School Year: **2023-24**

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
John J. Pershing Elementary School	20-65243-0113050	5/23/23	12/12/2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Students With Disabilities, Homeless

Briefly describe 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.

District Mission Statement
We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative.

District Vision Statement
Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

School Mission Statement
The mission of John J. Pershing Elementary School is to provide an exemplary education in a secure, positive, challenging environment, fostered by a cooperative effort between school, community, and home. Our students will become responsible lifelong learners and productive members of society through a commitment to being the best they can be in mind, body, and spirit.

School Vision Statement
Where The Futures Of Children Are Driven By Their Aspirations, And Inspired By Their Circumstances

Our focus moving forward in 2023/24 will be to address the language needs of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community to ensure a guaranteed and viable curriculum to improve student achievement and outcomes on standardized tests. We will continue our efforts toward improving classroom instruction for both good first instruction, as well as intervention. A continued focus on building teacher capacity is vital. This effort addresses lesson design and delivery, enhanced collegiality among grade-level teams, reinforcement of the importance of intentionality in relation to the ELL principles, differentiating instruction to impact student achievement, and developing a heightened awareness and preparedness for increasing student academic talk during lessons while providing immediate feedback. The combination of these strategies and tactics leverage the greatest impact on engagement and the overall effectiveness of instruction and learning. This year we added a student advocate that is helping to meet the needs of our various populations including our homeless. She meets with this group frequently and has even taken them on field trips. This resource will continue during the 2023/24 school year.

In order to assure equitable access to all, it is critical to provide grade-level planning time during the school day in the content areas of Language Arts and Mathematics. Teachers use a 100-minute planning time block to meet and identify essential standards then deconstruct progressions from concrete skills to complex knowledge and application. Common formative assessments are created collectively and calendared based on time to teach each skill in progressive order. Assessment data is used to monitor effectiveness and student progress, improve student outcomes, optimize instructional delivery and extend student learning.

We will continue our commitment to enhance student technology use in daily instruction and learning to best prepare students for mastery of Common Core Standards and the rigor of the SBAC state assessment. Pershing students will continue to profit from a very safe, rigorous, and positive elementary school experience.

The 22/23 school year saw the addition of two second grade classrooms in the Dual Language Immersion program. Moving forward in the 2023/24 school year we will also be adding two third grade DLI classrooms to the program. This cohort of students will continue to matriculate through 6th grade creating a strand program at Pershing. Pershing continues to support a TK-6th grade ASD program which provides mainstreaming for our student population. This year we saw an increase in the mainstreaming opportunities for our ASD students with the addition of special electives. In the 23/24 school year we will also be adding an additional ASD class as well as a TK class. We also saw a significant need for enhancement of digital technology use by both staff and students.

During the 2022/23 school year, Pershing Title I funded the following:
RtI Reading Intervention Specialist for grades 3rd-6th
Literacy Tutor for grades 1st-3rd
Interpreter Support for Parent Meetings and Parent/Teacher Conferences
Renaissance Learning-Accelerated Reading Program
Guided Reading Libraries/Classroom Libraries
Math Manipulatives & Supplies

Supplemental Instructional Supplies
MUSD Print Shop Supplementary Materials
Extra-Time for Teacher Planning, PBIS Meetings, Leadership Meetings, and SST's

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Panoramic School Climate Survey for 3rd-6th grade students, teachers and parents is administered and reviewed on a yearly basis by Pershing's PBIS team, School Site Council, English Learning Advisory Committee and the Leadership Team. The survey revealed that students rarely speak about school activities outside of the school environment. The survey is administered in the spring for a second time to the students.

The ELAC Needs Assessment was administered to parents of English Language Learners. Results of the assessment provided an overall feeling of safety by Pershing's parents and desired topics parents would like reviewed. ELAC also provides input to School Site Council. Several of the items they would like considered are the following: online resources during the summer; activities/sports during the summer; and tutoring for DLI students.

This year our teachers completed a survey to determine our site needs for EL Principle #1. We wanted to look at our school progress for creating a safe, affirming school climate understands the diverse typologies of ELs and builds strong family-school-community partnerships. A needs assessment survey was given out in the spring to teachers to get input on the training they may need. Additionally, the TFI was administered to measure the level of progress for PBIS.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and Informal teacher/classroom observations (evaluation process) were completed by site administration in order to provide teachers with timely, effective feedback focused on support and instructional improvement and student learning.

Walk-Throughs and Class Observations by site administration is conducted throughout the school year to provide feedback in regards to Pershing's SAP initiative.

Short, frequent, informal observations occurring in classrooms by site administration to ensure MUSD ELA and Math Standards as well as supporting MUSD EPC's are evident in planning and practice.

Student Observations are conducted by site administration, Behavioral Intervention Specialist, School Counselor, School Psychologist, and Special Education staff throughout the school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The ELPAC assessment for initials was administered to TK-6th grade students to identify language levels of students who are classified as English Language Learners and determining which students meet reclassification requirements.

Kindergarten administered ESGI, a local district assessment, in both ELA and Math in Sept/Oct 2022, December 2022, March 2023 and
May/June 2023.

NWEA, a local district assessment, was administered in the areas of Reading and Math in grades K -6th in August 2022, January 2023, and Marc 2023

The SRI, Scholastic Reading Inventory, was administered to 3rd-6th grade for English Learners who scored a level 4 in October 2022, January 20223 and May 2023.

The CAASPP was administered in April/May 2023.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The results of the local and state assessments were used to plan, design, and differentiate instruction focused on student needs to maximize student growth achievement, reteaching, and enrichment opportunities.
Grade level PLC's used assessment data to plan, design, and implement instructional strategies and practices, as well as monitor individual student growth goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Pershing, all classroom instructors are fully credentialed and meet highly qualified status. Currenlty, we have a first year special education teacher who is working to complete her crediential. MUSD's Human Resources department works in conjunction with the site to assure that all staff is highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All credentialed teachers participated in ongoing school wide and grade level professional development.
MUSD Human Resources department monitors the credentials of all teachers to assure compliance.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

To support and align Pershing's Strategic Academic Plan with SPSA, District and Site Initiatives, Pershing staff received Professional Development on EL Principles (Roadmap) participated in Peer Observation & Feedback, Common Formative Assessments, and grade level choice for targeted team professional development. Grade level teams received Professional Development from district coaches in the areas of math and language arts throughout the year. Many of our new teachers also received Fred Jones training which provided classroom management support. Our Kindergarten through second grade teachers attending Science of Reading training this year as well.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Academic Coaches, and the New Teacher Mentoring coaches supported teachers within the classroom and during PLCs. The coaches provided planning guidance, demonstration lessons, and in-class coaching. In addition, New Teachers received support from mentors through the Madera Induction Consortium or the New Teacher Support and Mentoring Programs.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams were provided weekly collaboration and PLC meeting time to plan reteaching, enrichment, and vertical articulation.
Pershing's Leadership / SAP team met on a monthly basis to plan and execute SAP initiatives
Grade level representatives, counselors, psychologists, and administrators meet on a monthly basis to develop, strengthen, and implement PBIS Tier 1 & Tier 2 strategies. The team also participated in PBIS Training.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The adopted Core Curriculum is used across all grade levels.
Grade levels are provided time to plan together and collaborate to ensure effective instructional delivery to ALL students.
15 Day plans have been developed in the subject areas of ELA and Mathematics using district priority standards and Essential Program Component (EPC) documents to design and implement high quality instruction based on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers use district (EPC's) Essential Program Components to plan, design, and execute daily planning instruction and adhere to recommended instructional minutes for core subject instruction.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade levels are given time to plan together and collaborate to ensure effective instructional delivery and quality lessons are provided to ALL students.
A Master Schedule will be developed to ensure Tier 2, Tier 3, SPED intervention, RTI, and ELD for English Learners (EL's) instruction is provided to minimize the removal of students and/or student groups from core subject instructional time.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers and students have access to district-approved curriculum and materials for all core subject areas both hard copies and online. This is documented annually through the FIT document as per the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

