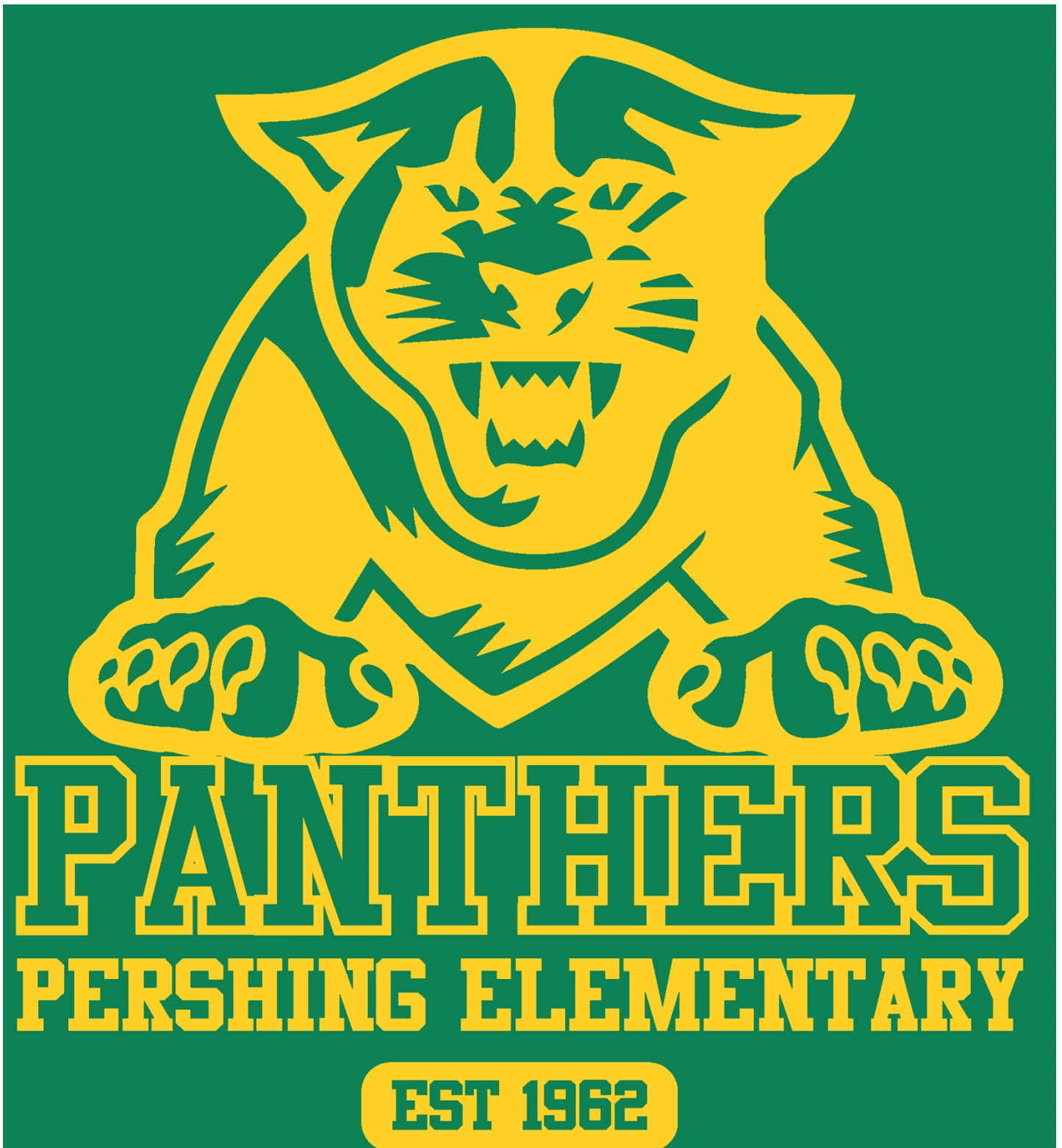School Year: **2024-25**

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	May 21, 2024	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet school-wide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Pershing Elementary met the criteria for ATS for the following indicators and/or student groups:
- Chronic Absenteeism: Students who are identified as "Two or More Races"

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

During monthly staff meetings, School Site Council meetings, school leadership team meetings, Parent-Teacher Organization meetings, and student groups, the principal and school staff reviewed with each group various data points, including attendance, safety actions, student, staff and community surveys, and academic data. Through those meetings, information was brought back to the school leadership team and staff, to make adjustments and updates in planning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.97%	0.40%	1	5	2
African American	1.89%	2.34%	1.39%	10	12	7
Asian	8.51%	6.04%	6.36%	45	31	32
Filipino	1.51%	1.56%	1.39%	8	8	7
Hispanic/Latino	19.28%	19.69%	21.27%	102	101	107
Pacific Islander	0.76%	0.58%	0.60%	4	3	3
White	59.74%	60.23%	59.05%	316	309	297
Multiple/No Response	8.13%	8.58%	9.54%	43	44	48
			Total Enrollment	529	513	503

