and problem solving. The PBIS team, and the staff, has determined they will continue monthly data-driven assemblies to help students have more tools to address challenges, and to respond to trends the data shows throughout the year. During these assemblies, the staff can also recognize students who have demonstrated exceptional character, as well as considerable growth and improvement.

The team discussed conducting more frequent listening circles and short surveys with students, not only in intermediate grades, but primary grades as well, to better understand how to provide opportunities for students to give more input, and provide an avenue for students to respect one another's diverse views. The school staff must do this starting at the beginning of the year, monthly, in order to make changes and adjustments in response to students' feedback in a timely manner that can make a difference for students' experience.

2022-23

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 2022-23	Expected Outcome 2023-24
2023 Winter School Survey - Percentage of responses of "agree" or "strongly agree."	30.77% of students responded "agree" or "strongly agree" to the statement: Students are respectful to each other at school.	Improve student response to this statement by 10% or more.
Behavior Referral Data	From the beginning of the 2022-2023 school year through May, 2023, there have been about 400 referrals, both minor and major. The two main top behaviors of concern were physical aggression (major) and body contact (minor), and the highest area of referral source is the playground. Of students receiving referrals, 24 students received five or more major and/or minor referrals, with one student receiving about 23 major and/or minor referrals throughout the year.	Decrease the number of students who receive 5 or more major and/or minor referrals from 24 down to 18 or less by engaging in more intense Tier 2 PBIS supports for students earlier.

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 and PBIS (Positive Behavior Interventions)	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless Youth	Principal, PBIS Team, teachers, office staff, other staff,	LCFF Supplemental Site Allocation	1000 1000	School Year 2023-24

	<p>and Supports) school-wide implementation and support; possible support materials or other tools needed to support implementation , such as Second Step. Tier 1 & Tier 2 supports for PBIS. Provide training for staff, purchase support materials, conduct school-wide assembly for recess expectations, rules of games, and procedures. Materials may include posters, banners, signs, and other materials. Tier 2 supports will increase with adding a structured</p>		<p>District Equity Department</p>	<p>4000-4999: Books And Supplies Other 4000-4999: Books And Supplies</p>		
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	<p>indoor play support for students needing support learning to manage conflict, emotions, and assistance in learning pro-social skills. Funds are needed from the ELO grant to cover expenses to meet needs.</p>					
2.2	<p>Provide professional development, training, and collaboration for support staff for PBIS implementation and behavior management. Include funds for related training costs, materials, and supplies. ELO grant funds will be needed to cover the costs for training and</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 Other 4000-4999: Books And Supplies</p>	<p>1025 3000</p>	<p>School Year 2023-24</p>

related
supplies and
materials.

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: 2022-23

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 other screening tools, such as the Spelling Inventory, Dibels Maze, Dibels Oral Reading Fluency, and the CORE Phonics Screener. We also used grade level agreed upon measures to monitor student progress in mathematics.

On Spring 2022 CAASPP English Language Arts (ELA), 63.16% of 3rd through 6th grade students performed at or above grade level. on Spring CAASPP Math, 59.67% of 3rd through 6th grade students performed at or above grade level. This data reflects a small growth in ELA from 2019, pre-COVID data, and a decrease of about 5% in math from 2019. Being that our population tested has shifted during those 3 years, we reflected on our local iReady assessment to determine site-wide areas of need and to set growth targets. Students in populations identified as English Learner, Low Socio-Economic Status, African American, Hispanic, Special Education, and Homeless all showed varying levels of disparity between their percentage at or above grade level and the group overall, with English Learners displaying the lowest percentages with 12.5% in ELA and 5.56% in math.

Across SJUSD, nationally normed iReady assessments were conducted at the beginning of the year (August/September 2022) and in winter (January/February 2023). Kindergarten, 1st, and 2nd grades have a different agreement with the District to choose between Text Level assessments conducted one-on-one, and an iReady computer-based assessment for this year, and TK do not conduct these assessments. On iReady, Kinder and 2nd through 6th conducted reading and math assessments (as it was optional, 1st grade elected to do Text Level assessments, and did not conduct math iReady, but will in the future). Students in grades 3 through 6. Overall, for reading, students on grade level or above improved from 53.5% to 64.1%. Overall, for math, students on grade level or above improved from 37.6% to 57.1%. To continue to monitor student growth using this assessment tool, the staff agreed to conduct the iReady assessments at the end of May 2023.

