School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pershing Elementary School	34-67447-6034847	May 19, 2026	June 23, 2026

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

X Targeted Support and Improvement

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

During monthly staff meetings, School Site Council meetings, school leadership team meetings, Parent-Teacher Organization meetings, and student groups, the principal and school staff reviewed with each group various data points, including attendance, safety actions, student 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. Drafts of proposed actions were reviewed with leadership, staff, and the school site council before final approval.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.40%	0.61%	0.21%	2	3	1
African American	1.39%	1.42%	1.46%	7	7	7
Asian	6.36%	6.48%	6.26%	32	32	30
Filipino	1.39%	1.01%	0.84%	7	5	4
Hispanic/Latino	21.27%	23.89%	24.22%	107	118	116
Pacific Islander	0.60%	0.61%	0.42%	3	3	2
White	59.05%	56.48%	56.99%	297	279	273
Multiple/No Response	9.54%	9.51%	9.60%	48	47	46
			Total Enrollment	503	494	479

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	53	53	52
Grade 1	51	53	64
Grade 2	69	78	62
Grade3	78	77	78
Grade 4	86	81	74
Grade 5	92	87	82
Grade 6	54	52	43
Total Enrollment	503	505	479

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	39	38	36	5.1%	7.8%	7.5%
Fluent English Proficient (FEP)	29	32	33	6.4%	5.8%	6.9%
Reclassified Fluent English Proficient (RFEP)	6	3	4	0.6%	11.76%	11.11%

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
494	45.3%	7.7%	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.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	38	7.7%
Foster Youth	1	0.2%
Homeless	12	2.4%
Socioeconomically Disadvantaged	224	45.3%
Students with Disabilities	80	16.2%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	7	1.4%
American Indian	3	0.6%
Asian	32	6.5%
Filipino	5	1%
Hispanic	118	23.9%
Two or More Races	47	9.5%
Pacific Islander	3	0.6%
White	279	56.5%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
31.6 points above standard	23.4 points below standard	Fewer than 11 students - No Data for Privacy
Maintained -0.3 points	Increased 6.7 points	1 Student
283 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	6.4 points above standard
0 Students	5 Students	Increased 4.9 points
		150 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
32.9 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -1.9 points	4 Students	2 Students
54 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
135.9 points above standard	Fewer than 11 students - No Data for Privacy	4.3 points below standard
Increased 11.2 points	5 Students	Declined 13.1 points
17 Students		66 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
32 points above standard	Fewer than 11 students - No Data for Privacy	32.9 points above standard
Declined 6.5 points	2 Students	Increased 8.3 points
29 Students		158 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.

Students with Disabilities performed lowest out of all student groups at Pershing, categorized as "orange," decreased 1.9 points average, otherwise considered "maintained," and performed 32.9 points below standard on average.

English Learners' scores "increased," categorized as "yellow," 23.4 points below standard with 32 students represented in grades 3 through 6, showing an increase of 6.7 points.
Hispanic students' scores "declined" 13.1 points on average, categorized as "yellow," with an average of 4.3 points below standard, with 66 students represented in grades 3 through 6.

In comparison, all students scored an average of 31.6 points above standard, which was similar to the previous school year, "maintained" as "green." A total of 283 students were assessed in grades 3 through 6.

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, typically related to their learning disabilities and other challenges related to qualifying for an individualized education plan.

Our English Learners' scores increased, which we attribute to more targeted English language development provided by our new English Language Development teacher who is using the supplemental curriculum, "EL Achieve" and is collaborating regularly with ELD teachers from across the district to provide targeted instruction.

Our Hispanic students' scores declined, which may be due to challenges related to regular school attendance for some students within the group.