MUSD ensures that schools have SBE adopted core curriculum for all students. These materials also have an EL and intervention component to support student learning.
Equal Opportunity and Equitable Educational Access is provided to ALL students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

1 Full-Time Response to Intervention Teacher on Special Assignment
Ongoing curriculum and research-based instructional strategies training are provided to the RTI-TSA to meet the needs of underperforming Tier 3 students

Evidence-based educational practices to raise student achievement

The implementation of the following district instructional practices to increase student achievement include:

- Write From the Beginning
- Thinking Maps
- Kagan Strategies
- Number Talks
- Close Reading
- Academic Talk
- Path to Proficiency
- 3 Read Protocol
- 15 Day Planning
- Writing a Language Objective
- PLCs
- Collaborative Groupings
- Project-Based Learning
- HOQ's

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Translation services are provided for parents to be involved in all school meetings, parent training, Back to School Night, Open House, Parent/Teacher Conferences, and Orientation. Childcare is also provided to school meetings & parent training.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents have the opportunity to engage and participate in the Annual Title 1 Meeting, School Site Council, ELAC, DELAC, PAC meetings, Parent Club, Parent/Teacher Conferences, SPSA Planning Workshops, and Parent Goal Setting. MUSD's PRC provided parents with ESL, Parenting Skills and Computer Literacy opportunities. Our school also has a Pershing Student Council who provides input for school involvement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used exclusively to support Title 1 identified SPSA goals. Supplies are purchased to support Tier 2 intervention in the classrooms and Tier 3 intervention with the RtI TSA. Professional Development in ELA, ELD, Math, and PBIS are also funded via Title 1. Teacher extra time and substitutes are used so teachers can plan and collaborate. Educational supplies, materials, and technology that are used for parent training, parent Ed, library, and students in Distance Learning and in the classroom.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Educational Partner Involvement

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

Input for the SPSA came from the following Stakeholders: The Pershing ELAC Committee, Site Instructional Leadership Team, Grade Level Leadership, PBIS Team, Public SPSA Workshops, and our School Site Council. Each group meets a minimum of 4-5 times per year. The meetings consist of planning, reviewing, and analyzing data to assist with the development of SPSA goals and alignment with the Strategic Academic Plan. Improvement Goals are developed as a result of data analysis, mission & vision, SAP Initiatives, survey results, and open dialogue by SSC with consideration of input provided by all stakeholders.

Impact on SPSA and Annual Update:
All stakeholders agree that Reading and Math achievement continues to be our greatest needs. As a result, stakeholders agree that the school staff continues refining teaching practices. PLC work, assessments, academic and behavior interventions, parent engagement, and the use of technology to support learning are strategies identified to achieve our goals. There is a strong desire to continue funding RTI-TSA and utilize credentialed teachers to tutor after the school day. Providing teachers additional, structured planning time during and after the duty day will yield refinement of appropriate and rigorous common core lessons and provide effective lesson delivery to increase student motivation and engagement.
This year our After School Program saw an increase in tutors. Therefore we were able to add more students to the program. We recently also started including kindergarteners to the After School Program.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

GREATEST PROGRESS:
It is challenging to determine the greatest area of progress due to the COVID-19 pandemic and providing instruction, assessment, and intervention primarily through a distance learning format for the majority of the academic school year. Hybrid Learning became available in March 2021 and was optional for families. In the Fall of 2021, we were able to open our school to our students full time. Everyone came in masks, but nonetheless we were up and running. The a two year suspension of the CAASPP, our 3rd-6th grade students were able to complete this assessment in the Spring of 2022. This would be the first time our 3rd-5th graders had ever seen this assessment. Throughout the year, we also looked at the district's NWEA assessment four our students in grades 1st-6th.

With the full implementation of PBIS, we have seen an improvement of student behaviors. We focused heavily this year on building personal relationships with our students and families and we have seen this impact behavior and engagement in school as well. We continue to utilize Referral Rhino which provides us specific data to assist us with creating social-emotional support systems. Pershing Elementary received the Bonner Character Award as well as the Platinum award for our efforts with PBIS.

Staff focused on utilizing the district digital curriculum and ensured that students were working daily within Lexia Core5 (Tier 2 Reading) and the MAPS Accelerator (Tier2 Math) to continue to make learning progress based on students' individual learning levels and needs. We also revisited the RtI Process with the purpose of aligning sub-systems to support our overall goal of increasing the percent of students meeting standard and annual growth targets in ELPAC, NWEA, and CAASPP.

GREATEST NEEDS:
Pershing's greatest academic need continues to be in the area of Mathematics as well as increasing the percent of students meeting standard and annual growth targets in ELPAC, NWEA (Reading and Math), and CAASPP. English Language Learners and Students with Disabilities are our subgroups struggling most with academic growth outcomes. Additionally, COVID-19 has contributed to an increase in Chronic Absenteeism. We also experienced the challenge of maintaining student engagement for our students in sixth grade.

Our NWEA data for the 2021-22 school year reflects that our students are increasingly meeting their projected growth targets in the area of math. But the percentage of those tthat are at or above standard is still low.
Overall Results for Percentage of Students who are Ready or Exceeding:
Reading: Fall 21/22- 24.6% ; Winter 21/22 24%- ; Spring 21/22- 27.9%
Math: Fall 21/22 -8.8% ; Winter 21/22 - 9.2; Spring 21/22-18.3%
Overall Results for Percentage of Students who Met or Exceeded standard in CAASPP:
Reading: 32%
Math: 22%

ELPAC

- Summative ELPAC score were not available for 2019/20. Due to COVID, students were not given the ELPAC assessment.

In 2020/21, 16% of our students scored a level 4 (Well Developed), 33% were at a level 3 (Moderately Developed).

