

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	05/27/25	June 24, 2025

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

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).

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).

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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

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 major and minor referral data from SWIS and PBIS, student, staff and community surveys, and academic data through CAASPP and iReady. Through those meetings, information was brought back to the school leadership team and staff, to make adjustments and updates in planning. Each group provided different questions, ideas, and suggestions to improve student outcomes and to reduce disparity among student groups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
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

Student 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	6	0.4%	1.1%	11.76%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
503	40.4%	7.8%	0.2%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	7.8%
Foster Youth	1	0.2%
Homeless	7	1.4%
Socioeconomically Disadvantaged	203	40.4%
Students with Disabilities	70	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4%
American Indian	2	0.4%
Asian	32	6.4%
Filipino	7	1.4%
Hispanic	107	21.3%
Two or More Races	48	9.5%
Pacific Islander	3	0.6%
White	297	59%

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Green</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Blue</div>
<div>Mathematics</div> <div> Green</div>		
<div>English Learner Progress</div> <div> No Performance Color</div>		

School and Student Performance Data

Academic Performance English Language Arts

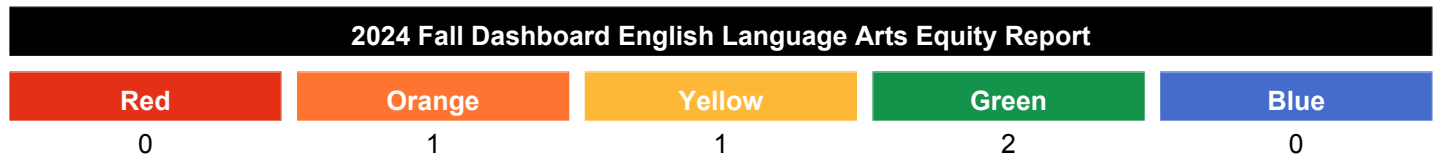
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>31.9 points above standard</div> <div>Maintained 0.6 points</div> <div>301 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>30.1 points below standard</div> <div>Declined 24.6 points</div> <div>35 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.5 points above standard</div> <div>Increased 13.5 points</div> <div>141 Students</div>

Students with Disabilities  Orange 31.0 points below standard Maintained 2.9 points 45 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 124.8 points above standard Declined 30.1 points 23 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Yellow 8.8 points above standard Declined 7.5 points 63 Students
Two or More Races  No Performance Color 38.4 points above standard Increased 24.6 points 32 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 24.6 points above standard Maintained 1.9 points 171 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.

The student group that scored the lowest performing level was Students with Disabilities, who increased 2.9 points average, which is categorized as generally maintained, and was 31 points below standard on average.

English Learners declined, but have no performance indicator, because this year is the first year we have had a significant number of English Learners to be categorized in this manner (35 tested in 3rd through 6th grades).

In comparison, all students scored 31.9 points above standard, which was similar to the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Although we saw progress for Students with Disabilities in their English Language Arts through other measures, this student group continues to perform more than a year below grade level. Our English Learners declined, which may be due to the group growing and more of the students being newcomer students to the United States.

Other groups improved, including Socioeconomically Disadvantaged and Two or More Races, which may be due to the focused intervention supports provided using Science of Reading researched-based strategies.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To continue to help improve outcomes for our students who are in the lowest performing student groups, specific strategies to assess and monitor progress, both in class and in targeted intervention groups, are required. Additionally, timely use of assessment data to target areas of instructional gaps through research-based approaches are needed to improve outcomes for the lowest performing student groups.

School and Student Performance Data

Academic Performance Mathematics

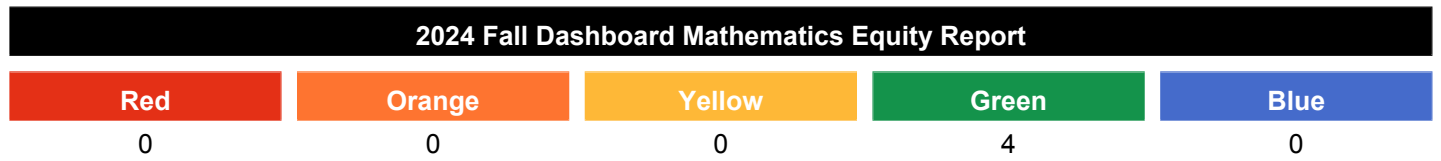
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>26.9 points above standard</div> <div>Maintained 0.2 points</div> <div>301 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>0.2 points below standard</div> <div>Increased 8.6 points</div> <div>35 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>3.5 points below standard</div> <div>Increased 15.8 points</div> <div>141 Students</div>