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	69	77	53
Grade 1	68	52	51
Grade 2	80	78	69
Grade3	92	81	78
Grade 4	80	95	86
Grade 5	80	77	92
Grade 6	60	53	54
Total Enrollment	529	513	503

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	30	26	39	4.90%	5.7%	7.8%
Fluent English Proficient (FEP)	35	33	29	5.50%	6.6%	5.8%
Reclassified Fluent English Proficient (RFEP)	6	3		0.4%	1.1%	

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
513	**37.8**	**5.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Pershing Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	5.1
Foster Youth		
Homeless	3	0.6
Socioeconomically Disadvantaged	194	37.8
Students with Disabilities	57	11.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.3
American Indian	5	1
Asian	31	6
Filipino	8	1.6
Hispanic	101	19.7
Two or More Races	44	8.6
Pacific Islander	3	0.6
White	309	60.2

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Green		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
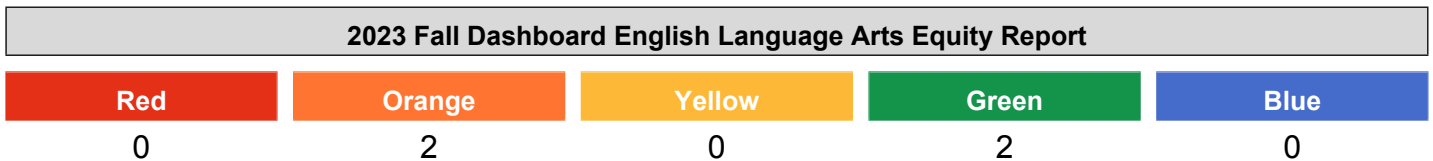## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	5.5 points below standard	No Performance Color
31.3 points above standard	Decreased Significantly -25.7 points	0 Students
Maintained -2.8 points	28 Students	
289 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Orange
3 Students	12 points below standard	33.9 points below standard
	Maintained -1.2 points	Decreased Significantly -23 points
	109 Students	40 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 2 Students	154.9 points above standard Increased +14.6 points 24 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 16.3 points above standard Increased +9.8 points 57 Students	13.8 points above standard Decreased Significantly -37.1 points 22 Students	Less than 11 Students 2 Students	Green 22.7 points above standard Maintained -0.4 points 171 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.9 points below standard Increased +7.3 points 16 Students	88.5 points above standard Decreased Significantly -16.9 points 12 Students	32.6 points above standard Maintained +1.1 points 246 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 31.3 points above standard which was similar to the previous school year. Our two lowest performing student groups were socioeconomically disadvantaged students and students with disabilities. Students who are Economically Disadvantaged performed 12 points below the standard, and decreased 1.2 points. They are categorized as "Orange" on the Dashboard.
Students with Disabilities are 33.9 points below the standard, and decreased 23 points. They are categorized as "Orange" on the Dashboard.

During COVID school changes and formats, our team was cautious to assess or identify new students with disabilities until attendance at school improved and students had an opportunity for Tier 2 school reading interventions. Now, we have identified more students with disabilities, so this may have had an impact in also increasing the number who qualified.

Students need more time with Tier 2 and Tier 3 interventions in reading and English Language Arts.Staff need ongoing training and collaboration to learn up to date instructional approaches that strengthen reading skills for students. The school also needs more access to reading tools, materials, decodable texts, and instructional resources in students hands to practice reading in a manner that follows the Science of Reading. In addition, on time school attendance impacts students' access to learning opportunities, so improved absenteeism is also needed.

School and Student Performance Data
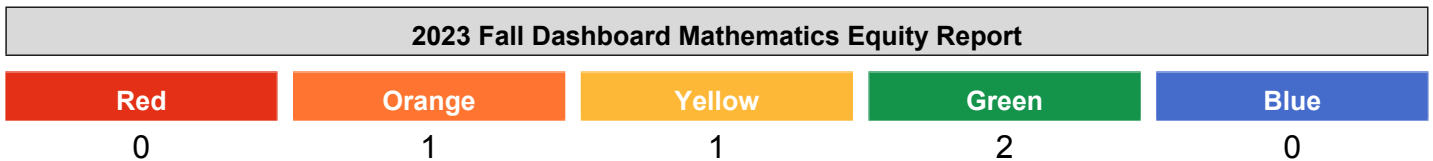
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	8.8 points below standard	No Performance Color
26.7 points above standard	Decreased Significantly -26.1 points	0 Students
Maintained -2.8 points	28 Students	
288 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
3 Students	19.3 points below standard	37.7 points below standard
	Decreased -3.3 points	Decreased Significantly -31.9 points
	108 Students	40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 2 Students	147.5 points above standard Increased +13.7 points 24 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.1 points below standard Increased +3.9 points 57 Students	36.9 points above standard Decreased -5 points 21 Students	Less than 11 Students 2 Students	Green 18.4 points above standard Maintained -0.9 points 171 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
53.8 points below standard Increased Significantly +17.9 points 16 Students	51.3 points above standard Decreased Significantly -39.5 points 12 Students	26.7 points above standard Maintained -0.3 points 245 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 26.7 points above standard which was similar to the previous school year. The lowest performing student group for mathematics is Students with Disabilities, performing 37.7 points below the standard, and decreasing 31.9 points.