PERFORMANCE GAP:
A gap does exist for English Learners, and Students with Disabilities based on NWEA data illustrated below:

English Learners - NWEA Above National Norm
Reading: Fall 20/21 - 5%; Winter 20/21 - 15.6%
Math: Fall 20/21 - 4.9%; Winter 20/21 - 4.8%
Overall Results for Percentage of Students who Met or Exceeded Standard in CAASPP:
Reading 2022: 14%
Math 2022: 8%

SPED - NWEA Above National Norm
Reading: Fall 20/21 - 20%; Winter 20/21 - 3.2%
Math: Fall 20/21 - 11.1%; Winter 20/21 - 9.4%
Overall Results for Percentage of Students who Met or Exceeded Standard in CAASPP:
Reading 2022: 0%
Math 2022: 0%

A focus on refinement of the RtI Process within the context of the PLC to support Good First Instruction, Tier 2 & Tier 3 Intervention will continue. Staff Development, collaboration time for grade level planning, data reviews and revisiting the 15-Day Plan will be used to address student academic needs to provide accelerated learning as we mitigate learning loss. Integrated and designated ELD will be another focus. Demo lessons and teacher coaching will continue with DAC support to support quality instruction and teacher efficacy. Student goal setting will be initiated to assist with equitable student support and increased student efficacy.

INCREASED OR IMPROVED SERVICES:
Building Teacher Capacity by Strengthening PLC's - Strategic Academic Plan
Pershing has done well with revisiting the concept of PLCs and strengthening the function of our school-wide and individual grade level PLCs. Our staff has recommitted to the essence of PLC's which is a relentless focus on student learning. We will target our efforts on providing good first instruction, differentiation, and intervention. We will continue to focus on building teacher capacity in regards to lesson design and delivery enhance collaboration amongst grade-level teams, and reinforce the importance of intentionality in planning and provide ongoing professional development in relation to:

- Identification of Essential Standards in ELA and Math
- Unpacking Essential Standards and sequencing from concrete to complex knowledge
- 15 Day Teaching cycles for both ELA and Math
- Creation of Common Formative Assessments that align with standard expectations of what students should be able to do when achieving mastery
- Differentiation instruction to provide access to grade-level learning for both reteaching and extended learning opportunities
- Developing a heightened awareness and preparedness for increasing student academic talk during lessons and the impact this can have on engagement and overall effectiveness on instruction and learning

Implementation of PBIS Initiative
Pershing staff recognized the urgency for enhancing school culture and climate to increase student engagement during COVID-19 Closure, Distance Learning, and Hybrid Learning. The PBIS Team meets monthly, attends district sponsored training, and provides staff development in the areas of need identified by annual surveys.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	0.87%	0.96%	7	6	7
African American	1.7%	1.02%	0.82%	11	7	6
Asian	0.6%	0.87%	0.55%	4	6	4
Filipino	0.2%	0.15%	0.14%	1	1	1
Hispanic/Latino	92.8%	93.31%	93.57%	596	642	684
Pacific Islander	%	%	0%		0	0
White	3.0%	3.49%	2.87%	19	24	21
Multiple/No Response	0.6%	0.29%	0.82%	4	2	6
			Total Enrollment	642	688	731

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	127	113	132
Grade 1	74	120	121
Grade 2	86	78	119
Grade3	87	87	78
Grade 4	89	105	94
Grade 5	97	88	101
Grade 6	82	97	86
Total Enrollment	642	688	731

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	214	276	300	33.3%	40.1%	41.0%
Fluent English Proficient (FEP)	86	90	87	13.4%	13.1%	11.9%
Reclassified Fluent English Proficient (RFEP)	5			2.3%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	85	75	0	84	75	0	84	75	0.0	98.8	100.0
Grade 4	88	100	96	0	100	96	0	100	96	0.0	100.0	100.0
Grade 5	97	88	102	0	88	102	0	88	102	0.0	100.0	100.0
Grade 6	85	97	89	0	95	86	0	95	86	0.0	97.9	96.6
All Grades	358	370	362	0	367	359	0	367	359	0.0	99.2	99.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2381.	2381.		14.29	5.33		16.67	22.67		17.86	29.33		51.19	42.67
Grade 4		2409.	2412.		11.00	9.38		19.00	18.75		19.00	18.75		51.00	53.13
Grade 5		2461.	2447.		10.23	8.82		28.41	22.55		21.59	21.57		39.77	47.06
Grade 6		2495.	2509.		8.42	8.14		22.11	36.05		33.68	31.40		35.79	24.42
All Grades	N/A	N/A	N/A		10.90	8.08		21.53	24.79		23.16	24.79		44.41	42.34

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.90	5.33		55.95	72.00		32.14	22.67
Grade 4		8.00	6.25		65.00	61.46		27.00	32.29
Grade 5		15.91	8.82		55.68	60.78		28.41	30.39
Grade 6		9.47	10.47		60.00	65.12		30.53	24.42
All Grades		11.17	7.80		59.40	64.35		29.43	27.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.33	4.00		51.19	53.33		40.48	42.67
Grade 4		4.04	4.17		58.59	52.08		37.37	43.75
Grade 5		11.36	4.90		47.73	55.88		40.91	39.22
Grade 6		7.37	12.79		52.63	58.14		40.00	29.07
All Grades		7.65	6.41		52.73	54.87		39.62	38.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	5.33		67.86	72.00		25.00	22.67
Grade 4		4.00	8.33		73.00	75.00		23.00	16.67
Grade 5		17.05	6.86		67.05	74.51		15.91	18.63
Grade 6		12.63	9.30		69.47	79.07		17.89	11.63
All Grades		10.08	7.52		69.48	75.21		20.44	17.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	5.33		60.71	69.33		32.14	25.33
Grade 4		9.00	8.33		58.00	67.71		33.00	23.96
Grade 5		10.23	8.82		61.36	62.75		28.41	28.43
Grade 6		9.47	8.14		75.79	75.58		14.74	16.28
All Grades		8.99	7.80		64.03	68.52		26.98	23.68

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	85	75	0	85	74	0	85	74	0.0	100.0	98.7
Grade 4	88	100	96	0	98	95	0	98	95	0.0	98.0	99.0
Grade 5	97	88	102	0	88	102	0	88	102	0.0	100.0	100.0
Grade 6	85	97	88	0	94	86	0	94	86	0.0	96.9	97.7
All Grades	358	370	361	0	365	357	0	365	357	0.0	98.6	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2383.	2373.		7.06	4.05		17.65	9.46		25.88	36.49		49.41	50.00
Grade 4		2403.	2426.		2.04	6.32		11.22	18.95		30.61	33.68		56.12	41.05
Grade 5		2443.	2439.		12.50	0.98		7.95	10.78		25.00	31.37		54.55	56.86
Grade 6		2503.	2488.		10.64	13.95		19.15	16.28		30.85	22.09		39.36	47.67
All Grades	N/A	N/A	N/A		7.95	6.16		13.97	14.01		28.22	30.81		49.86	49.02

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.76	5.41		42.35	51.35		45.88	43.24
Grade 4		4.08	11.58		32.65	42.11		63.27	46.32
Grade 5		10.23	3.92		34.09	43.14		55.68	52.94
Grade 6		15.96	11.63		44.68	43.02		39.36	45.35
All Grades		10.41	8.12		38.36	44.54		51.23	47.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.59	6.76		40.00	45.95		49.41	47.30
Grade 4		3.06	12.63		39.80	42.11		57.14	45.26
Grade 5		10.23	3.92		39.77	44.12		50.00	51.96
Grade 6		8.51	11.63		59.57	51.16		31.91	37.21
All Grades		7.95	8.68		44.93	45.66		47.12	45.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.24	6.76		63.53	51.35		28.24	41.89
Grade 4		3.06	6.32		53.06	56.84		43.88	36.84
Grade 5		2.27	0.98		51.14	58.82		46.59	40.20
Grade 6		9.57	8.14		69.15	59.30		21.28	32.56
All Grades		5.75	5.32		59.18	56.86		35.07	37.82