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

Additional targeted supports for students who are struggling in English language arts beyond the Tier 2 and Tier 3 supports provided in pull-out options, including instructional supports within the classroom for students who are approaching grade level, but have areas of relative weakness. Best practices for monitoring student progress, including aligned screening assessments across teams and vertically across the grade levels, need to be refined so teachers can intervene within their own classrooms before referring to a reading intervention teacher or for special education.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

The 2025 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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	No Performance Color
10.3 points above standard	21.4 points below standard	Fewer than 11 students - No Data for Privacy
Declined 16.5 points	Declined 21.2 points	1 Student
284 Students	33 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	18.9 points below standard
0 Students	5 Students	Declined 15.4 points
		151 Students

Students with Disabilities	African American	American Indian
Orange 50.6 points below standard Declined 26.1 points 54 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 116.2 points above standard Increased 6 points 17 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Yellow 20.2 points below standard Declined 25.3 points 66 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 18.2 points above standard Declined 22.7 points 29 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Green 8.7 points above standard Declined 13.5 points 159 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.

Students with Disabilities performed lowest out of all student groups at Pershing, categorized as "orange," decreased 26.1 points average, considered "declined" and performed 50.6 points below standard on average.

English Learners' scores "decreased," categorized as "yellow," 21.4 points below standard with 33 students represented in grades 3 through 6, showing an decrease of 21.2 points.
Hispanic students' scores "declined" 25.3 points on average, categorized as "yellow," with an average of 20.2 points below standard, with 66 students represented in grades 3 through 6.
Economically Disadvantaged Students' scores "declined" 15.4 points on average, categorized as "yellow," with an average of 18.9 points below standard, with 151 students represented in grades 3 through 6.

All students scored an average of 10.3 points above standard, which was similar to the previous school year, "declined" 16.5 points, but remained as "green." A total of 284 students were assessed in grades 3 through 6. Students who are "white" scored 8.7 points above standard, "decreased" 13.5 points with 159 students total, in the "green" category due to scoring an average above standard.

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

Last year was the first and only year Pershing hired a staff member to provide intervention support in math. In addition, it was the first year that students also had pull out services for English Language Development, instead of ELD within their own classrooms. Teachers had to coordinate their scheduled with specialists including resource, speech, reading intervention, math intervention and English Language Development. Teachers frequently struggled to find enough time when all students were present to teach their whole group grade level content. It is likely that when a student was absent, or in a pull out service, they missed partial or entire lessons that teachers struggled to provide when the student returned. Although targeted support was what was intended, there is a high probability that while students received support in an area where they were struggling, they also possibly missed out on grade level content.

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

Additional targeted supports for students who are struggling in math, including instructional supports within the classroom for students who are approaching grade level, but have areas of relative weakness. Best practices for monitoring student progress, including aligned screening assessments across teams and vertically across the grade levels, need to be refined so teachers can intervene within their own classrooms before referring to an intervention teacher or refer for an assessment for special education. 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
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue 69 science points Increased 3.9 points 84 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Green 59.5 science points Increased 2.3 points 39 Students

Students with Disabilities	African American	American Indian
No Performance Color 49.4 science points Increased 3.4 points 16 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 57.1 science points Declined 6.3 points 14 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color 0 Students	Blue 69.1 science points Increased 9 points 50 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.

Hispanic students' scores "declined" 6.3 points on average, but was not categorized as a color due to not having a comparison group with enough students last year.

All other groups increased and improved scores.

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

We think that possible lack of consistent attendance from the students in the Hispanic subgroup may have led to the lower results. Students in this group may also be students who are English learner and students with disabilities, with needs that are more complex and varied.

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

Attendance interventions, as well as specific targeted academic vocabulary instruction to support learning in science.

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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
53.1 making progress.	making progress.
Number Students: 32 Students	Number Students: 1 Student

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.

2025 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
6.3%	40.6%	0%	53.1%

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

More than half of students who are English Learners increased at least one level overall, while 6.3% decreased and 40.6% maintained. Students who maintained a level 4 were reclassified as their other English language arts scores were on grade level.

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

Students who grew to the level 4 typically were eligible to reclassify and met proficiency in English language arts by the end of the year. Our ELD teacher noted that more than one student served in the ELD program also has learning disabilities, including autism, which has caused difficulty in meeting expected learning outcomes. As she provided instruction to students, she has noticed additional students with phonics challenges and need for reading intervention, which is coordinated to occur at the same time as ELD instruction. To address this, she has attempted to provide phonics instruction using UFLI, scheduling additional time to work with those students to provide targeted intervention.