Students with Disabilities is a group that has increased in population as students have been identified by staff more recently. Our caseloads have increased. During COVID school changes and formats, our team was cautious to assess or identify new students with disabilities until attendance at school improved and students had an opportunity for Tier 2 school interventions. Now, we have identified more students with disabilities, so this may have had an impact in also increasing the number who qualified.
Also, as a school, we have identified that we lack a clearly articulated and aligned assessment plan with common assessments, and are relying heavily on curriculum that may not meet the needs of all of our students.

Students and staff need access to materials that are rooted in research-based math instructional strategies, as well as aligned assessments that are vertically articulated. Staff need professional development and opportunities for vertical and team collaboration to develop common assessments and screening tools that align with strategies to increase students number sense and mathematical reasoning. In addition, staff need personnel available to help support providing intervention and school-wide instructional planning and intervention supports.

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.6% making progress towards English language proficiency
Number of EL Students: 20 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	5	0	12

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

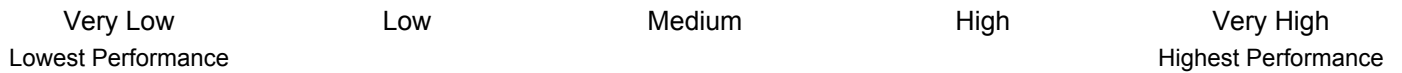| The greatest growth is that 12 students progressed at least one ELPI level. An area for improvement is that 3 students decreased one ELPI level as well as those 5 students that did not make any progress. |
|---|
| Our team did not spend time during collaboration or professional development focused on reviewing our students needs who are English Learners. |
| Staff need time to collaborate with one another and other experts within the District to review research-based practices, and to review student specific data in a timely manner. In addition, staff need time to plan instructional supports, align common assessments, and develop tools to monitor student progress and adjust instructional plans to meet the needs of students. |

School and Student Performance Data

Academic Performance
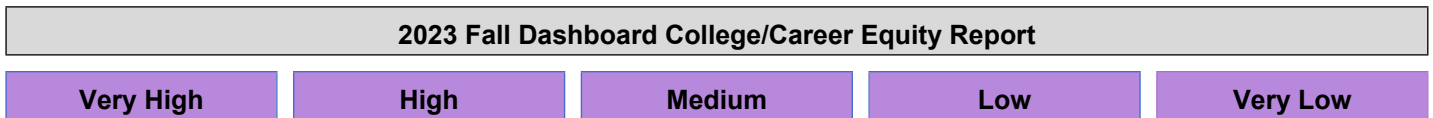## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement
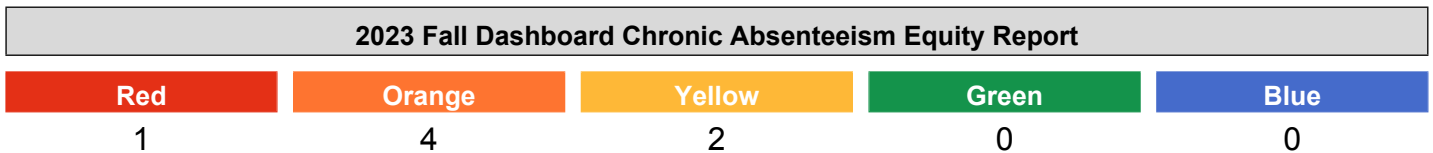## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	2	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
20.9% Chronically Absent	28.2% Chronically Absent	0 Students
Declined Significantly -4.6	Declined -7.1	
541 Students	39 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
10 Students	32.3% Chronically Absent	25% Chronically Absent
	Declined Significantly -4.3	Declined -7.4
	220 Students	80 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
38.5% Chronically Absent	Less than 11 Students	Orange	Less than 11 Students
Increased 11.2		5.9% Chronically Absent	
	5 Students	Increased 1.5	8 Students
13 Students			
		34 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	Less than 11 Students	Yellow
24.1% Chronically Absent	29.5% Chronically Absent		19.3% Chronically Absent
Declined -7.1	Increased 5.1	3 Students	Declined Significantly -7.8
108 Students	44 Students		326 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

20.9% of all students were chronically absent which was a significant decrease from the previous school year. Our lowest performing student group was students who identify as two or more races. 29.5% of students who are identified as "Two or More Races" were Chronically Absent, an increase of 5.1% from the year prior.

During this time, we had much work to do to help families understand that attendance requirements that continued to change, and when students could return to school. In addition, an overall sense of burnout regarding school requirements was evident in some responses from families.