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1424.6	1425.3		1427.0	1433.1		1418.7	1407.3	0	61	68
1	1444.1	1443.0	1451.2	1462.6	1459.1	1466.4	1425.0	1426.2	1435.6	18	50	53
2	1472.1	1478.4	1475.1	1476.4	1479.9	1482.4	1467.2	1476.4	1467.2	41	35	51
3	1499.8	1487.9	1477.7	1509.0	1487.7	1471.1	1490.0	1487.5	1483.8	42	34	34
4	1481.0	1504.8	1504.4	1489.1	1507.6	1497.6	1472.5	1501.6	1510.8	29	46	36
5	1515.2	1503.4	1520.3	1519.7	1504.1	1515.9	1510.3	1502.2	1524.3	23	27	36
6	1538.7	1544.0	1502.4	1547.7	1554.2	1495.4	1529.3	1533.5	1508.9	27	22	24
All Grades										180	275	302

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		13.95	11.76		51.16	36.76		23.26	41.18		11.63	10.29		43	68
1	0.00	10.20	7.55	33.33	22.45	47.17	50.00	42.86	30.19	16.67	24.49	15.09	18	49	53
2	9.76	11.43	11.76	41.46	54.29	35.29	36.59	25.71	45.10	12.20	8.57	7.84	41	35	51
3	19.51	14.71	5.88	39.02	35.29	29.41	34.15	38.24	44.12	7.32	11.76	20.59	41	34	34
4	10.34	15.22	8.33	24.14	39.13	47.22	31.03	32.61	30.56	34.48	13.04	13.89	29	46	36
5	17.39	11.11	19.44	26.09	33.33	44.44	56.52	37.04	27.78	0.00	18.52	8.33	23	27	36
6	34.62	22.73	8.70	23.08	40.91	30.43	38.46	36.36	34.78	3.85	0.00	26.09	26	22	23
All Grades	15.73	13.67	10.63	32.58	39.06	39.20	39.33	33.59	36.88	12.36	13.67	13.29	178	256	301

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		11.63	14.71		48.84	42.65		27.91	30.88		11.63	11.76		43	68
1	27.78	20.41	26.42	38.89	30.61	43.40	22.22	38.78	16.98	11.11	10.20	13.21	18	49	53
2	17.07	25.71	23.53	41.46	42.86	41.18	34.15	22.86	29.41	7.32	8.57	5.88	41	35	51
3	34.15	20.59	8.82	48.78	50.00	52.94	14.63	20.59	20.59	2.44	8.82	17.65	41	34	34
4	27.59	28.26	36.11	31.03	54.35	38.89	24.14	8.70	19.44	17.24	8.70	5.56	29	46	36
5	43.48	40.74	30.56	43.48	40.74	58.33	13.04	0.00	5.56	0.00	18.52	5.56	23	27	36
6	38.46	45.45	21.74	50.00	40.91	39.13	7.69	13.64	13.04	3.85	0.00	26.09	26	22	23
All Grades	30.34	25.39	22.59	42.70	44.14	44.85	20.22	20.70	21.26	6.74	9.77	11.30	178	256	301

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		9.30	7.35		37.21	23.53		41.86	55.88		11.63	13.24		43	68
1	0.00	4.08	3.77	27.78	20.41	24.53	38.89	32.65	41.51	33.33	42.86	30.19	18	49	53
2	4.88	2.86	7.84	26.83	42.86	29.41	43.90	34.29	27.45	24.39	20.00	35.29	41	35	51
3	12.20	5.88	2.94	21.95	23.53	20.59	41.46	47.06	47.06	24.39	23.53	29.41	41	34	34
4	0.00	6.52	5.56	17.24	26.09	36.11	24.14	28.26	30.56	58.62	39.13	27.78	29	46	36
5	0.00	3.70	5.56	17.39	18.52	16.67	52.17	33.33	50.00	30.43	44.44	27.78	23	27	36
6	7.69	4.55	0.00	26.92	18.18	17.39	42.31	68.18	39.13	23.08	9.09	43.48	26	22	23
All Grades	5.06	5.47	5.32	23.03	27.34	24.58	40.45	38.67	42.52	31.46	28.52	27.57	178	256	301

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		32.56	17.65		55.81	75.00		11.63	7.35		43	68
1	27.78	30.61	43.40	61.11	57.14	45.28	11.11	12.24	11.32	18	49	53
2	19.51	31.43	21.57	70.73	62.86	74.51	9.76	5.71	3.92	41	35	51
3	40.00	47.06	14.71	52.50	38.24	73.53	7.50	14.71	11.76	40	34	34
4	31.03	43.48	22.22	44.83	41.30	66.67	24.14	15.22	11.11	29	46	36
5	21.74	14.81	25.00	78.26	77.78	66.67	0.00	7.41	8.33	23	27	36
6	34.62	22.73	21.74	50.00	72.73	60.87	15.38	4.55	17.39	26	22	23
All Grades	29.38	33.20	24.25	59.32	55.86	66.45	11.30	10.94	9.30	177	256	301

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		7.14	13.24		78.57	66.18		14.29	20.59		42	68
1	11.11	16.33	26.42	77.78	73.47	54.72	11.11	10.20	18.87	18	49	53
2	19.51	20.00	33.33	75.61	74.29	60.78	4.88	5.71	5.88	41	35	51
3	46.34	35.29	11.76	46.34	52.94	64.71	7.32	11.76	23.53	41	34	34
4	37.93	34.78	33.33	44.83	56.52	61.11	17.24	8.70	5.56	29	46	36
5	65.22	74.07	72.22	30.43	7.41	19.44	4.35	18.52	8.33	23	27	36
6	73.08	45.45	43.48	23.08	54.55	26.09	3.85	0.00	30.43	26	22	23
All Grades	41.57	29.80	30.56	50.56	60.00	53.82	7.87	10.20	15.61	178	255	301

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		14.29	7.35		76.19	83.82		9.52	8.82		42	68
1	11.11	16.33	9.43	44.44	38.78	62.26	44.44	44.90	28.30	18	49	53
2	14.63	5.71	17.65	58.54	74.29	45.10	26.83	20.00	37.25	41	35	51
3	9.76	2.94	0.00	53.66	50.00	47.06	36.59	47.06	52.94	41	34	34
4	3.45	4.35	8.33	31.03	47.83	52.78	65.52	47.83	38.89	29	46	36
5	4.55	3.70	8.33	45.45	44.44	58.33	50.00	51.85	33.33	22	27	36
6	15.38	9.09	0.00	30.77	27.27	30.43	53.85	63.64	69.57	26	22	23
All Grades	10.17	8.63	8.31	45.76	52.55	58.47	44.07	38.82	33.22	177	255	301

