John J. Pershing Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	John J. Pershing Elementary School
Street	1505 Ellis St.
City, State, Zip	Madera
Phone Number	5596649741
Principal	Amanda Musso
Email Address	amandamusso@maderausd.org
School Website	https://www.madera.k12.ca.us/pershing
Grade Span	
County-District-School (CDS) Code	20 65243 0113050

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Principal's Message

John J. Pershing Elementary School is committed to providing exemplary education in a secure, positive, challenging environment, fostered by a cooperative effort between school, community, and home.

Pershing Elementary School has experienced great success in its short history. The school has established a very strong culture that revolves around student achievement and high expectations. The Pershing staff expects all students to score in the "Standard Met" or "Standard Exceeded" ranges on both State and District assessments. Currently, Pershing is home to three academic programs. We have a Dual Language Immersion, Autism Spectrum Disorders, and monolingual program.

Pershing Elementary School believes in good "first teaching" and the power of best practices. Our goal is to make sure all students understand the concepts and skills being taught. Through our continuous cycles of inquiry and use of timely data, teachers are able to modify instructional methods and pacing to meet the needs of our students. Students are able to receive additional support through in-class and after-school interventions. John J. Pershing has been identified as an Additional Targeted Support & Improvement school due to the low performing groups of students with disabilities and homeless.

At John J. Pershing, we are extremely proud of our culture, academic climate, and student growth. We attribute our success to dedicated collaborative teaching staff and high expectations. Students are held accountable for their academics and character. Recently, Pershing Elementary earned the Gold Seal for Positive Behavioral Intervention Support in the 2025-2026 school year.

Mission Statement:

We will maximize student learning through an inclusive environment and inspire all students to reach their fullest potential.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	127
Grade 2	108
Grade 3	132
Grade 4	130
Grade 5	77
Grade 6	98
Total Enrollment	788

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	1.5
Asian	0.8
Black or African American	1
Hispanic or Latino	92.6
Two or More Races	0.4
White	2.7
English Learners	37.1
Foster Youth	0.6
Homeless	3.2
Migrant	2.9
Socioeconomically Disadvantaged	93.5
Students with Disabilities	11.4

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.3	82.55	850.5	83.46	234405.2	84
Intern Credential Holders Properly Assigned	1	2.91	28.2	2.77	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	5.82	59	5.79	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	23.7	2.33	11953.1	4.28
Unknown/Incomplete/NA	2.9	8.69	57.5	5.64	15831.9	5.67
Total Teaching Positions	34.3	100	1019	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.6	75.85	834.8	80.77	231142.4	83.24
Intern Credential Holders Properly Assigned	2	5.5	38.2	3.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.3	9.32	49.5	4.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	3.27	37.7	3.65	11746.9	4.23
Unknown/Incomplete/NA	2.2	6.05	73.1	7.08	14303.8	5.15
Total Teaching Positions	36.3	100	1033.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.3	82.17	853.2	81.35	230039.4	100
Intern Credential Holders Properly Assigned	1	2.39	41.9	4	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	9.77	43.5	4.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.48	41.3	3.94	12112.8	4.34
Unknown/Incomplete/NA	2.1	5.16	68.7	6.56	13705.8	4.91
Total Teaching Positions	41.8	100	1048.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	1.3	3.1
Misassignments	1.00	2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	3.3	4

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.00	0.2	0.2
Total Out-of-Field Teachers	0.00	1.1	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6	1.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.8	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 23, 2025, and determined through Resolution No.15-2025/26 that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected	July 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	0.0%
Mathematics	California Math in Focus: Singapore Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	0.0%
Science	Twig Science, 2020 Board Approved June 11, 2019	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorid Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018	0.0%
Foreign Language		0%
Health		0%

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

School Facility Conditions and Planned Improvements

John J. Pershing is located on 17 acres of land in North East Madera. The school was built in 2007 with the remaining funds from a 2002 bond measure. The campus consists of five building structures. Three buildings house student classrooms which total 30. The administrative building houses the school's administrative staff, psychologist's office, nurse's office, office assistant, conference room, staff lounge, teacher work room, and library. The cafeteria houses the kitchen as well as a stage area where our performing arts classes meet. In addition, seven portable classrooms were added to the campus to deal with student growth.
The campus has one soccer field and three baseball diamonds. It also includes six basketball courts, two four-square courts, and a large play structure. The kindergarten wing also has its own playground and shaded age-appropriate play structure.