Resources are needed to help families understand the impacts of lack of school attendance. Resources are also needed to help school staff, including admin, to work collaboratively with the guardians and families, as well as with the teachers, to meet individual student needs. Interventions to change attendance must be individual to truly change patterns of chronic absenteeism, and those interventions need to happen as early as possible.
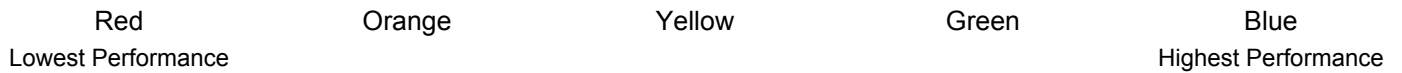
School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
N/A	N/A	N/A
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate
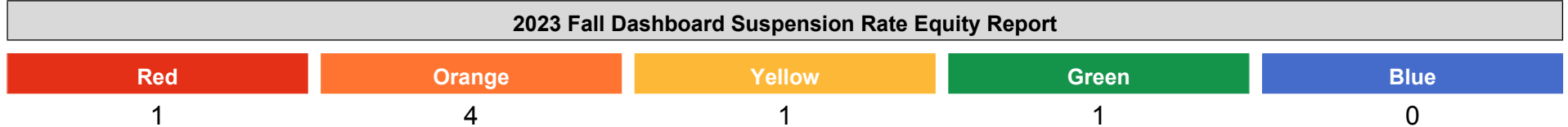## Suspension Rate

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	1	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

2% suspended at least one day

Increased 0.6

552 Students

English Learners

Orange

2.5% suspended at least one day

Increased 2.5

40 Students

Foster Youth

No Performance Color

0 Students

Homeless

0% suspended at least one day

Declined -4.5

11 Students

Socioeconomically Disadvantaged

Orange

3.1% suspended at least one day

Maintained 0.1

225 Students

Students with Disabilities

Red

6.1% suspended at least one day

Increased 4.6

82 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
12.5% suspended at least one day	Less than 11 Students	Orange	Less than 11 Students
	5 Students	2.9% suspended at least one day	8 Students
Increased 3.4		Increased 2.9	
16 Students		35 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	Less than 11 Students	Yellow
1.8% suspended at least one day	2.3% suspended at least one day	3 Students	1.5% suspended at least one day
Increased 1.8	Declined -2.2		Maintained 0.1
111 Students	44 Students		330 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

2% of all students were suspended at least one day which was an increase from the previous school year. Our lowest performing student group was students with disabilities. 6.1% of Students with Disabilities were suspended at least one day during the year.

Of the identified 82 students in this group, this means about 5 students were suspended at least one day. Typically, this indicator means that for those students, attempted levels of intervention for similar previous behaviors were not successful, and they persisted in the behavior, or the behavior was deemed an immediate safety concern. A lack of Tier 2 interventions that are consistently supported with staff trained in behavioral plans and interventions may have contributed to the results. Staff knowledge and skills to provide behavior intervention supports varies greatly per staff member.

Further staff development and training on trauma-informed practices, as well as behavior intervention plans, would help to intervene earlier for students who are showing more frequent challenges with behaviors that interrupt learning or that create unsafe learning environments.Furthermore, a more clearly articulated Tier 2 behavioral intervention process could be articulated and developed by the school team.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Our team reviewed our CAASPP data, iReady data, and Intervention data to monitor student progress. We reviewed iReady data at each assessment window, and intervention data each cycle (about every 6 to 8 weeks).

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

The review of iReady and CAASPP student data assisted us in determining areas of student progress and additional need. We observed improvements in phonics and phonemic awareness, with additional needs still evident in reading comprehension and vocabulary. We also noticed a consistent lack of overall growth or progress in the area of math, however the majority of our focus we determined should stay on reading interventions as a primary action to improve student outcomes.

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

At the beginning of the year, we focused on reviewing proven vocabulary strategies as a team, and we worked to align reading intervention screening and monitoring for student readiness levels for each grade level. Teams in K-2 have been involved in professional development on the Science of Reading, and have been gradually transitioning to different assessment tools to monitor student progress in reading. We had planned for professional development and meetings focused on math, and began to get familiar with the USNS (Universal Screener for Number Sense) to help us identify more specific student needs. In addition, we noted that our actions of hiring instructional assistants to support student academic growth was not as effective due to hiring challenges.