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		32.56	40.30		53.49	41.79		13.95	17.91		43	67
1	0.00	4.08	3.77	66.67	65.31	67.92	33.33	30.61	28.30	18	49	53
2	5.00	22.86	9.80	72.50	57.14	70.59	22.50	20.00	19.61	40	35	51
3	9.76	14.71	14.71	78.05	67.65	70.59	12.20	17.65	14.71	41	34	34
4	3.57	15.22	19.44	50.00	65.22	61.11	46.43	19.57	19.44	28	46	36
5	0.00	11.11	19.44	86.96	59.26	72.22	13.04	29.63	8.33	23	27	36
6	11.54	13.64	17.39	84.62	86.36	69.57	3.85	0.00	13.04	26	22	23
All Grades	5.68	16.41	19.00	73.30	63.67	62.67	21.02	19.92	18.33	176	256	300

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
688	**93.3**	**40.1**	**0.6**
Total Number of Students enrolled in John J. 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	276	40.1
Foster Youth	4	0.6
Homeless	35	5.1
Socioeconomically Disadvantaged	642	93.3
Students with Disabilities	79	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.0
American Indian	6	0.9
Asian	6	0.9
Filipino	1	0.1
Hispanic	642	93.3
Two or More Races	2	0.3
Pacific Islander		
White	24	3.5

Conclusions based on this data:

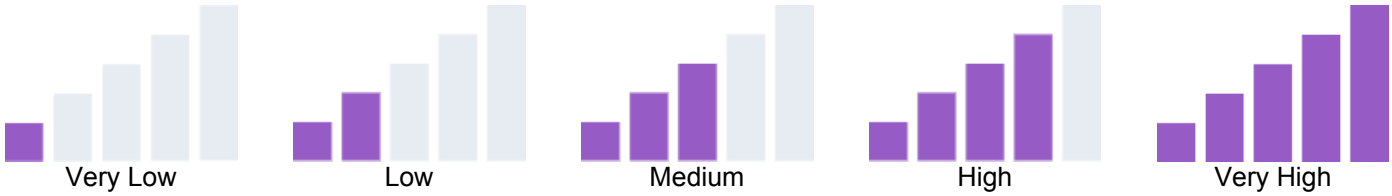
1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

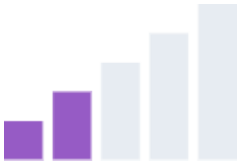
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
46.7 points below standard	58.8 points below standard	4 Students
359 Students	194 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
93.8 points below standard	47.0 points below standard	134.5 points below standard
18 Students	344 Students	36 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 3 Students	No Performance Level 3 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 46.6 points below standard 332 Students	No Performance Level 2 Students		No Performance Level 34.2 points below standard 15 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.8 points below standard 125 Students	13.6 points above standard 69 Students	36.6 points below standard 154 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

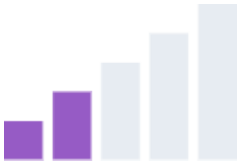
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
65.0 points below standard	78.0 points below standard	4 Students
356 Students	192 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
95.9 points below standard	65.2 points below standard	142.7 points below standard
17 Students	341 Students	35 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 3 Students	No Performance Level 3 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 66.0 points below standard 329 Students	No Performance Level 2 Students		No Performance Level 22.3 points below standard 14 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.6 points below standard 124 Students	25.9 points below standard 68 Students	54.7 points below standard 153 Students

Conclusions based on this data:

1.

School and Student Performance Data

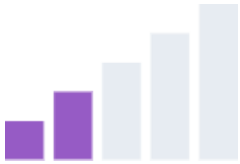
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

56.9 making progress towards English language proficiency

Number of EL Students: 144 Students

Performance Level: 2

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.

2022 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
11.8%	31.3%	0.0%	56.9%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

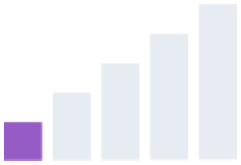
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
45.9% Chronically Absent	40% Chronically Absent	Less than 11 Students
728 Students	305 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
65.9% Chronically Absent	47.2% Chronically Absent	59.6% Chronically Absent
44 Students	678 Students	99 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	7 Students	6 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		No Performance Level
45.2% Chronically Absent	Less than 11 Students		50% Chronically Absent
677 Students	3 Students		26 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	2	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
1.6% suspended at least one day	1% suspended at least one day	Less than 11 Students
744 Students	311 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	Medium	Very Low
4.5% suspended at least one day	1.7% suspended at least one day	0% suspended at least one day
44 Students	690 Students	101 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
9 Students	8 Students	6 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		No Performance Level
1.6% suspended at least one day	Less than 11 Students		3.8% suspended at least one day
691 Students	3 Students		26 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

State Priorities 1, 5, & 6
Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Meeting	15 2019-2020 Becuase of the Pandemic, this data is not available 2020-2021 25 2021-2022 50 2022-2023:	48 2022-2023 55 2023-2024:
SSC Meetings	12 2019-2020 Becuase of the Pandemic, this data is not available	44 2022-2023 50

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-2021 25 2021-2022 40 2022-2023	2023-2024
ELAC Meetings	10 2019-2020 Becuase of the Pandemic, this data is not available 2020-2021 37 2021-2022 76 2022-2023	36 2022-2023 80 2023-2024
Back-to-school Attendance	650 2019-2020 Becuase of the Pandemic, this data is not available 2020-2021 700 2021-2022 700 2022-2023	700 2022-2023 700 2023-2024
Open House Attendance	650 2019-2020 Becuase of the Pandemic, this data is not available 2020-2021 700 2021-2022 700 2022-2023	700 2022-2023 700 2023-2024
Suspension Rate	California Dashboard 2018-2019=1.8% Suspension Rate 2019-2020=3.5% Suspension Rate 2020-2021= .1%	Projected for 2021-2022 = .17% Projected for 2022-2023 = .1% Projected for 2023-2024 = .1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022 = 1.7% Suspension rate	
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0% Expulsion rate *2020-2021 = 0% Expulsion rate 2021-2022 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0% Projected for 2023-2024 = 0%
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 8% Chronic Absenteeism Rates *2019-2020 = 0% Chronic Absenteeism Rates (due to pandemic CDE has determined the data is not valid) *2020-2021 = 18.6% Chronic Absenteeism Rates 2021-2022 = 45.9% Chronic Absenteeism Rates	Projected for 2021-2022 = 18% Projected for 2022-2023 = 15% Projected for 2023-2024 = 18%
5th Grade School Climate Favorable	59% (87 student responses) 2022-2023 School Safety 61%, School Belonging 62%, School Climate 59%, School Engagement 53%	74% Projected for 2023-2024
6th Grade School Climate	59% (76 student responses) 2022-2023 School Safety 70%, School Climate 52%, School Belonging 49%, School Engagement 38%	72% Projected for 2023-2024

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grade Levels

Strategy/Activity

Planned:
Provide teacher release time, sub-pay and extra time/Travel and Conference:
* Peer observations
* Adjust 15 Day Plans, grade level planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after school tutoring for students.
*Provide teacher extra time for Parent Education Nights
* Provide Teachers with opportunities to attend workshops, seminars, and conferences
* Observe high impact teaching strategies.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to
meet the needs of their students.
* Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Plan and facilitate meetings to support struggling students.
* Provide after school tutoring for students.
* Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice.

