

School Year: 2020-21



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	5-23-19 (Budget approved)	9-22-20

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

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.

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 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 all student 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 for 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. The combination of these strategies and tactics leverage the greatest impact on engagement and overall effectiveness of instruction and learning.

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 planning time 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 and instructional delivery and extend student learning.

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

During the 2019-20 school year, Pershing Title I funded the following:

Rtl Reading Intervention Specialist

Strategic Professional Development & PD Materials

Grade Level Planning Time with Pershing Curriculum & Instruction TSA/Administration (quarterly ½ day sessions)

Parent Education Newsletters & Translator Support

SNAP Learning Program

Accelerated Reading Program

Additional Guided Reading and Library Books

Additional Instructional Supplies

MUSD Print Shop Supplementary Materials



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).

District School Climate Survey for both students and teachers for 5th and 6th grades is administered and reviewed on a yearly basis by Pershing's SAP team, School Site Council, and English Learning Advisory Committee.

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. ELAC is also given survey to provide input to School Site Council.

Site based teacher surveys were administered by site administration through Google to gather information on Professional Development needs in regards to Thinking Maps, Write From the Beginning, TWIG science, Guided Reading, Technology / Software, and PBIS.

Due to COVID 19 the annual Panorama survey was not administered.

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 instruction improvement and student learning.

Walk Throughs / Observations by site administration 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.

Student Observations conducted by site administration, Behavioral Intervention Specialist, School Counselor, School Psychologist, and Special Education staff.

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 initial was administered to TK-6th grade students to identify language levels for students who are classified as English Language Learners, providing academic focus, and determining students who meet the reclassification requirements. Unfortunately, due to COVID-19 School Closure, Annual ELPAC assessments were not administered in grades K-6th statewide. Kindergarten administered ESGI, a local district assessment, in both ELA and Math in October 2019, December 2019, and March 2020. Due to COVID-19 School Closure not all students completed the March administration. NWEA, a local district assessment, was administered in the areas of Reading, Language, and Math in grades 2nd-6th in September 2019 and February 2020. This year, 1st grade administered the NWEA Math assessment in February 2020. The NSGR, Next Steps Guided Reading local assessment, was administered to 1st and 2nd grade students in August/September 2019. The SRI, Scholastic Reading Inventory, was administered to 3rd-6th grades in August 2019 and December 2019. CAASPP, a statewide assessment, is administered to 3rd - 6th grade students annually in the Spring for ELA and Math to identify individual student levels, chart growth, and provide school progress monitoring data. Due to COVID-19 School Closure this assessment was not administered statewide. Khan Academy, a locally used measure, is a computer based program that monitors student progress and provides information to assist teachers remediate in areas of academic need.

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. Teachers who are not fully credentialed are monitored and provided support to attain fully credentialed status. 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 Number Talks, 3 Read Protocol, Vocabulary Binders, Thinking Maps, and Close Reading. Additional Professional Development on TWIG Science and writing a Language Objective was provided. DAC's District Academic Coaches and Site TSA's, PLSS and Curriculum & Instruction Coach were used to facilitate Professional Development trainings.

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

Site TSAs, District Academic Coaches, and the New Teacher Mentoring coaches supported teachers within the classroom and during PLC's. 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 regular basis to plan and execute SAP initiatives. Grade level representatives, counselor, psychologist, and administrators meet on a regular basis to develop, strengthen, and implement PBIS Tier 1 & Tier 2 strategies.

Teaching and Learning

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

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.

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.

15 Day plans have been developed for mathematics and ELA that specifically outline intervention support for struggling students.

A Master Schedule is developed to ensure Tier 1, Tier 2, SPED intervention, RSP intervention, 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 hardcopies and online. This is documented annually through the FIT document.

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)

District curriculum and training were provided to Response to Intervention TSA in order to meet the needs of Tier 3 underperforming 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, Citing Evidence, Academic Talk, Path to Proficiency, 3 Read Protocol, Vocabulary Binders, 15 Day Planning, Writing a Language Objective, PLC's, Collaborative Groupings and Project-Based Learning, HOQ's, and Close Reading.

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 trainings, Back to School Night, Open House, Parent/Teacher Conferences, and Orientation. Childcare is also provided to school meetings such as ELAC and some parent trainings.

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, Family Math Night, Family Literacy Night, and Parent Goal Setting. Pershing's PRC provides parents with ESL, Parenting Skills and Computer Literacy classes.

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. Teacher extra time and substitutes are used so teachers can plan and collaborate. Educational supplies, materials, and technology that are used for parent trainings, parent ed, library, and students both at home and in the classroom.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder 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, the site Instructional Leadership Team, Grade Level Leadership 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.