2023-24
Identified Need

Our progress and change over time in the areas of math continue to lag behind our progress in reading. Staff have determined we need more support to make growth in this area, including determining best resources for intervention, instructional practices research, and identification of intervention screening tools.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	31.3 points above standard	+3 scale score points
	English Learners	5.5 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	12 points below standard	
	Students with Disabilities	33.9 points below standard	
	African American		
	American Indian		
	Asian	154.9 points above standard	
	Filipino		
	Hispanic	16.3 points above standard	
	Two or More Races	13.8 points above standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Pacific Islander		
	White	22.7 points above standard	
Math State Assessment: Change in scale score	All Students	26.7 points above standard	+3 scale score points
	English Learners	8.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	19.3 points below standard	
	Students with Disabilities	37.7 points below standard	
	African American		
	American Indian		
	Asian	147.5 points above standard	
	Filipino		
	Hispanic	0.1 points below standard	
	Two or More Races	36.9 points above standard	
	Pacific Islander		
	White	18.4 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.6%		+2%
English Learner Reclassification:	7.14%		+ 2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of English language learners who are reclassified to Fluent English Proficient		

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Hire a .8 FTE intervention teacher to focus on screening, monitoring, intervention and professional development in the area of mathematics to support students who are below grade level who are also low-income. This staff person will help the entire team develop a system of supports using current research-based practices in collaboration with district math team leadership.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	17600 10139	August 2024 - June 2025
1.2	Provide substitute-release time coverage for	All Students X English Learners X Low-Income Students	LCFF Supplemental	3000 750	August 2024 - June 2025

	grade level and teacher/staff teams to meet together with intervention members and administration to review student data to support English Language Arts instruction. Sub-release time will provide time for monitoring, intervention planning, and alignment of common assessments, instructional practices, and intervention plans.	Foster Youth X Lowest Performing Students with Disabilities	Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
1.3	Provide supplemental intervention resource materials and tools, such as licenses for online resources, books and other materials. Materials will be used to help support student English language	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2425	August 2024 - June 2025

	development at their reading and language development level. Staff will use such materials during designated English language development time.				
1.4	Provide substitute-release time coverage for grade level and teacher/staff teams to meet together with intervention and English Language Development team members and administration to review student data to support English language development integrated instruction. Sub-release time will provide time for monitoring, instructional planning, including integrating visual	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	August 2024 - June 2025

	support tools with high academic language (Project GLAD strategies). (Funded through action 1.2 above.)				
1.5	Provide substitute-release time coverage for grade level and teacher/staff teams to meet together with intervention members and administration to review student data to support mathematics instruction. Sub-release time will provide time for monitoring, intervention planning, and alignment of common assessments, instructional practices, and intervention plans. (Funded through action 1.2 above.)	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	August 2024 - June 2025

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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 principal, staff, and School Site Council reviewed attendance data averages monthly at meetings, both average daily attendance for the entire school, and Chronic Absenteeism percentages and lists. The principal and attendance clerk reviewed attendance reports, including individual absence monitoring both daily and weekly.

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

Each trimester, students were recognized for perfect or near perfect attendance (less than 3 days absence). Specific students were monitored more closely due to being on the Chronic Absenteeism monitoring list, which included meeting with the students and contacting the guardians to work through barriers and set improvement goals. Some students made dramatic improvement and met their attendance goals, which earned them access to incentives. Some students needed additional support, including phone calls early in the morning to support leaving home on time, and resources provided to parents, such as alarm clocks, bus passes,

scooters, and bike helmets, etc. Some students needed support for social-emotional challenges and concerns that were barrier to attending school. Monitoring supports dropped off from January through March due to our attendance clerk position being vacant and the school secretary and principal working without the additional support.

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

Based on the data, our team spent extra time on communications with parents, helping them to understand the importance of daily attendance and the related potential negative impacts of missed school. We provided information for teachers to hand out to parents at the parent conference meetings in November, and held Student Attendance Review meetings with parents to help partner better with parents. Our most impactful actions has been related to communication and support with families who struggle to bring their child(ren) daily due to other circumstances in their family.

2023-24
Identified Need

Our attendance records reflect that a much higher number of students who have disabilities, who are English Learners, Socioeconomically Disadvantaged, Two or More Races, African American, and/or Hispanic, are Chronically Absent at a higher rate than our overall population. Staff have determined that we need to provide more targeted support to improve student outcomes in this area, including providing specific resources for attendance interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	20.9% Chronically Absent	-0.5%
	English Learners	28.2% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	32.3% Chronically Absent	
	Students with Disabilities	25% Chronically Absent	
	African American	38.5% Chronically Absent	
	American Indian		
	Asian	5.9% Chronically Absent	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Filipino		
	Hispanic	24.1% Chronically Absent	
	Two or More Races	29.5% Chronically Absent	
	Pacific Islander		
	White	19.3% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.50%		+ 1%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	N/A	N/A
	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Pacific Islander — N/A White — N/A	
College and Career Readiness: Percentage of students who respond "agree" or "strongly agree" in College and Career Readiness section on the district climate survey.	19.5% of students responded "agree" or "strongly agree" to "Students participate in programs to learn about different jobs, careers, and colleges."	+10%