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

The EL Achieve program is a whole language program with syntax and grammar support, but lacks phonics resources and instructional materials. Students in ELD also need phonics instruction. If the student is not able to access the phonics instruction during their primary classroom instructional time, either due to not understanding English, yet, or due to scheduling conflicts, then they need additional time with it taught directly, with repetition to provide targeted intervention.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
12.1% Chronically Absent	23.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 0.6	Increased 1.5	1 Student
514 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	64.3% Chronically Absent	17.8% Chronically Absent
2 Students	0	Increased 2.8
	14 Students	269 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
16% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.1	8 Students	3 Students
100 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Red
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	20.8% Chronically Absent
Declined 3	5 Students	Increased 2
36 Students		125 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
11.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	10.6% Chronically Absent
Declined 3.9	3 Students	Increased 1
51 Students		283 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 23.9% Chronically Absent (1.5% more than the year prior).
The next lowest performing student group is students who are Hispanic, with 20.8% Chronically Absent (2% more than the year prior).

All groups slightly increased their percentage Chronically Absent to 12.1% of all students were Chronically Absent, which was 0.6% more 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, despite communication and attempts at intervention, families are experiencing challenges in their personal lives and homes, leading to prioritization of timely regular attendance being lowered during challenging financial and personal stress.

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

A more regularly scheduled response to attendance challenges earlier before students reach a pattern of poor attendance, following a tiered system of intervention to ensure proactive measures are taken with our families and students who struggle to attend school routinely and to help eliminate attendance barriers. In addition, involving classroom teachers in helping to message positively about students when they are in school should continue, which began this year.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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?
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

Conditions & Climate
Suspension Rate

The 2025 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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	1	1	1

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange 1.5% suspended at least one day Increased 0.6% 524 Students	Red 6.4% suspended at least one day Increased 6.4% 47 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 5.3% suspended at least one day 19 Students	Orange 1.8% suspended at least one day Increased 0.6% 276 Students

Students with Disabilities	African American	American Indian
Orange 3% suspended at least one day Increased 0.9% 100 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Asian	Filipino	Hispanic
Blue 0% suspended at least one day Declined 3% 38 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Green 0.8% suspended at least one day Maintained -0.1% 129 Students

Two or More Races	Pacific Islander	White
Yellow 1.9% suspended at least one day Maintained 0% 52 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Orange 2.1% suspended at least one day Increased 1.5% 285 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 more concerning rate of suspension this year was students who are English Learners, with 6.4% suspended at least one day, an increase of 6.4% because the year prior, no students who are English Learner were suspended.

1.5% of all students were suspended at least one day which was an increase of 0.6% from the previous school year.

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

The subgroup for students who are English Learners is a smaller group, so this represents 3 students out of the group of English Learners who were suspended for 1 or more days in the year.

Overall, restorative practices continue to be 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. Despite this, some behavior from students were of a level that warranted suspension while more intensive support services, such as behavior intervention plans, were put into place.

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

Targeted specific supports for individual students who demonstrate serious safety concerns with the support of trained staff continue to be needed to prevent suspension. A process of referring students for additional support and refining Tier 2 behavioral interventions across the school will also help 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: 2025-26

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)

Pershing CAASPP student data demonstrated growth from the previous year in ELA, while CAASPP scores in math showed a dramatic drop. During our review of iReady data from fall 2024 to fall 2025, students entering the 3rd through 6th grade this year began the year ahead by more than 1% than the previous year's 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 lack of consistent growth in math on the CAASPP, which we attributed to inconsistent professional development on strategies related to place value, number sense and mathematical reasoning, and inconsistent team collaboration on planning math instruction, math data analysis and intervention.

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, primarily with reading. We ensured more consistency with staff instructional blocks. Grade level teams spent time digging into the iReady assessment data, instructional tools, and monitored students' use of iReady as a practice tool. The team also worked to align reading intervention screening and monitoring and were trained in how to use mCLASS Dibels to screen and use for intervention resources. Teachers also used iReady as a screening tool and referred students for further screening in each area when they showed to be 2 years or more behind grade level. Staff also participated in a book study, "Math Fact Fluency" and learned about classroom strategies founded in research-based instruction to help students gain math fluency without the use of ineffective facts drilling.