Cleaning Process

The school is in excellent condition and the custodial staff does a great job of keeping rooms clean and things in good working condition. We have three full-time custodians who work on different shifts throughout the day. This ensures that we have a custodian on campus from 6:30 a.m. until 10 p.m. on every school day.

The campus is very secure. All gates are locked during school hours, with the exception of the front gate next to the office. This allows our office staff to observe anyone coming onto or leaving campus. All visitors check in to the office before visiting any part of the campus.

Maintenance and Repair

On a regular basis, classrooms, and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs. Recently, we replaced the carpet in our classrooms. During the summer of 2024, the blacktop on the playground was replaced. In addition, last year our parking lot was outfitted with solar panels. July 2025 our new TK building was built. We have 4 classrooms to welcome students in.

Year and month of the most recent FIT report	August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	35	32	33	47	48
Mathematics (grades 3-8 and 11)	28	30	20	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	438	431	98.40	1.60	34.80
Female	197	194	98.48	1.52	39.69
Male	241	237	98.34	1.66	30.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	403	398	98.76	1.24	34.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	50.00
English Learners	154	153	99.35	0.65	17.65
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	22.22
Military	--	--	--	--	--
Socioeconomically Disadvantaged	409	403	98.53	1.47	34.00
Students Receiving Migrant Education Services	17	17	100.00	0.00	29.41
Students with Disabilities	59	57	96.61	3.39	5.26

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	437	432	98.86	1.14	30.09
Female	197	194	98.48	1.52	28.87
Male	240	238	99.17	0.83	31.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	403	400	99.26	0.74	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	15	93.75	6.25	46.67
English Learners	154	154	100.00	0.00	16.88
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	21.05
Military	--	--	--	--	--
Socioeconomically Disadvantaged	408	405	99.26	0.74	29.38
Students Receiving Migrant Education Services	17	17	100.00	0.00	23.53
Students with Disabilities	59	56	94.92	5.08	5.36

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.8	21.79	16.34	18.13	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	78	98.73	1.27	21.79
Female	40	39	97.50	2.50	23.08
Male	39	39	100.00	0.00	20.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	20.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	8.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	73	100.00	0.00	21.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At John J. Pershing Elementary School, we believe that parents are an integral part of a child's success at school. We encourage parents to get involved at Pershing both informally and formally. Informally, we have numerous parents volunteer assist with classroom activities, volunteer to attend field trips, and volunteer to help with Family Fun Movie Nights, Spring Family Fun Carnival, Seasonal Community Events, and Book Fairs. Formally, parents are also encouraged to get involved through our School Site Council (SSC), English Language Advisory Committee (ELAC), Parent – Teacher Organization (PTO), and Parent Advisory Committee (PAC).

We have numerous parents who volunteer with their child's classroom activities on a weekly basis. Parental support is provided to teachers with activity preparation. Parents also volunteer to help run our school book fair, fundraisers, and other special school events. The Parent-Teacher Organization holds fundraisers to help pay for student field trips, and organizes special school events such as our Spring Family Fun carnival, concession stands at special events and Family Fun Movie Nights.

Parents also serve on our SSC and ELAC. These important groups serve as both governing bodies and advisory groups. The SSC approves the school site plan, develops and approves the school's budget, and approves the School Safety Plan.

The ELAC committee acts in an advisory role to the school's administration in order to development and implement the English Language Development (ELD) program.

Pershing Elementary also holds an annual Back to School Night and Open House. These events are opportunities for parents to visit the school with their children to see first hand the exciting things their students do at school. Parents also attend conferences with teachers. These one-on-one meetings allow teachers to share important academic information with parents as well as answer any questions parents may have about their student's academic progress. Parents are also encouraged to attend our quarterly awards assemblies, our Band, Choir, & Orchestra Winter/Spring concerts, and athletics events.