*Pay for entrance fees, transportation and materials for educational excursions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
500	Certificated Subs 1125 (Title I)
11000	Certificated Extra Time 1190 (Title I)
3000	Travel & Conference 5200 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades

Strategy/Activity

Strategy/Activity:
Planned:
Parent Involvement:
Other Certificated Salaries/Paraprofessional Extra time:
* Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home
* Parent meetings will be scheduled to discuss individual student progress
* Phone calls, website postings, texts and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences
* Provide refreshments for attendees
* Provide childcare for parents attending meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

1000	Paraprofessional Extra Time 2190 (Title I)
2000	Paraprofessional 2100 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity:

Planned:
Purchase supplemental materials:
* Purchase materials to support parent involvement
* Utilize the district's print shop service to provide materials for parent communication
* Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.
*Educational excursions fees, materials & transportation
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker as well as exterior/interior promotional materials.
* Purchase materials and supplies to support character education and PBIS.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
3,167	Supplies 4300 (Parent Ed)
0	Duplicating/Print shop 5715 (Title I)
0	Field Trips 5716 (Parent Ed)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy/Activity:

Planned:
Provide teacher release time and extra time:
* Provide parent translation – oral and written
* Provide preparation time for parent support
* Provide Parent Educational Rights

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
0	Certificated Extra Time 1190 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Pershing events are generally well attended. This school year the district purchased Parent Square as the main source of communication for all MUSD families. The standardization of a communication tool for the entire district as well as school websites greatly increased home/school communication and parent participation.

Describe the overall implementation:
Action 1: Parent Involvement: Other Certificated Salaries/Paraprofessional Extra time
* Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home
* Parent meetings will be scheduled to discuss individual student progress
* Phone calls, website postings, texts and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences
* Provide refreshments for attendees - During our meetings we worked with PRC
* Provide childcare for parents attending meetings -PRC provided this for our parents

Action 2: Purchase supplemental materials/Books and Reference Materials/Print shop and duplication.Purchase supplemental materials:

* Utilize the district's print shop service to provide materials for parent communication
* Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Action 3: Provide teacher release time and extra time/Travel and Conference.
* Provide parent translation – oral and written
* Provide preparation time for parent support
* Provide Parent Educational Rights

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Action 1:
Provide teacher release time and extra time/Travel and Conference.
Allocation: $18,492 Estimated Actuals: $12,492 Difference: $6000
Why or why not was there a difference: The teacher planning time was embedded during the duty day. Travel and conference was paid for by a different department.

Major Differences of implementation

Action 2: Allocation: $0 Estimated Actuals: $9,700 Difference: -$9,700

Action 3: Allocation: $0 Estimated Actuals: $0 Difference: $0

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Action 1:
Provide teacher release time and extra time/Travel and Conference.
- This will also include sub-pay for tutoring by retired, credentialed tutors

The change is a result of the slow growth in reading the data has revealed in the area of foundational reading during the COVID-19 closure and Distance Learning. Data also confirms a Math gap trend in the area of concepts & procedures.

Action 2: Allocation will remain the same. In the event additional monies become available due to carryover, SSC approval for a budget transfer to purchase materials for PBIS Initiative will be requested.

Action 3: Allocation will remain the same

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7
Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	2021-2022 Percent of Students that Met or Exceeded ELA Standard Grade 3: 30% Grade 4: 30% Grade 5: 38% Grade 6: 30% 2022-2023 Percent of Students that Met or Exceeded ELA Standard Grade 3: 28% Grade 4: 28% Grade 5: 32% Grade 6: 45%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 38% Grade 4: 35% Grade 5: 38% Grade 6: 40% 2023-2024 Grade 3: 38% Grade 4: 35% Grade 5: 40% Grade 6: 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 24.6% Winter 2022: 20% Spring 2022: 27.9% Fall to Spring % Met Best Growth Target 38.81% Percent of Students ready or exceeded Grade Level Reading Fall 2022: 25% Winter 2023: 29% Spring 2023: 27% Fall to Spring % Met Best Growth Target: 42%	NWEA Reading BEST Growth Target Fall 2021/2022: 22.19% Fall 2022/2023: 41.46% Fall 2023/2024: 60.73% Fall 2024/2025: 80%
CAASPP SBAC Math	2021-2022 Percent of Students that Met or Exceeded Math Standard Grade 3: 24% Grade 4: 13% Grade 5: 19% Grade 6: 20% 2022-2023 Percent of Students that Met or Exceeded Math Standard Grade 3: 13% Grade 4: 25% Grade 5: 11% Grade 6: 30%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 27% Grade 4: 15% Grade 5: 20% Grade 6: 22% 2023-2024 Grade 3: 25% Grade 4: 30% Grade 5: 22% Grade 6: 38%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 8.8% Winter 2022: 9.2% Spring 2022: 18.3%	NWEA Math BEST Growth Target Fall 2021/2022: 19.22% Fall 2022/2023: 39.48% Fall 2023/2024: 59.74% Fall 2024/2025: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall to Spring % Met Best Growth Target 55.81% Percent of Students ready or exceeded Grade Level Math Fall 2022: 16% Winter 2023: 19% Spring 2023: 23% Fall to Spring % Met Best Growth Target: 35%	
English Learner Progress (ELPAC)	2021-2022 Percent of students that scored a Level 4: 13.33% 2022-2023: 11%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 15% Goal: Percent of students that score a Level 4 on 2023-2024 ELPAC: 20%
Reclassification Rate	2021-2022 Reclassified Students: 18 2022-2023: 28	2022-2023: 20 2023-2024: 30 2024-2025: 33
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills *DLI School administered Spanish Assessments to two classes.	2021-2022 Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 50.1% English; 32.4% Spanish Phonics/Word Recognition: 56.3% English; 54% Spanish Listening Comprehension: 63.8% English; 40.5% Spanish Picture Vocabulary: 68.8% English; 10.8% Spanish 2022-2023 Percent of Students that Met or Exceeded Grade Level	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 55% English; 35% Spanish Phonics/Word Recognition: 58% English; 56% Spanish Listening Comprehension: 65% English; 42% Spanish Picture Vocabulary: 70% English; 15% Spanish 2023-2024 Percent of Students that Meet or Exceed Grade Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Phonological Awareness: 78% Phonics/Word Recognition: 83% Listening Comprehension: 78% Picture Vocabulary: 76%	Phonological Awareness: 78% English; 50% Spanish Phonics/Word Recognition: 85% English; 60% Spanish Listening Comprehension: 78% English; 50% Spanish Picture Vocabulary: 80% English; 30% Spanish
MAP Reading Fluency (NWEA) - First Grade *DLI School administered Spanish Assessments to two classes.	2021-2022 Percent of Students with an Oral Reading Rate: 14.4% English; 13.9% Spanish Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 15.8% English; 8.3% Spanish 2022-2023 Percent of Students with an Oral Reading Rate: 28% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 8.6%	2022-2023 Percent of Students with an Oral Reading Rate: 17% English; 17% Spanish 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 18% English; 10% Spanish 2023-2024 Percent of Students with an Oral Reading Rate: 25% English; 20% Spanish 2023-2024 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 15% English; 15% Spanish
MAP Reading Fluency (NWEA) - Second Grade	2021-2022 Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 16.9% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 45.5%	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 18% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 50% 2023-2024 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2023-2024 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 50%