Resource Inequities

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

GREATEST PROGRESS:

Pershing's efforts to strengthen PLC's in Core subject areas and PBIS has yielded some growth on local assessments for ELA & Mathematics which should lead to positive growth on CAASPP. English Language Arts remains the highest academic Core Area.

ELA Indicator

- 2019 SBAC: 42.19% of students Met/Exceeded Standard for ELA (13.02% Exceeded; 29.187% Met)
- 2019 SBAC: African American subgroup gained significant positive growth on DF3; Asian subgroup highest performing
- 2019 SBAC: 5th Grade yielded largest gain overall year to year in ELA (42% to 44% Met/Exceed)
- 2019 SBAC: 4th and 5th Grade had highest percentage overall for met/exceeds at 44%
- California Dashboard: Suspension Rate Declined 1.8% adjusting our 5x5 Grid status from 'orange' to 'green'
- NSGR: Adequate progress in grades K-2 with all three grade levels reaching an average by mid-year of >50% meeting reading level expectations
- SRI: Overall Results from Test 1 to Test 2 indicates a 10% growth from 23% to 33% respectively in grades 3rd-6th
- SRI: Largest gain occurred in 3rd grade with DF3 gain of 95 (-151 to -56); 4th with a DF3 gain of 83 (-266 to -183); 5th with a DF3 gain of 63 (-202 to -139); and 6th with a DF3 gain of 45 (-217 to -172)
- SRI: Average Lexile Growth Overall - 246.55
- SRI: Test 1 comparison indicates 3% of students overall are performing at higher rates than previous year. Test 2 indicates that 5% of students overall are performing at higher rates than previous year. No Test 3 comparison data available, however,

Test 2 percentage of 33% Proficient/Advanced surpasses 18/19 Test 3 of 32%.

- NWEA: Positive growth movement with in Overall Performance Levels from Low to Lo/Avg.
- NWEA: Mean RIT Growth school-wide from 189.8 to 195.4 by mid-year

- NWEA: EL subgroup Mean RIT Growth from 178.8 to 186 by mid-year with some positive Overall Performance Level movement across all levels

Math Indicator

- 2019 SBAC: 31.94% of students Met/Exceeded Standard for Math (10.47% Met; 21.47% Met)
- 2019 SBAC: 6th grade indicates highest "Met/Exceed" percentage at 40% school-wide followed by 3rd (38%), then 4th (34%), and 5th (19%)
- 2019 SBAC: 4th Grade yielded largest gain overall year to year in Math (32% to 34%)
- 2019 SBAC: The 6th Grade Cohort had the greatest growth from 5th to 6th grade with 16%
- NWEA: Positive growth movement with in Overall Performance Levels from Low to Lo/Avg.
- NWEA: Mean RIT Growth no significant change 193.5 to 193.2

Suspension Indicator

- California Dashboard: Suspension Rate Declined 1.8% adjusting our 5x5 Grid status from 'orange' to 'green'
- Our White Subgroup remains in 'orange' although all other subgroups advances to higher status

Chronic Absenteeism Indicator

- California Dashboard: Overall status is 'Orange' on the 5x5 Grid with the following subgroups joining the same status: SED, Homeless, and White

GREATEST NEEDS:

Pershing's greatest need continues to be in the area of Mathematics. Although there have been small pockets of growth in local assessments, it has not been significant enough to move overall performance school-wide in Mathematics or ELA. English Language Learners and Students with Disabilities are our subgroups struggling most with academic outcomes.

ELA

- All Subgroups declined significantly in DF3 5x5 Grid with the exception of African Americans who made increased significantly
- Although Asians and Whites are highest performing sub-groups, they declined significantly in DF3 5x5 Grid
- Students with Disabilities and English Learners are in the Very Low 'Red' status of the DF3 5x5 Grid
- SED, Hispanics, American Indian, and School are in the Low 'Orange' status of the DF3 5x5 Grid

MATH

- All Subgroups declined significantly in DF3 5x5 Grid
- Although Asians and Whites are highest performing sub-groups, they declined significantly in DF3 5x5 Grid
- Students with Disabilities are in the Very Low 'Red' Status of the DF3 5x5 Grid
- SED, Hispanics, American Indian, English Learners and School are in the 'Orange' status of the DF3 5x5 Grid

ELPAC

- 62.3% of English Learners performing at Level 4 - "Well Developed" and Level 3 "Moderately Developed" which is a slight drop in percentage from previous school year

PERFORMANCE GAP:

Although Pershing Elementary does not have any student sub-groups two or more performance levels below the 'all student' performance level in either ELA or Math, significant concerns exist regarding the acceleration of student achievement.