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Staff will monitor chronic absenteeism attendance data daily, weekly, and monthly, meeting with students and families to work together collaboratively to remove barriers to attendance, specifically focusing on supporting students who are Two or More Races, as attendance has had significant decline the	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	Other 4000-4999: Books And Supplies	200	August 2024 - June 2025

	previous year. Individual students will be provided with attendance goals and incentives for meeting attendance improvement goals.				
2.2	Staff will monitor attendance data daily, weekly, and monthly, reinforcing with attendance certificates and incentives monthly for students who have maintained high levels of on time attendance. Recognition at school wide assemblies, in class certificates, and through thematic assemblies focused on impacts of positive attendance will also help reinforce being present.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Other 4000-4999: Books And Supplies Other 5800: Professional/ Consulting Services And Operating Expenditures	200 2000	August 2024 - June 2025

2.3	Through ongoing listening circles, student voice gathering processes, and student advisory groups (such as the student-principal advisory committee or surveys), staff will collect ideas, interests, and input from students on ways to further engage and involve students in improving outcomes for students at Pershing. Specifically considering experiences of students who may traditionally have been marginalized, staff will guide students to consider ways to involve and give voice to students' needs of such groups.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Socioeconomically Disadvantaged			August 2024 - June 2025

| 2.4 | In addition to a "College & Career week" themed schedule of activities, Pershing staff will provide additional instruction and information to students and their families. Each classroom will have a selected college or university for their class to learn more about and virtually tour. The principal will provide information sessions to families and intermediate students about high school pathways, a-g requirements, requirements to graduate, and CTE information. Transition to middle school information will be presented to 5th & 6th grade students and families. Prior to | X All Students
English Learners
Low-Income Students
Foster Youth
Lowest Performing | | 0 | August 2024 - June 2025 |

	the survey window in January, this information will be shared again to families and students to remind them of where to learn more about those topics.				

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Our staff and School Site Council primarily used family, staff and student survey data and behavior referral data to monitor engagement, safety, and connectedness and discipline as it relates to student engagement and success. Our PBIS leadership team also reviewed similar data monthly and shared out areas of needed attention for intervention and supports. Staff and School Site Council reviewed at our meetings PBIS (Positive Behavior Interventions and Supports) referral data nearly monthly, reviewing totals, trends, and areas of need. As survey data was provided, staff and School Site Council reviewed compiled data.

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

Reviewing the behavior referral data with our PBIS team was effective as it provided data to our team regarding needs of our students. This information was helpful as it gave areas of the school, times of day, days of the week, and specific groups of students to provide additional support, instruction, resources, or strategies to help intervene. Review of survey data was not as effective as it

was done only once during the year, and once the year prior. Very little surveying occurred at other times of the year, so ability to respond and make changes, or to measure impacts of changes, is not possible without more frequent collection of data.

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

Teams were informed of data throughout the year, and times of day or specific students who were in need of additional support, review of routines or procedures, or more active monitoring. Grade level teams and support staff collaborated with the PBIS team leads to increase positive reinforcement of expected behaviors in areas of high need, and review of expected behaviors was also provided to students. Students with a high number of referrals were typically placed on a Tier 2 level check-in/check-out intervention with more intensive interventions including both additional adult supports and incentives for meeting behavioral goals.

2023-24
Identified Need

Students who are African American and students with disabilities received suspensions at a much higher disproportionate rate for the overall population of their group compared to all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	2% suspended at least one day	-0.3%
	English Learners	2.5% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	3.1% suspended at least one day	
	Students with Disabilities	6.1% suspended at least one day	
	African American	12.5% suspended at least one day	
	American Indian		
	Asian	2.9% suspended at least one day	
	Filipino		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Hispanic	1.8% suspended at least one day	
	Two or More Races	2.3% suspended at least one day	
	Pacific Islander		
	White	1.5% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	61.6%		+ 5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	64.0%		+ 5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	22%		+ 3%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	To reduce disproportionate rates of suspension for students who are African American,	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American	LCFF Supplemental Site Allocation	866	August 2024-June 2025

	staff will continue professional development and collaboration in Positive Behavior Interventions and Supports (PBIS) and the California Integrated Systems Project (CA-ISP) to focus on trauma-informed instruction and supports for students. Through this ongoing professional development, staff will develop awareness of the needs of different groups of students, and build upon their skills and resources to support students' social-emotional tools. This will include ongoing PBIS-related support items, such as funding incentives for the PBIS student store, incentives for Tier 1 & Tier 2,		4000-4999: Books And Supplies	

	assemblies to model/teach positive behavior and social-emotional skills, and to recognize improvement and growth.				
3.2	To reduce disproportionate rates of suspension for students who have disabilities, staff will continue professional development and collaboration in Positive Behavior Interventions and Supports (PBIS) and the California Integrated Systems Project (CA-ISP) to focus on trauma-informed instruction and supports for students. Through this ongoing professional development, staff will develop awareness of the needs of different groups of	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Other 4000-4999: Books And Supplies Other 5800: Professional/ Consulting Services And Operating Expenditures	500 1152	August 2024 - June 2025

	students, and build upon their skills and resources to support students' social-emotional tools. This will include ongoing PBIS-related support items, such as funding incentives for the PBIS student store, incentives for Tier 1 & Tier 2, assemblies to model/teach positive behavior and social-emotional skills, and to recognize improvement and growth.				
3.3	To improve students' sense of belonging and connectedness, staff will support students with Tier 2 behavior supports, such as through Check-in/Check-out, Classroom Meetings, Listening Circles, and online Social-	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation	1250 1250	August 2024 - Jun 2025