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers on Special Assignment:
Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

* Collaboratively review and analyze data with staff to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
* Provide research based interventions in a push-in or pull-out model, targeting student's identified needs.
* Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.
* Provide professional development to support effectively implementing intervention in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
74112	TSA 1100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Planned:
Purchase supplemental materials/Books and Reference Materials/Print shop and duplication:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations, as well as in Mathematics.
* Purchase materials to support the Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
*Pay for entrance fees, transportation and materials for educational excursions

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
32,196	Instructional Supplies 4310 (Title I)
2,000	Books & Reference Material 4200 (Title I)
12,000	Duplicating/Print shop 5715 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Planned:
Technology Use & Professional Development:
* Teachers will integrate technology as a tool to help students gain proficiency in state standards.
* Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
* Ensure inventory of computers are adequate.
* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
300	Comp. Hardware under $500 4385 (Title I)
0	Comp. Hardware $500-$5,000 4485 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Planned:
Purchase technology and supplemental
materials.
* Purchase technology to support technology goal.
* Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
* Provide for repairs as needed to keep equipment in working order.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
10500	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Action 1: RTI/TSA Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.
What were the activities implemented?

- Collaboration for the purpose to review and analyze data with staff to identify student needs and supports was conducted during SST's, COSTs, IEP's, Staffing Meetings, and meetings with Admin Staff
- Assessment results were used to Identify academic need and create appropriate instructional groups
- Attended professional development to assist teachers in the implementation of research-based strategies and data analysis
- TSA monitored Tier 3 student progress and supported identified Tier 3 interventions indicated in the Green intervention folder via SST/COST
- Provided research based interventions in a push-in or pull-out model, targeting student's identified needs
- All students will have equal opportunities to research-based interventions through universal access - small group instruction.

What was not implemented that was in the site plan?
The following items were not implemented by the RtI-TSA but rather by Admin:

- Organize, schedule, facilitate and/or attend SST/COST meetings with parents
- Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons
- Provide professional development to support effectively implementing intervention in the classroom
- Organize, schedule, facilitate and/or attend SST/COST meetings with parents
- Update list of services provided on RtI Tracker

What was the overall effectiveness?
The RtI Lab saw 4 students exited from Tier 3 to Tier 2. We were also able to identify additional students for Tier 3 Lab utilizing a systematic RtI Process analyzing student data and progress monitoring.

Action 2: Purchase supplemental materials/Books and Reference Materials/Print shop and duplication.
What were the activities implemented?
* Purchase books and online subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations, as well as in Mathematics.
* Utilize the district’s print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

What was not implemented that was in the site plan?
* Purchase materials to support the Smarter Balanced assessment

* Purchase materials and supplies to support the implementation of advanced thinking skills.
What was the overall effectiveness?

* The use of books and online subscriptions helped to increase student engagement. They were also exposedto more non-fiction text.
Describe the overall implementation:
Action 3 : Technology Use & Professional Development
* Teachers will integrate technology as a tool to help students gain proficiency in state standards
* Students will learn how to obtain information, analyze and synthesize the information, and present it
* Ensure inventory of computers are adequate
* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate. - MUSD Ed Services Department and Instructional Technology Department standardized training and equipment which was both funded by the district and did not require Title 1 funding.

Action 4: Purchase technology and supplemental materials.
* Purchase technology to support technology goal - No Title 1 funding necessary to support this goal
* Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. - Site purchase of Renaissance Learning, Brain Pop and Raz Kids
* Provide for repairs as needed to keep equipment in working order - No Title 1 funding necessary to support this action

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Action 1:
RTI/TSA Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.
Allocation: $49,148 Estimated Actuals: $48,650. Difference: $ 498
Why or why not was there a difference: The school year is not over so the rest will be paid by the end of the year. nded and expended since it is a contracted TSA position

Action 2:
Purchase supplemental materials/Books and Reference Materials/Print shop and duplication.
Allocation: $40,911 Estimated Actuals: $36,343 Difference: $4,658
Why or why not was there a difference: There were some materials that were covered by other departments.

- Action 3: Allocation: $0 Estimated Actuals: $0.00 $0

Action 4: Allocation: $10,000.00 Estimated Actuals: $7,543 Difference: $2,457
The amount budgeted was overestimated to ensure enough funding was available.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

RTI/TSA Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.
Modifications to exact role of RtI-TSA are reflected below:

- Collaboration for the purpose to review and analyze data with staff to identify student needs and supports will be conducted during SST's, COSTs, IEP's, Staffing Meetings, and meetings with Admin Staff
- Assessment results will be used to Identify academic need and create appropriate instructional groupings and targeted instruction
- Attend professional development for the implementation of research-based strategies and data analysis
- TSA will monitor Tier 3 student progress and support identified Tier 3 interventions as indicated in the Green intervention folder via SST/COST
- Provide research based interventions & instruction in a push-in or pull-out model, targeting student's identified needs
- All Tier 3 students will have equal opportunities to research-based interventions through universal access - small group instruction

The modifications are a result of narrowing down the focus of the RTI/TSA Job description to provide targeted instruction

Action 2:
Purchase supplemental materials/Books and Reference Materials/Print shop and duplication.

- Adjustments will be made to provide supplemental instructional materials in Core Subjects, Intervention, and Enrichment

The changes will be made to reflect the need to address academic areas based on data review, as well as to support continued advancement for all students

Action 3: Allocation will remain the same
Action 4: Allocation will remain the same

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$151,775
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$151,775.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Books & Reference Material 4200 (Title I)	$2,000.00
Certificated Extra Time 1190 (Title I)	$11,000.00
Certificated Subs 1125 (Title I)	$500.00
Comp. Hardware $500-$5,000 4485 (Title I)	$0.00
Comp. Hardware under $500 4385 (Title I)	$300.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$10,500.00
Duplicating/Print shop 5715 (Title I)	$12,000.00
Field Trips 5716 (Parent Ed)	$0.00
Instructional Supplies 4310 (Title I)	$32,196.00
Paraprofessional 2100 (Title I)	$2,000.00
Paraprofessional Extra Time 2190 (Title I)	$1,000.00
Supplies 4300 (Parent Ed)	$3,167.00
Travel & Conference 5200 (Title I)	$3,000.00

TSA 1100 (Title I)	$74,112.00

Subtotal of state or local funds included for this school: $151,775.00

Total of federal, state, and/or local funds for this school: $151,775.00

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
Vanessa Manzo	Parent or Community Member
Regina Cantu	Parent or Community Member
Viviana Joya	Parent or Community Member
Rene Archuleta	Parent or Community Member
Jessica Webster	Parent or Community Member
Pelita Bradford	Classroom Teacher
Sam DeOrian	Classroom Teacher
Susan Dawson	Classroom Teacher
Christine Riche'	Principal
Nicole Lack	Principal

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
	English Learner Advisory Committee
	Other: Pershing PAC Representative

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 4/20/2022.