The iReady reading data for 3rd through 6th grade specifically shows a disparity exists for several specific groups of students; specifically, a disparity exists between our population overall and students who are English learners, of low socio-economic status, homeless, students with disabilities, students who are African American/Black, and those who are Hispanic/Latino. Students who are English Learners performed proficient or above in reading improving from 5% to 25%, and have a gap of 39% behind the overall Pershing population assessed (which is 11.3% improvement compared to last year). Students who qualify as socioeconomically disadvantaged had a rate of 48.2% proficient or above, improving from 33.9% in the fall, but reflecting a gap of 15.9% compared to the overall Pershing population assessed. 33.3% of students who are categorized as also homeless were proficient or above, a gap of 30.8% compared to the overall Pershing population assessed. 43.8% of students with disabilities performed at or above proficiency, a gap of 20.3% compared to the total Pershing population assessed. For students who are also African American/Black, 50% of African American or Black students performed proficient or above, 14.1% less compared to the total Pershing population assessed. Last, 50% of Hispanic/Latino students performed proficient or above, with a disparity of 14.1%. The goal would be for all groups to have less overall disparity and perform more in par with the overall population of the students assessed. Overall, the majority of Pershing students performed better on Reading assessments in the Winter and we made gains to close gaps between specific student groups and the overall larger student group.

The iReady Math Data shows a disparity exists for several specific groups of students; specifically, a disparity exists between our population overall and students who are English learners, of low socio-economic status, homeless, students with disabilities, students who are African American/Black, and those who are Hispanic/Latino. Students who are English Learners have a gap of 42.1% behind the overall Pershing population assessed, a larger gap that observed last year. Students who qualify as socioeconomically disadvantaged had a rate of 39.3% proficient or above, a gap of 17.8% less than the overall Pershing population assessed. 0% of students who are homeless (6 students total) were proficient or above, although 50% were approaching. 33.3% of students with disabilities performed at or above proficiency, a gap of 23.8% less than the total Pershing population assessed. 35.7% of African American/Black students were proficient or above, with a gap of 21.4% compared to the total school population. 50% of Hispanic/Latino students performed at or above proficiency, a gap of 7.1% compared to the total school population. The goal would be for all groups to have less disparity and perform more in par with the overall population of the students assessed.

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 for those in 3rd through 6th grades. Overall, our students improved the most in reading this year compared to growth 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 across the school for the entire year. Partway through the year, students who did poorly on the iReady math in 3rd through 6th grade were further screened by our intervention teacher using the Georgia Numeracy Project tools. She provided short intensive intervention in math for about 6 weeks for students who demonstrated the most need.

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

As we progressed through the year, students were moved in and out of reading intervention. Also, as some students continued to struggle, the focus drilled down into phonemic awareness, phonics, and fluency skills, foundational areas of reading. As it became more evident that we needed more supports and intervention for math, our intervention teacher carved time out of her schedule to research and provide a basic level of screening and intervention for student most at risk. She also provided a brief overview of the resources and tools to our staff so others could use the same methods with more students.

2022-23

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 2022-23

Expected Outcome 2023-24

iReady Diagnostic Reading

Overall, for Pershing 3rd through 6th grade students, 64.1% of students were on, or above, proficiency on the iReady Reading assessment during the winter 2023 assessment.

Students who are English Learners performed proficient or above in reading improving from 5% to 25%, and have a gap of 39% behind the overall Pershing population assessed (which is 11.3% improvement compared to last year).

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.

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Students who qualify as socioeconomically disadvantaged had a rate of 48.2% proficient or above, improving from 33.9% in the fall, but reflecting a gap of 15.9% compared to the overall Pershing population assessed.

33.3% of students who are categorized as also homeless were proficient or above, a gap of 30.8% compared to the overall Pershing population assessed.

43.8% of students with disabilities performed at or above proficiency, a gap of 20.3% compared to the total Pershing population assessed.

For students who are also African American/Black, 50% of African American or Black students performed proficient or above, 14.1% less compared to the total Pershing population assessed.

Last, 50% of Hispanic/Latino students performed proficient or above, with a disparity of 14.1%.

iReady Diagnostic Math

Overall, for Pershing 3rd through 6th grade students, 57.1% of students were on or above proficiency on the iReady Mathematics assessment during the winter 2023 assessment (an improvement of 2.1% compared to last year's winter assessment).