				4000-4999: Books And Supplies			
	Emotional Intervention tools (like Centervention).						
3.4	To improve students' sense of safety, the principal and staff will survey students regarding safety concerns on an at least once trimester basis (once very 3 months). Data will be compiled and presented back to the students along with actions taken to address concerns. Safety questions will be included that allow students to add their name if there is a specific problem for which they need support.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students wtih Disabilities			0		August 2024 - Jun 2025
3.5	To increase parent representation in leadership roles (Parent Teacher Organization,	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities			0		August 2024 - Jun 2025

English Learner Advisory Committee, School Site Council) to include underrepresented groups, opportunities to participate will be shared in parents' home languages, at events such as Back-to-School Night, Family Nights, and other family events. Opportunities for parents to ask questions about the roles and responsibilities will be available before elections and meetings occur. To increase parent leadership participation, a survey will be sent out three times a year to gather input from parents about their knowledge of these opportunities and

	how to access them.					

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:
Student Achievement and Implementation of Standards

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
Hire a full-time teacher to provide English Language Development for English Learner students including newcomer students and those who are Long-Term English Learners. Funded centrally.	August 2024 - June 2025	Hire full time ELD teacher - Salary 1.0 FTE	1000-1999: Certificated Personnel Salaries	Other	
		Hire full time ELD teacher - Benefits	3000-3999: Employee Benefits	Other	
Continue to fund a full time teacher to provide intervention support for students in the area of reading. The reading intervention teacher will continue to focus on screening, monitoring, intervention and professional development in the area of reading.This staff person will help strength the site system of supports using current research-based practices in collaboration with the district reading team leadership.	August 2024 - June 2025	Teacher - Salary 1.0 FTE	1000-1999: Certificated Personnel Salaries	Other	
		Benefits	3000-3999: Employee Benefits	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

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	$41,332.00

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 ($)

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 ($)
	$0.00
LCFF Supplemental Site Allocation	$37,280.00
Other	$4,052.00

Subtotal of state or local funds included for this school: $41,332.00

Total of federal, state, and/or local funds for this school: $41,332.00

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	37,280	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Site Allocation	37,280.00
Other	4,052.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	20,600.00
3000-3999: Employee Benefits	10,889.00
4000-4999: Books And Supplies	3,016.00
5000-5999: Services And Other Operating Expenditures	2,425.00
5800: Professional/Consulting Services And Operating Expenditures	4,402.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	20,600.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	10,889.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,116.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,425.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,250.00
4000-4999: Books And Supplies	Other	900.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,152.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,914.00
Goal 2	2,400.00
Goal 3	5,018.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kendra Shelton	Principal
Traci Zan	Classroom Teacher
Debbie Booth	Classroom Teacher
Megan Sutherland	Classroom Teacher
Joanne McConiga	Parent or Community Member
Kevin Smith	Parent or Community Member
Omega Carter	Parent or Community Member
Caitlin Quillin	Parent or Community Member
Sarah Willerton	Parent or Community Member
Aaron Silberman	Other School Staff

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 5/21/2024.

Attested:

Kendra Shelton	Principal, Kendra R. Shelton on 5/21/2024
On file	SSC Chairperson, Kevin Smith on 5/21/2024

Budget By Expenditures

Pershing Elementary School

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
In addition to a "College & Career week" themed schedule of activities, Pershing staff will provide additional instruction and information to students and their families. Each classroom will have a selected college or university for their class to learn more about and virtually tour. The principal will provide information sessions to families and intermediate students about high school pathways, a-g requirements, requirements to graduate, and CTE information. Transition to middle school information will be presented to 5th & 6th grade students and families. Prior to the survey window in January, this information will be shared again to families and students to remind them of where to learn more about those topics.		$0.00	Healthy Environments for Social-Emotional Growth	
To improve students' sense of safety, the principal and staff will survey students regarding safety concerns on an at least once trimester basis (once very 3 months). Data will be compiled and presented back to the students along with actions taken to address concerns. Safety questions will be included that allow students to add their name if there is a specific problem for which they need support.		$0.00	Engaging Academic Programs	

Pershing Elementary School

To increase parent representation in leadership roles (Parent Teacher Organization, English Learner Advisory Committee, School Site Council) to include underrepresented groups, opportunities to participate will be shared in parents' home languages, at events such as Back-to-School Night, Family Nights, and other family events. Opportunities for parents to ask questions about the roles and responsibilities will be available before elections and meetings occur. To increase parent leadership participation, a survey will be sent out three times a year to gather input from parents about their knowledge of these opportunities and how to access them.