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 assessment data, screening, monitoring, and intervention planning 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 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	31.6 points above standard	+3 scale score points
	English Learners	23.4 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	6.4 points above standard	
	Students with Disabilities	32.9 points below standard	
	African American		
	American Indian		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Asian	135.9 points above standard	
	Filipino		
	Hispanic	4.3 points below standard	
	Two or More Races	32 points above standard	
	Pacific Islander		
	White	32.9 points above standard	
Math State Assessment: Change in scale score	All Students	10.3 points above standard	+3 scale score points
	English Learners	21.4 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	18.9 points below standard	
	Students with Disabilities	50.6 points below standard	
	African American		
	American Indian		
	Asian	116.2 points above standard	
	Filipino		
	Hispanic	20.2 points below standard	
	Two or More Races	18.2 points above standard	
	Pacific Islander		
	White	8.7 points above standard	
English Language Learner State Assessment:	53.1		+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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 coverage and extra-hour pay for instructional planning, intervention planning, data collection and review of student data to support student progress in math to support students at risk, especially those who are students with disabilities, socioeconomically disadvantaged, and/or English Learners.	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	4500 1125	School Year 2026-2027

1.2	Provide substitute-release coverage and extra-hour pay for instructional planning, intervention planning, data collection and review of student data to support student progress in English Language Arts to support students at risk, especially those who are students with disabilities, Hispanic and/or English Learners.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities; Hispanic students	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	3000 750	School Year 2026-2027
1.3	Provide supplemental intervention resource materials and tools, such as licenses or memberships for online resources, books and other materials. Materials will be used to help support student English language development at	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1500	School Year 2026-2027

	students' reading and language development level. Staff will use such materials during designated English language development time.				
1.4	Provide supplemental intervention resource materials and tools, such as licenses or memberships 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.	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	4000	School Year 2026-2027
1.5	Provide supplemental	All Students X English Learners	LCFF Supplemental	7350	School Year 2026-2027

		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, socioeconomically disadvantaged, or English Learners.	X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5800	

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: 2025-26

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.

We reviewed the School Experience Survey was reviewed with staff and the school site council at the beginning of the year and after the new survey was provided to students, families and staff.

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

Each trimester, students were recognized for perfect attendance. 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.

Families, staff and students were only surveyed briefly once or twice during the year to gather feedback. The College & Career Week is early in the fall and was not reviewed or elaborated on later in the year. This one time a year event does not appear to help families or students feel connected to possible future paths or careers.

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. 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.

The team discussed strategies to share with parents information about the various programs our different high schools offer in our area and the requirements to access college through meeting a through g requirements.

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	12.1% Chronically Absent	-0.5%
	English Learners	23.9% Chronically Absent	
	Foster Youth		
	Homeless	64.3% Chronically Absent	
	Socioeconomically Disadvantaged	17.8% Chronically Absent	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Students with Disabilities	16% Chronically Absent	
	African American		
	American Indian		
	Asian	0% Chronically Absent	
	Filipino		
	Hispanic	20.8% Chronically Absent	
	Two or More Races	11.8% Chronically Absent	
	Pacific Islander		
	White	10.6% 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: Percentage of students who graduate high school within 4 or 5 years.	All Students		N/A
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged		
	Students with Disabilities		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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.	33.3% 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	Chronic absenteeism intervention supports with students and families, specifically focusing on most at risk low performing groups; providing supplies for home visit meetings, incentives for meeting goals,	X All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	400	School Year 2026-2027

	resources for helping with attendance, and extra hour pay for staff for work supporting attendance, specifically focusing on supporting students who are English Learners and/or are Hispanic, as their attendance rate continues to demonstrate a disparity. Individual students will be provided with attendance goals and incentives for meeting attendance improvement goals.				
2.2	Staff will provide student recognition for high levels of on time attendance and improved attendance through incentives,	X All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	321	School Year 2026-2027

	certificates, assemblies. Staff will monitor attendance data daily, weekly, and monthly. Recognition at school wide assemblies, in class certificates, and through thematic assemblies focused on impacts of positive attendance will also help reinforce being present.				