Students with Disabilities  Green 24.4 points below standard Increased 13.3 points 45 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 110.2 points above standard Declined 37.3 points 23 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Green 5.1 points above standard Increased 5.2 points 63 Students
Two or More Races  No Performance Color 40.9 points above standard Increased 4.0 points 32 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 22.3 points above standard Increased 3.9 points 171 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 student groups with previous statistically comparable data met "Green" level on the dashboard, meaning that they maintained at a close to "meeting" standard level, or they increased significantly. One group, Asian, did decrease a significant amount, but performed 110.2 points above the standard, and had no previous comparable data as the group has previously been smaller than 11 students.

English Learners performed .2 average points below standard, but increased 8.6 points.
Socioeconomically Disadvantaged performed 3.5 points below standard, but increased 15.8 points.
Students with Disabilities performed 24.4 points below standard, but increased 13.3 points.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Last year was our first year focusing in on mathematical instructional strategies. Although we had limited time in professional development as an aligned staff, several individual teachers began to investigate and study on their own and to participate in professional development with the District team. Some professional development included "Building Thinking Classrooms" and the work of Pam Harris, supporting staff implementation of strategies that build number sense and mathematical reasoning. Emphasis on not using algorithms but using concrete strategies with students was also part of a growing conversation at whole group collaboration.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Additional staff development is needed to provide staff with a shared foundation of knowledge around better researched-based instructional strategies. Also, staff need more time collaborating over student data using shared common formative assessments to guide and drive team decisions on instructional interventions.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>46.4% making progress.</div> <div>Number Students: 28 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div>

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.

2024 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
14.3%	39.3%	0%	46.4%

Lowest Performing Group:

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

Nearly half of our students progressed one ELPI Level, which is exciting progress. The most concerning group is the students who decreased one ELPI level which was 14.3%.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We had an increase of new students who were newcomers this past year, and staff may be less rehearsed and familiar with instructional strategies to support English Learners at each level. Staff shared challenges they experienced helping students, especially in 3rd through 6th grade, who were less willing to take risks in practicing Oral Language in class due to feeling nervous, shy, or uncertain. Staff also expressed challenges with having enough resources and tools to differentiate instruction for students who are English learner.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Staff need support with time to review strategies for English learner instruction, including academic vocabulary and universal access tools. Professional development and English Language Development instructional resources are

needed to provide tools for staff to use with students to help make instruction in all subject areas accessible. Collaboration among colleagues to discuss student assessment data, instructional needs and strategies to target areas of need, are also necessary.

School and Student Performance Data

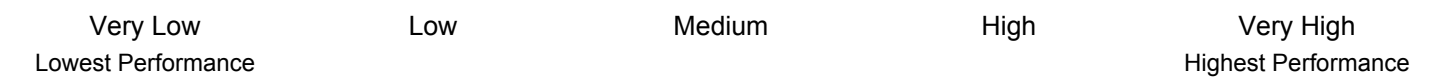
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>11.5% Chronically Absent</div> <div>Declined 9.4</div> <div>522 Students</div>	<div>English Learners</div> <div> Orange</div> <div>22.4% Chronically Absent</div> <div>Declined 5.8</div> <div>49 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>15% Chronically Absent</div> <div>Declined 17.2</div> <div>246 Students</div>

Students with Disabilities  Yellow 16.1% Chronically Absent Declined 8.9 93 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Green 3% Chronically Absent Declined 2.9 33 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Yellow 18.8% Chronically Absent Declined 5.3 117 Students
Two or More Races  Yellow 15.7% Chronically Absent Declined 13.9 51 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Green 9.6% Chronically Absent Declined 9.7 302 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.

The lowest performing student group is students who are English Learners, with 22.4% Chronically Absent.

All groups declined their percentage Chronically Absent.

11.5% of all students were chronically absent which was a decrease of 9.4 from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Overall, improvement was observed in all groups, and much of this may have been due to further distance from COVID-19 protocols and frequency of severe illness in students and families. Staff worked hard to communicate with families about the importance of timely attendance and regular communication.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

A tiered system of attendance intervention needs to be further developed to ensure proactive measures are taken with our families and students who struggle to attend school routinely and to help eliminate attendance barriers.