$0.00   Engaging Academic Programs

Total Expenditures:	$0.00	
Allocation Balance:	$0.00	

Funding Source: LCFF Supplemental Site Allocation   **$37,280.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$1,250.00	Engaging Academic Programs	

Pershing Elementary School

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.	4000-4999: Books And Supplies	$154.00	Clear Pathways to Bright Futures
To reduce disproportionate rates of suspension for students who are African American, staff will continue professional development and collaboration in Positive Behavior Interventions and Supports (PBIS) and the California Integrated Systems Project (CA-ISP) to focus on trauma-informed instruction and supports for students. Through this ongoing professional development, staff will develop awareness of the needs of different groups of students, and build upon their skills and resources to support students' social-emotional tools. This will include ongoing PBIS-related support items, such as funding incentives for the PBIS student store, incentives for Tier 1 & Tier 2, assemblies to model/teach positive behavior and social-emotional skills, and to recognize improvement and growth.	4000-4999: Books And Supplies	$866.00	Engaging Academic Programs

Pershing Elementary School

Hire a .8 FTE intervention teacher to focus on screening, monitoring, intervention and professional development in the area of mathematics to support students who are below grade level who are also low-income. This staff person will help the entire team develop a system of supports using current research-based practices in collaboration with district math team leadership.	1000-1999: Certificated Personnel Salaries	$17,600.00	Connected School Communities
Provide substitute-release time coverage for grade level and teacher/staff teams to meet together with intervention members and administration to review student data to support English Language Arts instruction. Sub-release time will provide time for monitoring, intervention planning, and alignment of common assessments, instructional practices, and intervention plans.	1000-1999: Certificated Personnel Salaries	$3,000.00	Connected School Communities
Provide supplemental intervention resource materials and tools, such as licenses for online resources, books and other materials. Materials will be used to help support student English language development at their reading and language development level. Staff will use such materials during designated English language development time.	5000-5999: Services And Other Operating Expenditures	$2,425.00	Connected School Communities
Provide substitute-release time coverage for grade level and teacher/staff teams to meet together with intervention and English Language Development team members and administration to review student data to support English language development integrated instruction. Sub-release time will provide time for monitoring, instructional planning, including integrating visual support tools with high academic language (Project GLAD strategies). (Funded through action 1.2 above.)	1000-1999: Certificated Personnel Salaries	$0.00	Connected School Communities

Pershing Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide substitute-release time coverage for grade level and teacher/staff teams to meet together with intervention members and administration to review student data to support mathematics instruction. Sub-release time will provide time for monitoring, intervention planning, and alignment of common assessments, instructional practices, and intervention plans. (Funded through action 1.2 above.)	1000-1999: Certificated Personnel Salaries	$0.00	Connected School Communities	
	3000-3999: Employee Benefits	$10,139.00	Connected School Communities	
	3000-3999: Employee Benefits	$750.00	Connected School Communities	
To improve students' sense of belonging and connectedness, staff will support students with Tier 2 behavior supports, such as through Check-in/Check-out, Classroom Meetings, Listening Circles, and online Social-Emotional Intervention tools (like Centervention).	5800: Professional/Consulting Services And Operating Expenditures	$1,250.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $37,434.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Pershing Elementary School

Staff will monitor chronic absenteeism attendance data daily, weekly, and monthly, meeting with students and families to work together collaboratively to remove barriers to attendance, specifically focusing on supporting students who are Two or More Races, as attendance has had significant decline the previous year. Individual students will be provided with attendance goals and incentives for meeting attendance improvement goals.	4000-4999: Books And Supplies	$200.00	Healthy Environments for Social-Emotional Growth
Staff will monitor attendance data daily, weekly, and monthly, reinforcing with attendance certificates and incentives monthly for students who have maintained high levels of on time attendance. Recognition at school wide assemblies, in class certificates, and through thematic assemblies focused on impacts of positive attendance will also help reinforce being present.	4000-4999: Books And Supplies	$200.00	Healthy Environments for Social-Emotional Growth
To reduce disproportionate rates of suspension for students who have disabilities, staff will continue professional development and collaboration in Positive Behavior Interventions and Supports (PBIS) and the California Integrated Systems Project (CA-ISP) to focus on trauma-informed instruction and supports for students. Through this ongoing professional development, staff will develop awareness of the needs of different groups of students, and build upon their skills and resources to support students' social-emotional tools. This will include ongoing PBIS-related support items, such as funding incentives for the PBIS student store, incentives for Tier 1 & Tier 2, assemblies to model/teach positive behavior and social-emotional skills, and to recognize improvement and growth.	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs

5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Healthy Environments for Social-Emotional Growth
5800: Professional/Consulting Services And Operating Expenditures	$846.00	Clear Pathways to Bright Futures
5800: Professional/Consulting Services And Operating Expenditures	$1,152.00	Engaging Academic Programs

Other Total Expenditures:	$4,898.00
Other Allocation Balance:	$0.00
Pershing Elementary School Total Expenditures:	$42,332.00