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: 2025-26

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 English Learner received suspensions at a higher disproportional rate for their group compared to the overall population of the school. All groups were suspended at a slightly higher rate (0.6% more) than the previous year.

The Climate Survey data, which had a much higher rate of parent/family participation response than in 2024-2025, reflected an overall average increase in positive responses in the areas of Belonging and Safety. Students responded 77.1% agree/strongly agree (up from 65% last year) in the area of Belonging, and 81.5% in the area of Safety (up from 67.6% the year prior).

Decreasing the disproportionate rate of suspension for different groups, specifically students who are English Learners, is a specific area of need. Staff need additional training and support for strategic Tier 2 behavioral intervention strategies and a clear referral process for Tier 3 support.

This year a higher number of parents of English Learners consistently participated in ELAC monthly meeting, asking questions and providing feedback about attendance and program planning. On average, 8 parents attended monthly, but at two meetings we had about 25 parents in attendance. Parents benefit from the meetings with increased access to their specific student's data. We have observed students of parents who actively participate in our ELAC meetings show more growth on the ELPAC later in the year. Parents contribute by providing information about student needs, by learning about ways to support their child's learning at home, and by requesting resources and information from the school to help support them and their families overall.

In addition, staff reflected upon the 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 2025-26		Expected Outcome 2026-27
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	1.5% suspended at least one day	-0.3%
	English Learners	6.4% suspended at least one day	
	Foster Youth		
	Homeless	5.3% suspended at least one day	
	Socioeconomically Disadvantaged	1.8% suspended at least one day	
	Students with Disabilities	3% suspended at least one day	
	African American		
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	0.8% suspended at least one day	
	Two or More Races	1.9% suspended at least one day	
	Pacific Islander		
	White	2.1% suspended at least one day	
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	27%		+ 3%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
(e.g. School Site Council, ELAC, and PTO).		

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	To reduce disproportionate rates of suspension for students who are English Learners, staff will continue ongoing PBIS professional development to prioritize student skill development, Tier 1 & Tier 2 resources, including student incentives, materials, and assemblies. Funds to provide extra hour pay for staff for PD, supplies for incentives, and resources as needed to support both.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	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	1425 400 175	School Year 2026-2027

3.2	Increase parent representation in leadership roles (ELAC, SSC) for underrepresented groups through better information sharing processes to increase leadership capacity and representation; funds to support meetings with families, including food, supplies, and extra hour pay for staff to attend or for staff to supervise children so parents may attend meetings.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	400	School Year 2026-2027
3.3	Additional recreation aide hours of 1.5 hours a day to provide Tier 1 and Tier 2 interventions during recess with social-emotional support for students to reduce likelihood of behavior referrals and	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	5919 855	School Year 2026-2027

	increase time spent learning in class.		3000-3999: Employee Benefits		

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 2026 - June 2027	Hire full time ELD teacher - Salary 1.0 FTE	1000-1999: Certificated Personnel Salaries	Other	
		Hire full time ELD teacher - Benefits	3000-3999: Employee Benefits	Other	
Continue to fund a full time teacher to provide intervention support for students in the area of reading. The reading intervention teacher will continue to focus on screening, monitoring, intervention and professional development in the area of reading.This staff person will help strength the site system of supports using current research-based practices in collaboration with the district reading team leadership.	July 2026 - June 2027	Teacher - Salary 1.0 FTE	1000-1999: Certificated Personnel Salaries	Other	
		Benefits	3000-3999: Employee Benefits	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

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	37920	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	37,920.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,500.00
2000-2999: Classified Personnel Salaries	6,319.00
3000-3999: Employee Benefits	2,905.00
4000-4999: Books And Supplies	13,896.00
5000-5999: Services And Other Operating Expenditures	7,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	7,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,319.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	2,905.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,896.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	7,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,025.00
Goal 2	721.00

Goal 3	9,174.00

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
Hillary Lindberg	Parent or Community Member
Jennifer Strand	Parent or Community Member
Michelle DeJardine	Parent or Community Member
Caitlin Quillin	Parent or Community Member
Stephanie Cecil-Spaulding	Parent or Community Member
Marcie Young	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 May 19, 2026.