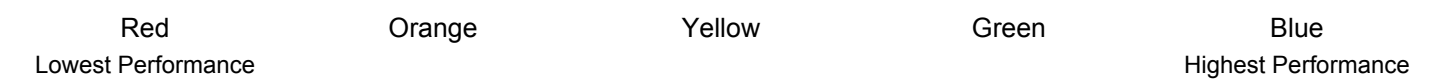
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:

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

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

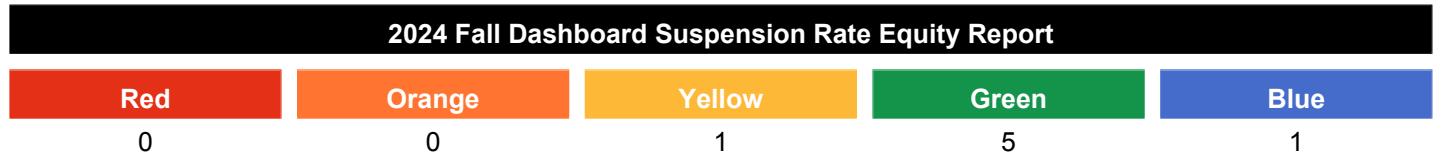
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.9% suspended at least one day</div> <div>Declined 1.1%</div> <div>533 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 2.5%</div> <div>51 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.2% suspended at least one day</div> <div>Declined 1.9%</div> <div>252 Students</div>

Students with Disabilities  Green 2.1% suspended at least one day Declined 4% 94 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Yellow 3% suspended at least one day Maintained 0.2% 33 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Green 0.8% suspended at least one day Declined 1% 120 Students
Two or More Races  Green 1.9% suspended at least one day Declined 0.3% 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Green 0.6% suspended at least one day Declined 0.9% 309 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.

The group with the lowest level for suspension this year was Asian, with 3% suspended at least one day, which was maintained from the previous year.

All other groups declined, which is an improvement.

0.9% of all students were suspended at least one day which was a decrease of 1.1% from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Overall, more restorative practices were used and suspension was reserved for the most serious offenses and in cases where safety needed reassurance. Alternatives to suspension, including proactive lessons connected to the behavior or offense, and processes included Check-In, Check-Out, were used with students. The goal was focused on replacing concerning behavior with appropriate prosocial behavior strategies. Staff were trained in Trauma-Informed Practices, restorative practice strategies, and our PBIS system was further reinforced and revised.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Each year this data point can vary greatly because suspension is dependent upon the actions a student takes and what strategies may work to support the student while keeping all students safe. Additional mental health resources, social-emotional learning lessons, and Tier 2 and Tier 3 behavioral supports are needed to further support and prevent suspension.

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: 2024-25

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). We also monitored specific students who showed higher need more frequently.

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

Although our CAASPP student data demonstrated growth from the previous year in both ELA and math, the review of iReady data showed our students entering the 3rd through 6th grade this year began the year further behind than the previous group. The review of our data helped our teams to determine 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 more growth in

math on the CAASPP, which we attributed to our beginning conversations and inconsistent professional development on strategies related to place value, number sense and mathematical reasoning.

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

At the beginning of the year, we created aligned scheduled that allowed for Tier 2 and Tier 3 interventions to take place, not only with reading, but also with math with an intervention teacher four days a week. We worked to align reading and math intervention screening and monitoring for student readiness levels for each grade level. We used iReady as a screening tool and referred students for further assessment in each area when they showed to be 2 years or more behind grade level. Through more in depth assessment using the USNS (Universal Screener for Number Sense) and additional research-based screening assessment tools for reading (Dibels and Core Phonics), intervention teachers had additional data on where holes in learning existed for students who were struggling at grade level and below grade level skills. Collaboration increased among our intervention teams, sharing new strategies as they continued their own learning and professional development.

2025-26

Identified Need

Our progress and academic progress over time has show gradual improvement for some students, and we need continued work in this area to make more progress for more students. Staff have determined we need more collaboration time focused on mathematical instructional strategies based on current research-based proven studies and professional development. Staff have also determined more time is needed to create and use simplified, focused formative assessments to help drive instructional decision-making to improve outcomes for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	31.9 points above standard	+3 scale score points
	English Learners	30.1 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	1.5 points above standard	
	Students with Disabilities	31.0 points below standard	
	African American		
	American Indian		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Asian	124.8 points above standard	
	Filipino		
	Hispanic	8.8 points above standard	
	Two or More Races	38.4 points above standard	
	Pacific Islander		
	White	24.6 points above standard	
Math State Assessment: Change in scale score	All Students	26.9 points above standard	+3 scale score points
	English Learners	0.2 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	3.5 points below standard	
	Students with Disabilities	24.4 points below standard	
	African American		
	American Indian		
	Asian	110.2 points above standard	
	Filipino		
	Hispanic	5.1 points above standard	
	Two or More Races	40.9 points above standard	
	Pacific Islander		
	White	22.3 points above standard	
English Language Learner State Assessment:	46.4%		+2%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	11.76%	+ 2%