We will continue to provide collaboration time, grade level planning, and data reviews to assess and align the 15-Day Plan used to address grade level standards and student academic needs. 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 Capacity by Strengthening PLC's - Strategic Academic Plan

Pershing has done well with revisiting the concept of PLC's and strengthening the function of our school-wide and individual grade level PLC's. Our staff has recommitted to the essence of PLC's which is a relentless focus on student learning. The Pershing staff has committed an hour and fifteen minutes of every Early Release meeting (2:00 - 3:15) to doing the work of a true PLC. Our grade levels, TSA's, Counselor, and Administrators all meet in the Library together during this committed PLC time for doing the work of true PLC's. An unintended benefit of strengthening our PLC process has been to facilitate very effective vertical articulation school-wide. Our grade level teams have had rich discussions with one another that has inspired much self reflection and improved instructional practices. Strengthening grade level PLC's and vertical articulation across grade levels is improving instructional practice and alignment of best practices across grade levels. Improved instruction and instructional systems will have a direct impact on student learning which is our fundamental purpose.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.96%	0.88%	1.23%	7	6	8
African American	2.19%	1.77%	2.47%	16	12	16
Asian	0.96%	0.74%	1.39%	7	5	9
Filipino	%	%	0.15%			1
Hispanic/Latino	91.64%	91.89%	90.74%	669	623	588
Pacific Islander	%	%	0%			0
White	3.42%	4.13%	3.09%	25	28	20
Multiple/No Response	%	%	0.93%			0
Total Enrollment				730	678	648

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	121	105	104
Grade 1	88	86	87
Grade 2	97	93	84
Grade3	80	97	85
Grade 4	112	77	95
Grade 5	114	116	79
Grade 6	118	104	114
Total Enrollment	730	678	648

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	293	277	223	40.1%	40.9%	34.4%
Fluent English Proficient (FEP)	104	103	125	14.2%	15.2%	19.3%
Reclassified Fluent English Proficient	40	41	60	10.9%	14.0%	21.7%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	78	94	111	78	92	111	78	92	99.1	100	97.9
Grade 4	126	114	72	125	113	72	125	113	72	99.2	99.1	100
Grade 5	130	110	112	128	110	112	128	110	112	98.5	100	100
Grade 6	122	120	108	119	119	108	119	89	108	97.5	99.2	100
All	490	422	386	483	420	384	483	390	384	98.6	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	243	244	241	30.6	29.4	17.3	19.8	28.2	19.5	30.6	17.9	34.7	18.9	24.3	28.2
Grade 4	241	244	245	8.80	11.5	11.1	14.4	34.5	33.3	26.4	19.4	23.6	50.4	34.5	31.9
Grade 5	246	247	247	9.38	10.9	13.3	21.0	30.9	30.3	27.3	25.4	20.5	42.1	32.7	35.7
Grade 6	254	251	251	18.4	10.1	10.1	38.6	33.7	33.3	27.7	35.9	34.2	15.1	20.2	22.2
All	N/A	N/A	N/A	16.3	14.6	13.0	23.4	32.0	29.1	27.9	24.6	28.3	32.3	28.7	29.4

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	22.52	20.51	19.57	37.84	47.44	53.26	39.64	32.05	27.17	
Grade 4	10.40	9.73	18.06	40.00	49.56	54.17	49.60	40.71	27.78	
Grade 5	11.72	14.55	16.96	45.31	44.55	50.00	42.97	40.91	33.04	
Grade 6	19.33	15.73	14.81	55.46	46.07	44.44	25.21	38.20	40.74	
All Grades	15.73	14.62	17.19	44.72	46.92	50.00	39.54	38.46	32.81	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.73	33.33	13.04	51.35	43.59	59.78	18.92	23.08	27.17
Grade 4	10.40	16.81	18.06	44.00	52.21	56.94	45.60	30.97	25.00
Grade 5	18.75	22.73	17.86	42.19	42.73	49.11	39.06	34.55	33.04
Grade 6	24.58	14.61	24.07	53.39	62.92	52.78	22.03	22.47	23.15
All Grades	20.54	21.28	18.49	47.51	50.26	54.17	31.95	28.46	27.34

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.92	20.51	14.13	61.26	67.95	68.48	19.82	11.54	17.39
Grade 4	15.20	11.50	11.11	44.00	68.14	73.61	40.80	20.35	15.28
Grade 5	10.16	10.91	14.29	57.81	63.64	58.93	32.03	25.45	26.79
Grade 6	16.81	7.87	6.48	68.07	74.16	68.52	15.13	17.98	25.00
All Grades	15.11	12.31	11.46	57.56	68.21	66.67	27.33	19.49	21.88