Attested:

Principal, Christina Riche' on 5-9-23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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

John J. Pershing Elementary School

Funding Source: Books & Reference Material 4200 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,000.00		Planned: Purchase supplemental materials/Books and Reference Materials/Print shop and duplication: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations, as well as in Mathematics. * Purchase materials to support the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. *Pay for entrance fees, transportation and materials for educational excursions

Books & Reference Material 4200 (Title I) Total Expenditures:	$2,000.00
Books & Reference Material 4200 (Title I) Allocation Balance:	$0.00

John J. Pershing Elementary School

Funding Source: Certificated Extra Time 1190 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity: Planned: Provide teacher release time and extra time: * Provide parent translation – oral and written * Provide preparation time for parent support * Provide Parent Educational Rights

	$11,000.00	Planned: Provide teacher release time, sub-pay and extra time/Travel and Conference: * Peer observations * Adjust 15 Day Plans, grade level planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. *Provide teacher extra time for Parent Education Nights * Provide Teachers with opportunities to attend workshops, seminars, and conferences * Observe high impact teaching strategies. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice. *Pay for entrance fees, transportation and materials for educational excursions
Certificated Extra Time 1190 (Title I) Total Expenditures:	$11,000.00	
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00	

John J. Pershing Elementary School

Funding Source: Certificated Subs 1125 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$500.00		Planned: Provide teacher release time, sub-pay and extra time/Travel and Conference: * Peer observations * Adjust 15 Day Plans, grade level planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. *Provide teacher extra time for Parent Education Nights * Provide Teachers with opportunities to attend workshops, seminars, and conferences * Observe high impact teaching strategies. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice. *Pay for entrance fees, transportation and materials for educational excursions

Certificated Subs 1125 (Title I) Total Expenditures:	$500.00
Certificated Subs 1125 (Title I) Allocation Balance:	$0.00

Funding Source: Comp. Hardware $500-$5,000 4485 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Technology Use & Professional Development: * Teachers will integrate technology as a tool to help students gain proficiency in state standards. * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally. * Ensure inventory of computers are adequate. * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Comp. Hardware $500-$5,000 4485 (Title I) Total Expenditures:	$0.00
Comp. Hardware $500-$5,000 4485 (Title I) Allocation Balance:	$0.00

Funding Source: Comp. Hardware under $500 4385 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

		$300.00		Planned: Technology Use & Professional Development: * Teachers will integrate technology as a tool to help students gain proficiency in state standards. * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally. * Ensure inventory of computers are adequate. * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Comp. Hardware under $500 4385 (Title I) Total Expenditures:	$300.00
Comp. Hardware under $500 4385 (Title I) Allocation Balance:	$0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$10,500.00		Planned: Purchase technology and supplemental materials. * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$10,500.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

John J. Pershing Elementary School

Funding Source: Duplicating/Print shop 5715 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$12,000.00		Planned: Purchase supplemental materials/Books and Reference Materials/Print shop and duplication: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations, as well as in Mathematics. * Purchase materials to support the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. *Pay for entrance fees, transportation and materials for educational excursions

	$0.00	Strategy/Activity: Planned: Purchase supplemental materials: * Purchase materials to support parent involvement * Utilize the district's print shop service to provide materials for parent communication * Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. *Educational excursions fees, materials & transportation Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker as well as exterior/interior promotional materials. * Purchase materials and supplies to support character education and PBIS.
Duplicating/Print shop 5715 (Title I) Total Expenditures:	$12,000.00	
Duplicating/Print shop 5715 (Title I) Allocation Balance:	$0.00	

Funding Source: Field Trips 5716 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	Strategy/Activity: Planned: Purchase supplemental materials: * Purchase materials to support parent involvement * Utilize the district's print shop service to provide materials for parent communication * Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. *Educational excursions fees, materials & transportation Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker as well as exterior/interior promotional materials. * Purchase materials and supplies to support character education and PBIS.
Field Trips 5716 (Parent Ed) Total Expenditures:	$0.00	
Field Trips 5716 (Parent Ed) Allocation Balance:	$0.00	

Funding Source: Instructional Supplies 4310 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$32,196.00	Planned: Purchase supplemental materials/Books and Reference Materials/Print shop and duplication: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations, as well as in Mathematics. * Purchase materials to support the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. *Pay for entrance fees, transportation and materials for educational excursions

Instructional Supplies 4310 (Title I) Total Expenditures:	$32,196.00
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

Funding Source: Paraprofessional 2100 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$2,000.00	Strategy/Activity: Planned: Parent Involvement: Other Certificated Salaries/Paraprofessional Extra time: * Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home * Parent meetings will be scheduled to discuss individual student progress * Phone calls, website postings, texts and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences * Provide refreshments for attendees * Provide childcare for parents attending meetings

Paraprofessional 2100 (Title I) Total Expenditures:	$2,000.00
Paraprofessional 2100 (Title I) Allocation Balance:	$0.00

Funding Source: Paraprofessional Extra Time 2190 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$1,000.00	Strategy/Activity: Planned: Parent Involvement: Other Certificated Salaries/Paraprofessional Extra time: * Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home * Parent meetings will be scheduled to discuss individual student progress * Phone calls, website postings, texts and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences * Provide refreshments for attendees * Provide childcare for parents attending meetings

Paraprofessional Extra Time 2190 (Title I) Total Expenditures:	$1,000.00
Paraprofessional Extra Time 2190 (Title I) Allocation Balance:	$0.00

Funding Source: Supplies 4300 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$3,167.00	Strategy/Activity: Planned: Purchase supplemental materials: * Purchase materials to support parent involvement * Utilize the district's print shop service to provide materials for parent communication * Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. *Educational excursions fees, materials & transportation Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker as well as exterior/interior promotional materials. * Purchase materials and supplies to support character education and PBIS.
Supplies 4300 (Parent Ed) Total Expenditures:	$3,167.00	
Supplies 4300 (Parent Ed) Allocation Balance:	$0.00	

Funding Source: Travel & Conference 5200 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$3,000.00	Planned: Provide teacher release time, sub-pay and extra time/Travel and Conference: * Peer observations * Adjust 15 Day Plans, grade level planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. *Provide teacher extra time for Parent Education Nights * Provide Teachers with opportunities to attend workshops, seminars, and conferences * Observe high impact teaching strategies. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice. *Pay for entrance fees, transportation and materials for educational excursions
Travel & Conference 5200 (Title I) Total Expenditures:	$3,000.00	
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00	

John J. Pershing Elementary School

Funding Source: TSA 1100 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$74,112.00		Teachers on Special Assignment: Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate. * Collaboratively review and analyze data with staff to identify student needs and supports. * Identify academic need and create appropriate instructional groups. * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis. * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. * Provide research based interventions in a push-in or pull-out model, targeting student's identified needs. * Organize, schedule, facilitate and/or attend SST/COST meetings with parents. * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons. * All students will have equal opportunities to research based interventions through universal access - small group instruction. * Provide professional development to support effectively implementing intervention in the classroom.

TSA 1100 (Title I) Total Expenditures:	$74,112.00
TSA 1100 (Title I) Allocation Balance:	$0.00
John J. Pershing Elementary School Total Expenditures:	$151,775.00