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	Provide substitute-release time and/or extra hour pay for grade level and teacher/staff teams to meet together with intervention members and administration to review student data to support math instruction. Meeting time will provide time for monitoring, intervention planning, and alignment of common assessments,	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	7000 2250	July 2025 - June 2026

	instructional practices, and intervention plans to support students at risk, especially those who are students with disabilities, socioeconomically disadvantaged, or English Learners.				
1.2	Provide substitute-release time and/or extra hour pay 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. Meeting time will provide time for monitoring, intervention planning, and alignment of common assessments, instructional practices, and	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	2000 500	July 2025 - June 2026

	intervention plans to support students at risk, especially those who are students with disabilities, socioeconomically disadvantaged, or English Learners.				
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 development at their reading and language development level. Staff will use such materials during designated English language development time.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	July 2025 - June 2026
1.4	Provide supplemental	All Students X English Learners	LCFF Supplemental	5000	July 2025 - June 2026

	<p>intervention resource materials and tools, such as licenses for online resources, books and other materials. Materials will be used to help support student learning in math, including intervention resources to support students who are students with disabilities, socioeconomically disadvantaged, or English Learners.</p>	<p>X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities</p>	<p>Site Allocation 4000-4999: Books And Supplies</p>		
1.5	<p>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 learning in English language</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	4000	July 2025 - June 2026

arts, including intervention resources to support students who are students with disabilities, socio-economically disadvantaged, or English Learners.

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: 2024-25

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. For the metric for College & Career Readiness, we only use the metric of the Winter Climate Survey to monitor progress once a year.

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

Each trimester, students were recognized for perfect. 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.

We moved our spring College & Career week from the spring to the fall to align with high school and District events. In the spring, 6th grade students used Naviance to explore college & career concepts. It appears that the direct connection or impact of those two actions are not significant enough for students to respond positively that they participate in programs to learn about different jobs, careers, and colleges.

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 March. Some students needed support for social-emotional challenges and concerns that were barriers to attending school, and arrangements were made for meetings with our school social worker. We implemented an Attendance Academy for about 9 students and saw improvement for the majority of them. 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.

Our team has discussed being more overt with our actions with students in relation to their instruction and experiences provided about different jobs, careers, and colleges.

2025-26
Identified Need

Our attendance records reflect that a much higher number of students who have disabilities, who are English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Two or More Races, 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.

Our student data from the Climate Survey indicates that nearly 80% of students surveyed in 4th through 6th grade did not respond with a positive response about engaging in programs to learn about different jobs, careers, and colleges.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	11.5% Chronically Absent	-0.5%
	English Learners	22.4% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	15% Chronically Absent	
	Students with Disabilities	16.1% Chronically Absent	
	African American		
	American Indian		
	Asian	3% Chronically Absent	
	Filipino		
	Hispanic	18.8% Chronically Absent	
	Two or More Races	15.7% Chronically Absent	
	Pacific Islander		
	White	9.6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.9%		+ 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:	All Students		N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Percentage of students who graduate high school within 4 or 5 years.	English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
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,	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	July 2025 - June 2026

	<p>families, and staff to work together collaboratively to remove barriers to attendance, specifically focusing on supporting students who are English Learners, as attendance continues to demonstrate a disparity. Individual students will be provided with attendance goals and incentives for meeting attendance improvement goals.</p>				
2.2	<p>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</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	500	<p>July 2025 - June 2026</p>

	<p>school wide assemblies, in class certificates, and through thematic assemblies focused on impacts of positive attendance will also help reinforce being present.</p>				
2.3	<p>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</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Socioeconomically Disadvantaged</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	300	<p>July 2025 - June 2026</p>

	<p>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. Supplies may include food for students for meetings, and incentives or recognition items for participation.</p>				
2.4	<p>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</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	200	<p>July 2025 - June 2026</p>

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. Printed materials and other materials may be purchased to support this action.				
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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

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: 2024-25

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 about two times during the year with our staff at whole group collaboration meetings. Staff and School Site Council reviewed at our meetings PBIS (Positive Behavior Interventions and Supports) referral data periodically. 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 twice 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. Staff also participated in ongoing professional development further developing their knowledge and application of trauma-informed instruction, and restorative practices through participation in the California Integrated Supports Project.