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.00	37.18	17.39	49.09	44.87	48.91	10.91	17.95	33.70
Grade 4	11.20	20.35	18.06	60.00	57.52	54.17	28.80	22.12	27.78
Grade 5	16.41	20.00	15.18	42.97	50.91	56.25	40.63	29.09	28.57
Grade 6	42.86	28.09	17.59	46.22	58.43	53.70	10.92	13.48	28.70
All Grades	26.97	25.38	16.93	49.59	53.33	53.39	23.44	21.28	29.69

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	78	94	111	77	93	111	77	93	99.1	98.7	98.9
Grade 4	127	114	72	125	113	71	125	113	71	98.4	99.1	98.6
Grade 5	130	110	112	129	110	112	129	110	112	99.2	100	100
Grade 6	121	120	106	121	119	106	121	119	106	100	99.2	100
All	490	422	384	486	419	382	486	419	382	99.2	99.3	99.5

* 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			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	243	242	240	13.5	14.2	7.53	36.9	28.5	30.1	25.2	29.8	27.9	24.3	27.2	34.4
Grade 4	243	244	245	7.20	5.31	9.86	13.6	27.4	23.9	46.4	38.0	40.8	32.8	29.2	25.3
Grade 5	244	246	245	5.43	10.0	5.36	7.75	13.6	13.3	34.8	23.6	27.6	51.9	52.7	53.5
Grade 6	253	252	251	19.8	16.8	18.8	21.4	28.5	20.7	33.8	30.2	28.3	24.7	24.3	32.0
All	N/A	N/A	N/A	11.3	11.4	10.4	19.3	24.3	21.4	35.3	30.5	30.3	33.9	33.6	37.7

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.04	31.17	21.51	29.73	38.96	35.48	34.23	29.87	43.01
Grade 4	14.40	16.81	26.76	35.20	39.82	29.58	50.40	43.36	43.66
Grade 5	6.20	12.73	8.04	27.13	25.45	33.04	66.67	61.82	58.93
Grade 6	30.58	31.93	31.13	36.36	38.66	31.13	33.06	29.41	37.74
All Grades	21.19	22.67	21.20	32.10	35.56	32.46	46.71	41.77	46.34

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.72	22.08	22.58	56.76	42.86	44.09	22.52	35.06	33.33
Grade 4	8.00	10.62	14.08	47.20	46.02	45.07	44.80	43.36	40.85
Grade 5	4.65	12.73	5.36	39.53	35.45	39.29	55.81	51.82	55.36
Grade 6	15.70	18.49	14.15	57.02	37.82	47.17	27.27	43.70	38.68
All Grades	11.93	15.51	13.61	49.79	40.33	43.72	38.27	44.15	42.67

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.23	16.88	7.53	55.86	57.14	56.99	18.92	25.97	35.48
Grade 4	10.40	9.73	14.08	52.00	46.90	46.48	37.60	43.36	39.44
Grade 5	4.65	8.18	5.36	38.76	46.36	34.82	56.59	45.45	59.82
Grade 6	21.49	17.65	14.15	46.28	47.06	45.28	32.23	35.29	40.57
All Grades	15.02	12.89	9.95	47.94	48.69	45.29	37.04	38.42	44.76

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1415.9	1420.5	1424.8	1430.9	1395.1	1395.7	62	46
Grade 1	1465.4	1457.5	1465.7	1462.3	1464.4	1452.1	45	43
Grade 2	1492.9	1477.6	1482.5	1487.3	1502.8	1467.4	36	31
Grade 3	1485.1	1488.1	1475.9	1485.4	1493.9	1490.3	28	27
Grade 4	1499.0	1520.4	1486.7	1515.2	1511.0	1525.1	33	25
Grade 5	1511.2	1532.8	1498.5	1528.8	1523.5	1536.2	34	28
Grade 6	1495.8	1530.7	1475.2	1527.8	1515.8	1533.1	29	26
All Grades							267	226

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.81	2.17	30.65	50.00	25.81	41.30	17.74	6.52	62	46
1	44.44	6.98	28.89	48.84	*	37.21	*	6.98	45	43
2	63.89	9.68	*	54.84	*	22.58	*	12.90	36	31
3		7.41	50.00	44.44	*	40.74	*	7.41	28	27
4	*	16.00	57.58	64.00	*	16.00	*	4.00	33	25
5	*	14.29	50.00	57.14	*	21.43	*	7.14	34	28
6	*	15.38	*	53.85	44.83	19.23	*	11.54	29	26
All Grades	26.97	9.29	36.70	52.65	22.85	30.09	13.48	7.96	267	226