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 2022-23

Expected Outcome 2023-24

	<p>Students who are English Learners have a gap of 42.1% behind the overall Pershing population assessed, a larger gap that observed last year.</p> <p>Students who qualify as socioeconomically disadvantaged had a rate of 39.3% proficient or above, a gap of 17.8% less than the overall Pershing population assessed (an improvement of just over 3%).</p> <p>0% of students who are homeless (6 students total) were proficient or above, although 50% were approaching.</p> <p>33.3% of students with disabilities performed at or above proficiency (an improvement of over 3% compared to this time last year), a gap of 23.8% less than the total Pershing population assessed.</p> <p>35.7% of African American/Black students were proficient or above, with a gap of 21.4% compared to the total school population.</p> <p>50% of Hispanic/Latino students performed at or above proficiency, a gap of 7.1% compared to the total school population.</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 students who qualify as English Learner, Low Income, foster youth, and/or homeless youth to provide reading and math intervention. Fund allocated only cover 1 hour per Instructional Assistant. ELO grant funds are necessary to cover the remaining salary and benefits for these two positions.	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 Other 2000-2999: Classified Personnel Salaries	7546 8277 78654	School Year 2023-24
3.2	Purchase and implement use of software licenses and other program	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless Youth	Principal, teachers	LCFF Supplemental Site Allocation	7625 11000	School Year 2023-24

	materials, such as Lexia Core, Reading A to Z, Accelerated Reader, or other similar intervention programs, to support English Learners in language acquisition, and to support students who are qualified as low socio-economic status, foster youth, or homeless who are performing below standards. To meet student needs, ELO grant funds are needed to cover the gap in funding.			5800: Professional/Consulting Services And Operating Expenditures Other 5800: Professional/Consulting Services And Operating Expenditures		
3.3	Sub-release time and extra hour pay for teachers and staff to analyze student data receive professional	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	5533 1000	School Year 2023-24

	<p>development, and to plan and monitor interventions to target specific student needs. ELO funds will be needed to cover the benefits and remaining costs of subs or extra hour pay.</p>			<p>Other 3000-3999: Employee Benefits</p>		
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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: 2022-23

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 are focused on exposing our students to a variety of career options through community presentations. Staff struggled to recruit volunteers to the classroom this year, and we relied heavily on "cleared" volunteers instead of "visitors" who may not be cleared. Also, the statements for the Winter Survey 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.

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 to combining our presentations so that more students can hear from the presenters we are able to secure. In addition, staff determined it will be helpful to better anchor this information on the updated school website, tying it to the College & Career resources of the District.

**2022-23
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 2022-23	Expected Outcome 2023-24
Annual Winter Survey 2023 - College and Career - "Students participate in programs to learn about different jobs, careers, and colleges."	Annual Winter Survey 2023 - College and Career - "Students participate in programs to learn about different jobs, careers, and colleges." 32.26% parents Percent strongly agree/agree; 21.36% Students strongly agree/agree.	Improve both groups response rate by 20% 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	Staff will hold a college & career week each year to increase student	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, Leadership Team, Classroom Teachers, Volunteers of	LCFF Supplemental Site Allocation 4000-4999:	154 846	School Year 2023-24

	<p>awareness of possible career options and paths. Staff will share about career pathways that are available at each high school in SJUSD. Staff will specifically share with students the steps that are required to graduate high school, to enter college and to graduate from college. Parents and community members will be invited to participate in presentations about their careers and the path they took to their careers. Presentations will also be shared at ELAC (English Learner Advisory</p>		<p>Pershing Community</p>	<p>Books And Supplies Other 5800: Professional/Consulting Services And Operating Expenditures</p>		
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Committee), at a PTO meeting and at a Principal Coffee/Chat with families about this topic to further inform families about the same requirements at high school (a-g requirements) and path options for students to college and career beginning in the fall. This information will also be linked on our school webpage.

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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	\$132,160.00

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	\$32,160.00
Other	\$100,000.00

Subtotal of state or local funds included for this school: \$132,160.00

Total of federal, state, and/or local funds for this school: \$132,160.00

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	32,160	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	32,160.00
Other	100,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,533.00
2000-2999: Classified Personnel Salaries	87,225.00
3000-3999: Employee Benefits	9,277.00
4000-4999: Books And Supplies	7,654.00
5800: Professional/Consulting Services And Operating Expenditures	22,471.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,533.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	8,571.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	8,277.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,154.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	7,625.00
2000-2999: Classified Personnel Salaries	Other	78,654.00

3000-3999: Employee Benefits	Other	1,000.00
4000-4999: Books And Supplies	Other	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	14,846.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,500.00
Goal 2	6,025.00
Goal 3	119,635.00
Goal 4	1,000.00

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
- 0 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kendra Shelton	Principal
Traci Zan	Classroom Teacher
Debbie Booth	Classroom Teacher
Megan Sutherland	Classroom Teacher
Luis Pacheco	Parent or Community Member
Kevin Smith	Parent or Community Member
Melody Vanderschaaf	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

On file

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 05/30/2023.