2025-26

Identified Need

Students who are Asian and Students with Disabilities received suspensions at a higher disproportional rate for their group compared to the overall population of the school. All groups were suspended at a lower rate than the previous year. The Climate Survey data showed an overall average increase in positive responses in the areas of Belonging (Connectedness previously) and Safety, of over 16% more positive response, and over 17% increase for Safety. And parents of students who are English Learner, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities increased in participation rates from 22% up to 27% of those in leadership roles. Decreasing disproportionality for suspension rates for different groups, with the use of more strategic interventions at a Tier 2 and Tier 3 level is needed to prevent suspension. In addition, staff need to survey students, families, and staff more frequently to respond to needs in a more timely impactful manner.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	0.9% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	1.2% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Students with Disabilities</div> <div>2.1% suspended at least one day</div> <div>African American</div> <div>American Indian</div> <div>Asian</div> <div>3% suspended at least one day</div> <div>Filipino</div> <div>Hispanic</div> <div>0.8% suspended at least one day</div> <div>Two or More Races</div> <div>1.9% suspended at least one day</div> <div>Pacific Islander</div> <div>White</div> <div>0.6% suspended at least one day</div>	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	77.1%	+ 5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	81.5%	+ 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).	27%	+ 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
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3.1	<p>To reduce disproportionate rates of suspension for students who are Asian, staff will continue professional development and collaboration in development and refinement of Positive Behavior Interventions and Supports (PBIS) and the California Integrated Systems Project (CA-ISP). Collaboration and professional development will focus on trauma-informed instruction and supports for students to develop staff awareness of the needs of different groups of students, and build upon their skills and resources to support students' social-emotional tools. This will</p>	<p>All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits</p>	<p>1300 500 200</p>	<p>July 2025 - June 2026</p>
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	include ongoing PBIS-related support items, such as funding extra hour pay for staff for PD and collaboration, 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.				
3.2	To reduce disproportionate rates of suspension for students who are Asian, staff will continue professional development and collaboration in development and refinement of Positive Behavior Interventions and Supports (PBIS) and the California Integrated Systems Project	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	860	July 2025 - June 2026

	<p>(CA-ISP). Collaboration and professional development will focus on trauma-informed instruction and supports for students to develop staff 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 extra hour pay for staff for PD and collaboration, 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</p>				
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	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-Emotional Intervention tools (like Centervention). Funds to pay for supplies, incentives, and resources.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	July 2025 - June 2026
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 every 3 months). Data will be compiled and	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities			July 2025 - June 2026

	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.				
3.5	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	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	400	July 2025 - June 2026

	<p>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. Funds for food for meetings to increase participation.</p>				
3.6	<p>Additional recreation aide will be hired to provide daily Tier 2 intervention supports during recesses. Rec aide will provide social-emotional learning lessons, provide support for positive pro-social interactions</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities</p>	<p>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation</p>	<p>11200 2750</p>	<p>July 2025 - June 2026</p>

	using support strategies, indoor and/or outdoor for approximately 2 hours daily. Students will be identified based on their major referral data and teacher recommendation.		3000-3999: Employee Benefits			
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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.	July 2025 - June 2026	Hire full time ELD teacher - Salary 1.0 FTE Hire full time ELD teacher - Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Other 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.	July 2025 - June 2026	Teacher - Salary 1.0 FTE Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Other 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$40,960.00

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	\$40,960.00

Subtotal of state or local funds included for this school: \$40,960.00

Total of federal, state, and/or local funds for this school: \$40,960.00

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	40,960	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	40,960.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	11,700.00
3000-3999: Employee Benefits	5,700.00
4000-4999: Books And Supplies	12,700.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	860.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	9,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	11,700.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,700.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	12,700.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00

5800: Professional/Consulting
Services And Operating Expenditures

LCFF Supplemental Site Allocation

860.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,750.00
Goal 2	1,500.00
Goal 3	17,710.00

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
Courtney Poulton	Classroom Teacher
Sherry Kimbrell	Classroom Teacher
Erica Kramer	Classroom Teacher
Joanne McConiga	Parent or Community Member
Jennifer Strand	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 05/27/2025.