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.26	17.39	27.42	47.83	24.19	28.26	*	6.52	62	46
1	51.11	23.26	35.56	44.19	*	25.58	*	6.98	45	43
2	63.89	41.94	*	32.26	*	16.13	*	9.68	36	31
3	*	22.22	57.14	48.15	*	22.22	*	7.41	28	27
4	*	48.00	51.52	36.00	*	12.00	*	4.00	33	25
5	41.18	35.71	35.29	53.57	*	7.14	*	3.57	34	28
6	*	50.00	*	26.92	41.38	19.23	*	3.85	29	26
All Grades	35.21	31.86	36.33	42.04	17.60	19.91	10.86	6.19	267	226

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	19.35	0.00	*	43.48	51.61	50.00	*	6.52	62	46
1	26.67	6.98	35.56	37.21	*	37.21	*	18.60	45	43
2	44.44	6.45	44.44	29.03	*	35.48	*	29.03	36	31
3		0.00	*	14.81	39.29	77.78	*	7.41	28	27
4	*	8.00	45.45	56.00	*	24.00	*	12.00	33	25
5	*	10.71	41.18	25.00	*	50.00	*	14.29	34	28
6	*	11.54	*	15.38	*	50.00	44.83	23.08	29	26
All Grades	18.73	5.75	30.34	32.74	29.59	46.02	21.35	15.49	267	226

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.39	4.35	35.48	82.61	*	13.04	62	46
1	68.89	44.19	26.67	46.51	*	9.30	45	43
2	75.00	29.03	*	61.29	*	9.68	36	31
3	*	11.11	71.43	70.37	*	18.52	28	27
4	*	28.00	69.70	64.00	*	8.00	33	25
5	41.18	10.71	47.06	82.14	*	7.14	34	28
6	*	15.38	62.07	76.92	*	7.69	29	26
All Grades	44.19	20.80	44.57	68.58	11.24	10.62	267	226

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.97	26.09	62.90	60.87	*	13.04	62	46
1	48.89	11.63	42.22	76.74	*	11.63	45	43
2	52.78	32.26	38.89	58.06	*	9.68	36	31
3	42.86	40.74	42.86	51.85	*	7.41	28	27
4	36.36	60.00	57.58	36.00	*	4.00	33	25
5	50.00	67.86	41.18	25.00	*	7.14	34	28
6	*	69.23	72.41	26.92	*	3.85	29	26
All Grades	37.45	39.82	51.69	51.33	10.86	8.85	267	226

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	67.74	89.13	*	10.87	62	46
1	46.67	18.60	28.89	58.14	24.44	23.26	45	43
2	61.11	0.00	33.33	77.42	*	22.58	36	31
3		3.70	57.14	77.78	42.86	18.52	28	27
4		0.00	69.70	84.00	*	16.00	33	25
5	*	25.00	64.71	60.71	*	14.29	34	28
6	*	3.85	*	38.46	75.86	57.69	29	26
All Grades	22.10	7.52	49.81	70.35	28.09	22.12	267	226

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.94	60.87	40.32	30.43	17.74	8.70	62	46
1	*	6.98	53.33	74.42	24.44	18.60	45	43
2	33.33	12.90	61.11	58.06	*	29.03	36	31
3	*	0.00	64.29	92.59	*	7.41	28	27
4	36.36	20.00	54.55	76.00	*	4.00	33	25
5	47.06	10.71	52.94	89.29		0.00	34	28
6	*	34.62	79.31	65.38	*	0.00	29	26
All Grades	32.21	23.01	55.43	66.37	12.36	10.62	267	226

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
678	96.2	40.9	0.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	277	40.9
Foster Youth	5	0.7
Homeless	35	5.2
Socioeconomically Disadvantaged	652	96.2
Students with Disabilities	74	10.9





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.8
American Indian	6	0.9
Asian	5	0.7
Hispanic	623	91.9
Two or More Races	4	0.6
White	28	4.1

Conclusions based on this data:

- 1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Orange</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 19.2 points below standard Increased ++14.4 points 374	<p>English Learners</p> Yellow 26.2 points below standard Increased ++11.6 points 210	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 35.3 points below standard Maintained ++1.5 points 25	<p>Socioeconomically Disadvantaged</p> Yellow 21 points below standard Increased Significantly ++16.8 points 356	<p>Students with Disabilities</p> Red 90.5 points below standard Declined -3.8 points 49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 21.5 points below standard Increased ++13.1 points 343	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 26.9 points above standard 14

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.6 points below standard Maintained -1.2 points 103	20.5 points above standard Increased Significantly ++26.1 points 107	16.9 points below standard Increased ++12.8 points 151

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 42.5 points below standard Declined -8 points 373	<p>English Learners</p> Orange 48.9 points below standard Declined -11.2 points 209	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 63.2 points below standard Declined -4.1 points 25	<p>Socioeconomically Disadvantaged</p> Orange 44.4 points below standard Declined -7.5 points 355	<p>Students with Disabilities</p> Red 103.8 points below standard Declined -10.9 points 49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45.4 points below standard Declined -7.6 points 342	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 26 points above standard 14