Pershing Elementary School utilizes the Parent Square which allows us to communicate with every family with important information. This allows all parents to be contacted in a timely manner to help foster communication between school and home. For more information on how to become involved, contact Amanda Musso, Principal, at (559) 664-9741 or amandamusso@maderausd.org.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	862	840	201	23.9
Female	423	414	103	24.9
Male	439	426	98	23.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	2	15.4
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	797	775	184	23.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	24	4	16.7
English Learners	342	331	59	17.8
Foster Youth	11	11	1	9.1
Homeless	46	41	9	22.0
Socioeconomically Disadvantaged	809	787	186	23.6
Students Receiving Migrant Education Services	29	29	6	20.7
Students with Disabilities	112	111	39	35.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.23	0.82	2.67	5.03	3.91	3.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.31	0.28	0.14	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.67	0.00
Female	0.95	0.00
Male	4.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	7.69	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.05	0.00
Foster Youth	18.18	0.00
Homeless	6.52	0.00
Socioeconomically Disadvantaged	2.84	0.00
Students Receiving Migrant Education Services	3.45	0.00
Students with Disabilities	4.46	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern at John J. Pershing Elementary. The school adheres to compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated by the School Safety Committee and passed by the School Site Council on October 20, 2025. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are scheduled on a monthly basis throughout the school year when students and staff are present. Lockdown drills are held three times per year. Students are supervised before and after school by certificated staff and administration. Administration and certificated staff supervise before school, morning recess, and dismissal. Administration and classified noon aides supervise students during lunch and lunch recess. There is a designated area for student drop off and pick up. Visitors enter the school at the front gate (only open gate) and are required to sign in at the front office immediately upon arrival.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	12	12	0
1	16	11	10	0
2	20	6	12	0
3	20	3	9	0
4	24	3	9	0
5	24	4	5	2
6	19	5	9	0
Other	28	1	1	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	0
1	16	5	2	0
2	18	3	4	0
3	17	4	3	0
4	19	1	3	0
5	25	1	1	0
6	25	1	3	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	15	3	
1	23	1	15	
2	21	5	10	
3	21	6	12	
4	21	10	10	
5	23	4		6
6	27	2	6	
Other	26		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	781

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10647.58	2618.49	8029.09	82136
District	N/A	N/A	11049.71	$87,670
Percent Difference - School Site and District	N/A	N/A	-31.7	-3.6
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-29.2	-17.4

Fiscal Year 2024-25 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, after-school programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.
Use of funds may include any or all of the following: professional development that focuses on meeting the needs of advanced students; supplemental contracts for teachers who serve GATE students beyond contract time; supplementary textbooks and supplies for Honors and Advanced Placement courses; transportation and admission for student study trips or competitions.
Title I: Federal categorical program designed to ensure that all children have an equitable opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can be used to supplement all areas of the curriculum except physical education and Band. Use of funds may include any or all of the following: supplemental staff to reduce class size, professional learning, supplemental academic tutors/materials, technology to support instruction, home school liaisons, parent training, parent centers, and babysitting. Local Control Funding Formula (LCFF): LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and support for economically disadvantaged students, English Learners, and Foster Youth. Funds may be used to support instruction and

Fiscal Year 2024-25 Types of Services Funded

professional development, implement state standards, improve school climate, or meet the social/emotional needs of students and related expenses detailed in the SPSA and the District's supplemental and concentration funding plan (LCAP).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,862	$62,783
Mid-Range Teacher Salary	$85,833	$97,783
Highest Teacher Salary	$109,939	$128,020
Average Principal Salary (Elementary)	$142,696	$160,224
Average Principal Salary (Middle)	$145,719	$166,992
Average Principal Salary (High)	$153,382	$180,971
Superintendent Salary	$266,200	$313,465
Percent of Budget for Teacher Salaries	25.77%	30.05%
Percent of Budget for Administrative Salaries	4.72%	5%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6