Attested:

Kendra R. Shelton

Principal, Kendra R. Shelton on 05/27/2025

On file

SSC Chairperson, Aaron Silberman on 05/27/2025

Budget By Expenditures

Pershing Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$40,960.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide substitute-release time and/or extra hour pay for grade level and teacher/staff teams to meet together with intervention members and administration to review student data to support math instruction. Meeting time will provide time for monitoring, intervention planning, and alignment of common assessments, instructional practices, and intervention plans to support students at risk, especially those who are students with disabilities, socioeconomically disadvantaged, or English Learners.	1000-1999: Certificated Personnel Salaries	\$7,000.00	Connected School Communities	
Provide substitute-release time and/or extra hour pay 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. Meeting time will provide time for monitoring, intervention planning, and alignment of common assessments, instructional practices, and intervention plans to support students at risk, especially those who are students with disabilities, socioeconomically disadvantaged, or English Learners.	1000-1999: Certificated Personnel Salaries	\$2,000.00	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	\$1,000.00	Connected School Communities	

Pershing Elementary School

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 learning in math, including intervention resources to support students who are students with disabilities, socioeconomically disadvantaged, or English Learners.	4000-4999: Books And Supplies	\$5,000.00	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 learning in English language arts, including intervention resources to support students who are students with disabilities, socio-economically disadvantaged, or English Learners.	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$2,250.00	Connected School Communities
	3000-3999: Employee Benefits	\$500.00	Connected School Communities
Staff will monitor chronic absenteeism attendance data daily, weekly, and monthly, meeting with students, families, and staff to work together collaboratively to remove barriers to attendance, specifically focusing on supporting students who are English Learners, as attendance continues to demonstrate a disparity. Individual students will be provided with attendance goals and incentives for meeting attendance improvement goals.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth

Pershing Elementary School

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.

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. Supplies may include food for students for meetings, and incentives or recognition items for participation.

4000-4999: Books And
Supplies

\$500.00 Healthy
Environments for
Social-Emotional
Growth

4000-4999: Books And
Supplies

\$300.00 Healthy
Environments for
Social-Emotional
Growth

Pershing Elementary School

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. Printed materials and other materials may be purchased to support this action.

4000-4999: Books And
Supplies

\$200.00 Healthy
Environments for
Social-Emotional
Growth

To reduce disproportionate rates of suspension for students who are Asian, staff will continue professional development and collaboration in development and refinement of Positive Behavior Interventions and Supports (PBIS) and the California Integrated Systems Project (CA-ISP). Collaboration and professional development will focus on trauma-informed instruction and supports for students to develop staff 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 extra hour pay for staff for PD and collaboration, 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

\$1,300.00 Engaging Academic
Programs

Pershing Elementary School

To reduce disproportionate rates of suspension for students who are Asian, staff will continue professional development and collaboration in development and refinement of Positive Behavior Interventions and Supports (PBIS) and the California Integrated Systems Project (CA-ISP). Collaboration and professional development will focus on trauma-informed instruction and supports for students to develop staff 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 extra hour pay for staff for PD and collaboration, 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.

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). Funds to pay for supplies, incentives, and resources.

5800:
Professional/Consulting
Services And Operating
Expenditures

\$860.00 Engaging Academic
Programs

4000-4999: Books And
Supplies

\$500.00 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. Funds for food for meetings to increase participation.

Additional recreation aide will be hired to provide daily Tier 2 intervention supports during recesses. Rec aide will provide social-emotional learning lessons, provide support for positive pro-social interactions using support strategies, indoor and/or outdoor for approximately 2 hours daily. Students will be identified based on their major referral data and teacher recommendation.

4000-4999: Books And
Supplies

\$400.00 Engaging Academic
Programs

2000-2999: Classified
Personnel Salaries

\$11,200.00 Engaging Academic
Programs

2000-2999: Classified
Personnel Salaries

\$500.00 Engaging Academic
Programs

3000-3999: Employee
Benefits

\$2,750.00 Engaging Academic
Programs

3000-3999: Employee
Benefits

\$200.00 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

LCFF Supplemental Site Allocation Total Expenditures: \$41,114.00

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	

Pershing Elementary School

Other Total Expenditures:	\$846.00
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Other Allocation Balance:	\$0.00
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Pershing Elementary School Total Expenditures:	\$41,960.00
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