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.5 points below standard Declined -5.3 points 102	14 points below standard Declined -14.5 points 107	40.8 points below standard Declined -5.2 points 151

Conclusions based on this data:

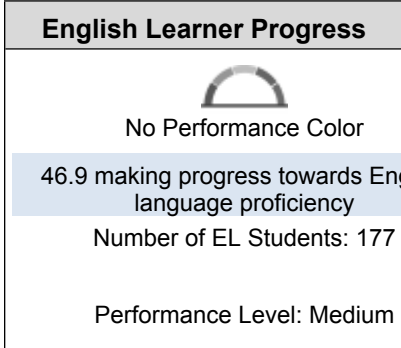
- 1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
33	61	3	80

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

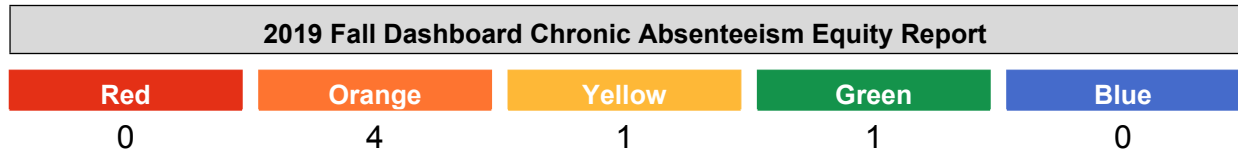
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8</p> <p>Increased +1.5</p> <p>713</p>	<p>English Learners</p> <p>Green</p> <p>5.2</p> <p>Declined -1</p> <p>288</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>
<p>Homeless</p> <p>Orange</p> <p>13</p> <p>Increased +6.8</p> <p>54</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7.9</p> <p>Increased +1.3</p> <p>683</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>10.6</p> <p>Declined -1.7</p> <p>85</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">38.5</div> Increased +32.2 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">7</div> Increased +0.5 653	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">13.3</div> Increased +10.1 30

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

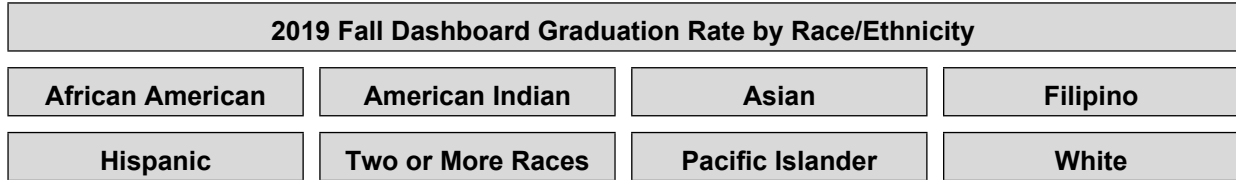
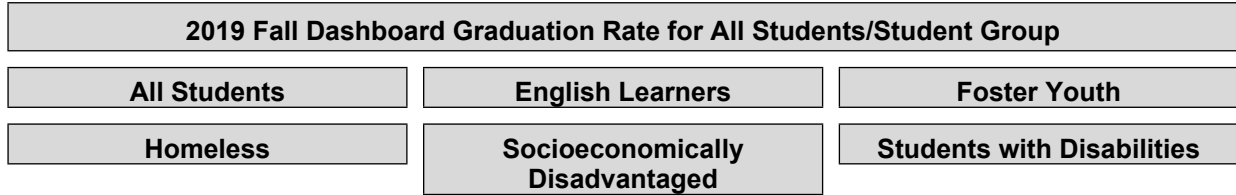
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

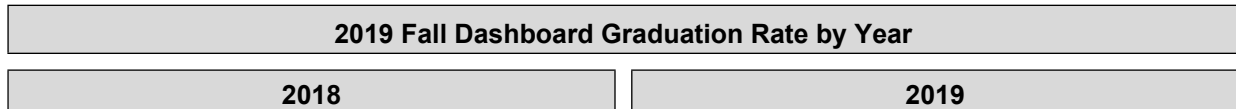
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