Attested:

	Principal, Kendra R. Shelton on May 19, 2026
ON FILE	SSC Chairperson, Stephanie Cecil-Spaulding on May 19, 2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Pershing Elementary School

Funding Source: LCFF Supplemental Site Allocation **$37,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide substitute-release coverage and extra-hour pay for instructional planning, intervention planning, data collection and review of student data to support student progress in math to support students at risk, especially those who are students with disabilities, socioeconomically disadvantaged, and/or English Learners.	1000-1999: Certificated Personnel Salaries	$4,500.00	Connected School Communities	
Provide substitute-release coverage and extra-hour pay for instructional planning, intervention planning, data collection and review of student data to support student progress in English Language Arts to support students at risk, especially those who are students with disabilities, Hispanic and/or English Learners.	1000-1999: Certificated Personnel Salaries	$3,000.00	Connected School Communities	
Provide supplemental intervention resource materials and tools, such as licenses or memberships for online resources, books and other materials. Materials will be used to help support student English language development at students' reading and language development level. Staff will use such materials during designated English language development time.	5000-5999: Services And Other Operating Expenditures	$1,500.00	Connected School Communities	
Provide supplemental intervention resource materials and tools, such as licenses or memberships 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	$4,000.00	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 English Language Arts, including intervention resources to support students who are students with disabilities, socioeconomically disadvantaged, or English Learners.	4000-4999: Books And Supplies	$7,350.00	Connected School Communities
	3000-3999: Employee Benefits	$1,125.00	Connected School Communities
	3000-3999: Employee Benefits	$750.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	$5,800.00	Connected School Communities
Chronic absenteeism intervention supports with students and families, specifically focusing on most at risk low performing groups; providing supplies for home visit meetings, incentives for meeting goals, resources for helping with attendance, and extra hour pay for staff for work supporting attendance, specifically focusing on supporting students who are English Learners and/or are Hispanic, as their attendance rate 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	$400.00	Healthy Environments for Social-Emotional Growth

Pershing Elementary School

Staff will provide student recognition for high levels of on time attendance and improved attendance through incentives, certificates, assemblies. Staff will monitor attendance data daily, weekly, and monthly. Recognition at school wide assemblies, in class certificates, and through thematic assemblies focused on impacts of positive attendance will also help reinforce being present.	4000-4999: Books And Supplies	$321.00	Healthy Environments for Social-Emotional Growth
To reduce disproportionate rates of suspension for students who are English Learners, staff will continue ongoing PBIS professional development to prioritize student skill development, Tier 1 & Tier 2 resources, including student incentives, materials, and assemblies. Funds to provide extra hour pay for staff for PD, supplies for incentives, and resources as needed to support both.	4000-4999: Books And Supplies	$1,425.00	Engaging Academic Programs
Increase parent representation in leadership roles (ELAC, SSC) for underrepresented groups through better information sharing processes to increase leadership capacity and representation; funds to support meetings with families, including food, supplies, and extra hour pay for staff to attend or for staff to supervise children so parents may attend meetings.	4000-4999: Books And Supplies	$400.00	Engaging Academic Programs
Additional recreation aide hours of 1.5 hours a day to provide Tier 1 and Tier 2 interventions during recess with social-emotional support for students to reduce likelihood of behavior referrals and increase time spent learning in class.	2000-2999: Classified Personnel Salaries	$5,919.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	$400.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$855.00	Engaging Academic Programs

	3000-3999: Employee Benefits	$175.00	Engaging Academic Programs	
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: $38,074.00

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	

Other Total Expenditures:	$846.00
Other Allocation Balance:	$0.00
Pershing Elementary School Total Expenditures:	$38,920.00