Attested:

Kendra Shelton

Principal, Kendra Shelton on 5/30/2023

On file

SSC Chairperson, Luis Pacheco on 5/30/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Pershing Elementary School

Funding Source: LCFF Supplemental Site Allocation **\$32,160.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
For students in identified groups, staff provide outreach, connect families to resources, provide 1-on-1 coaching and support to problem solve, establish routines, and guide students through goal setting around attendance and academic growth. Staff assess needs for SEL supports and connect students to SEL resources. Staff meet with parents, provide strategies, motivational tools, and incentives, as needed. Student growth recognized with incentives, certificates and recognition for improvement.	4000-4999: Books And Supplies	\$500.00	Connected School Communities	
Provide intervention support for students with high absenteeism, to prevent chronic absenteeism; 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	\$500.00	Connected School Communities	

Pershing Elementary School

<p>Implement Restorative Practices and PBIS (Positive Behavior Interventions and Supports) school-wide implementation and support; possible support materials or other tools needed to support implementation, such as Second Step. Tier 1 & Tier 2 supports for PBIS. Provide training for staff, purchase support materials, conduct school-wide assembly for recess expectations, rules of games, and procedures. Materials may include posters, banners, signs, and other materials. Tier 2 supports will increase with adding a structured indoor play support for students needing support learning to manage conflict, emotions, and assistance in learning pro-social skills. Funds are needed from the ELO grant to cover expenses to meet needs.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$1,000.00</p>	<p>Healthy Environments for Social-Emotional Growth</p>
<p>Provide professional development, training, and collaboration for support staff for PBIS implementation and behavior management. Include funds for related training costs, materials, and supplies. ELO grant funds will be needed to cover the costs for training and related supplies and materials.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>\$1,025.00</p>	<p>Healthy Environments for Social-Emotional Growth</p>
<p>Hire and train Instructional Aides to provide intervention support for students who qualify as English Learner, Low Income, foster youth, and/or homeless youth to provide reading and math intervention. Fund allocated only cover 1 hour per Instructional Assistant. ELO grant funds are necessary to cover the remaining salary and benefits for these two positions.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>\$7,546.00</p>	<p>Engaging Academic Programs</p>

Pershing Elementary School

<p>Purchase and implement use of software licenses and other program materials, such as Lexia Core, Reading A to Z, Accelerated Reader, or other similar intervention programs, to support English Learners in language acquisition, and to support students who are qualified as low socio-economic status, foster youth, or homeless who are performing below standards. To meet student needs, ELO grant funds are needed to cover the gap in funding.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>\$7,625.00</p>	<p>Engaging Academic Programs</p>
<p>Sub-release time and extra hour pay for teachers and staff to analyze student data receive professional development, and to plan and monitor interventions to target specific student needs. ELO funds will be needed to cover the benefits and remaining costs of subs or extra hour pay.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$5,533.00</p>	<p>Engaging Academic Programs</p>
<p>Staff will hold a college & career week each year to increase student awareness of possible career options and paths. Staff will share about career pathways that are available at each high school in SJUSD. Staff will specifically share with students the steps that are required to graduate high school, to enter college and to graduate from college. Parents and community members will be invited to participate in presentations about their careers and the path they took to their careers. Presentations will also be shared at ELAC (English Learner Advisory Committee), at a PTO meeting and at a Principal Coffee/Chat with families about this topic to further inform families about the same requirements at high school (a-g requirements) and path options for students to college and career beginning in the fall. This information will also be linked on our school webpage.</p>	<p>3000-3999: Employee Benefits</p>	<p>\$8,277.00</p>	<p>Engaging Academic Programs</p>
	<p>4000-4999: Books And Supplies</p>	<p>\$154.00</p>	<p>Clear Pathways to Bright Futures</p>

Pershing Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$32,160.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	\$846.00	Clear Pathways to Bright Futures	
	5800: Professional/Consulting Services And Operating Expenditures	\$11,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$1,000.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	\$78,654.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth	
	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth	
Staff will conduct monthly listening circles and short surveys to gather input from students in order to respond to student needs, experiences, and input; provide opportunities for student leadership roles based upon input; and respond to student input to guide changes and additions to school events, routines, and procedures. Any funds needed will be provided by ELO grant.	4000-4999: Books And Supplies	\$500.00	Connected School Communities	

Pershing Elementary School

PBIS monthly assemblies to build connectedness and student skill in problem solving with peers. Recognition for positive attendance, character, and other positive traits will also be recognized during such assemblies. Staff will recognize specific students at assemblies and/or in class.

5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Connected School Communities
4000-4999: Books And Supplies	\$1,000.00	Connected School Communities

Other Total Expenditures: \$100,000.00

Other Allocation Balance: \$0.00

Pershing Elementary School Total Expenditures: \$132,160.00