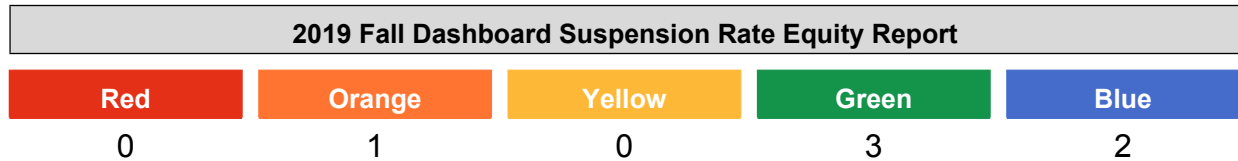
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.8</p> <p>Declined Significantly -1.4</p> <p>730</p>	<p>English Learners</p> <p>Blue</p> <p>0.3</p> <p>Declined Significantly -1.8</p> <p>298</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>
<p>Homeless</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>55</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.9</p> <p>Declined Significantly -1.6</p> <p>700</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.4</p> <p>Declined -2.2</p> <p>85</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #d9e1f2; padding: 5px; display: inline-block; margin: 5px 0;">23.1</div> Increased +17.2 13	 No Performance Color Less than 11 Students - <div style="border-top: 1px solid black; width: 50px; margin: 0 auto; text-align: center;">6</div>	 No Performance Color Less than 11 Students - <div style="border-top: 1px solid black; width: 50px; margin: 0 auto; text-align: center;">5</div>	
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #d9e1f2; padding: 5px; display: inline-block; margin: 5px 0;">1.3</div> Declined Significantly -2 670	 No Performance Color Less than 11 Students - <div style="border-top: 1px solid black; width: 50px; margin: 0 auto; text-align: center;">6</div>		 Orange <div style="background-color: #d9e1f2; padding: 5px; display: inline-block; margin: 5px 0;">3.3</div> Increased +3.3 30

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	1.8

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 X 1 X 2 X 4 X 7 X 8

Local Priorities Math Assessments, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card

employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need ELA & Math: A standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, and leadership development for teachers, leaders and staff.

ELD: A standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, and leadership development for teachers, leaders and staff.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific Goal: John J. Pershing Elementary School will obtain an Mathematics academic score of medium-high (green) performance for all students as measured by the California Dashboard.

John J. Pershing Elementary School will obtain an mathematics academic score of medium-high (green) performance for all students as measured by the California Dashboard.

John J. Pershing will obtain an English Learner progress score of medium-high (green) performance for all EL and recent RFEP students as measured by the California Dashboard.

Identified Need

ELA & Math: A standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, and leadership development for teachers, leaders and staff.

ELD: A standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 35.1	Color: (Projected): Green DF3: 20
Local Interim Assessment ELA	45% of students met or exceeded standard in ELA	65% of students met or exceeded standard in ELA
K-2nd Grade Reading Assessment	44% of students are projected to read at or above grade level.	77% of students will be reading at or above grade level.
3rd to 6th Grade Reading Assessment	37% of students are projected to read at or above grade level.	62% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 50.7	Color: (Projected): Green DF3: 5
Local Interim Assessment Math	43% of students met or exceeded standard in math	60% of students met or exceeded standard in math
English Learner Progress	Color (Projected): Status: Pending	Color: (Blue or Green): Status: Pending

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	NA	NA
Reclassification Rate	12.8%	20%

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 Grades

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 Rtl 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)

60,500

Other Cert. Salaries 1900 (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

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.
- * Purchase materials to support the move to common core and 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. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.

* 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.

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)
23,796	Instructional Supplies 4310 (Title I)
3,000	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)

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

Planned:
 Provide teacher release time and extra time/Travel and Conference:
 * Observe high impact CCCS lessons.
 * 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 Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- *Classified/Clerical Extra time: Update student records, translating, registration, babysitting, and assisting parents during educational events.

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)
5,000	Certificated Subs 1125 (Title I)
5,000	Certificated Extra Time 1190 (Title I)
7,000	Travel & Conference 5200 (Title I)
10,000	Clerk/Office Extra time 2490 (Title I)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Describe the overall implementation:

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.

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

Action 3: Provide teacher release time and extra time/Travel and Conference.

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

Major Differences of implementation

- Action 1: Allocation: \$60,516.00 Estimated Actuals: \$60,516.00 COVID 19 did not impact this expenditure
- Action 2: Allocation: \$37,224.00 Estimated Actuals: \$16,670.73 \$20,553.27 was not spent due to COVID 19 school closure.
- Action 3: Allocation: \$19,000.00 Estimated Actuals: \$21,852.66. An additional \$2,852.66 was allocated to accommodate additional funds for the PLC Conference and a SpEd Autism Paraprofessional to provide

support for a Spectrum Learner in the After School Program.

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.

Results:

Action 1: Allocation will remain the same

Action 2: Allocation to increase by \$1,500.00

Action 3: Allocation to increase by \$6,000.00

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 X 3 X 5 X 6

Local Priorities Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Identified Need 1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

3-Year School Specific Goal: John J. Pershing Elementary School will obtain an Suspension score of medium-low (Green) performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year.

Identified Need

1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2.0% (19 students were suspended one or more times.)	.05%
5th Grade School Climate Favorable	59% (87 student responses)	74%
6th Grade School Climate	59% (76 student responses)	72%

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 Grades

Strategy/Activity

Planned:
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* 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.
* 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 character education and PBIS.

See Goal 1 Action 2

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

Instructional Supplies 4310 (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

Planned:
Provide teacher release time and extra time:
* 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.

See Goal 1 Action 3

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: 2019-20

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: Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

Action 2: Provide teacher release time and extra time/Travel and Conference.

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

Major Differences of implementation

Action 1: Allocation: There are no Title I Funds allocated for this goal.

Action 2: Allocation: There are no Title I Funds allocated for this goal.

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.

Results:

Action 1: Allocation will remain the same

Action 2: 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 X 5 X 6

Local Priorities None

Identified Need 1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

3-Year School Specific Goal: John J. Pershing Elementary School will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

Identified Need

1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Business Meetings:		
Title I Meeting	15	25
SSC Meetings	12	25
ELAC Meetings	10	37
Back-to-school Attendance	700	750
Open House Attendance	650	750

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Active Parent Portal Users	567	550

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 Grades

Strategy/Activity

Planned:
 Parent Involvement:
 Other Certificated Salaries/Paraprofessional Extra time:
 * Parent meetings will be scheduled that provide parents with a variety of information.
 * 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 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)
0	Paraprofessional Extra Time 2190 (Title I)
0	Clerk/Office Extra time 2490 (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

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

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)
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1,622

Supplies 4300 (Parent Ed)

1,000

Duplicating/Print shop 5715 (Parent Ed)

Strategy/Activity 3

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

Planned:

Provide teacher release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide Parent Educational Rights.
 - Provide Academic Carnival – support parent academic involvement for child.

See Goal 3 Action 1

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: 2019-20

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. We have learned that switching from ConnectEd Phone Calls to ConnectEd Text Messages is a much more efficient and effective means of communicating with our school community allowing Pershing to maintain and or increase attendance at our events. We have also improved the number of parents accessing the Parent Portal in recent years through better means of communication and providing parent access to computers on the Pershing campus.

Describe the overall implementation:

Action 1: Parent Involvement: Other Certificated Salaries/Paraprofessional Extra time

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

Action 3: Provide teacher release time and extra time/Travel and Conference.

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

Major Differences of implementation

Action 1: Allocation: There are no Title I Funds allocated for this goal

- Action 2 Allocation: \$1,62.00 Estimated Actuals: \$0.00 \$2,740 was not spent due to COVID 19 school closure.

Action 3 Allocation: There are no Title I Funds allocated for this goal

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.

Results:

Action 1: Allocation will remain the same

Action 2: Allocation to decrease by \$118.00

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 X 1
 Local Priorities None
 Identified Need 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Statement of Goal: Increase and improve technology.
 3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
 3-Year School Specific Goal: John J. Pershing Elementary School will exceed an average daily student device usage of 1-hour a day for each school year.

Identified Need

1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	Baseline: 74.4% of Chromebook devices met 75% of 2-hour daily threshold.	
Google API (average daily usage of devices)	2.4 hours per day	

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 Grades

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)
0	Comp. Hardware under \$500 4385 (Title I)
0	Comp. Hardware \$500-\$5,000 4485 (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

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)

10,000

Source(s)

Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2019-20

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.

At 2.4 hours "average daily usage of devices", John J. Pershing students far exceed the district goal of 1.0 hours "average daily usage of devices". Pershing teachers and students have become very proficient at accomplishing assignments, tasks, and assessments using their Chromebooks or Apple Tablets to enhance student learning.

Describe the overall implementation:

Action 1: Technology Use & Professional Development

Action 2: Purchase technology and supplemental materials.

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

Major Differences of implementation

- Action 1: Allocation: \$2,000.00 Estimated Actuals: \$0.00 \$2,000.00 was not spent due to COVID 19 school closure.
- Action 2: Allocation: \$18,000.00 Estimated Actuals: \$9,984.21 \$8,015.79 was not spent due to COVID 19 school closure.

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.

Results:

Action 1: No Title I Funds will be allocated for this goal

Action 2: Allocation to decrease by \$8,000.00

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	\$138,918.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$138,918.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Books & Reference Material 4200 (Title I)	\$3,000.00
Certificated Extra Time 1190 (Title I)	\$5,000.00
Certificated Subs 1125 (Title I)	\$5,000.00
Clerk/Office Extra time 2490 (Title I)	\$10,000.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$0.00
Comp. Hardware under \$500 4385 (Title I)	\$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$10,000.00
Duplicating/Print shop 5715 (Parent Ed)	\$1,000.00
Duplicating/Print shop 5715 (Title I)	\$12,000.00

Instructional Supplies 4310 (Title I)	\$23,796.00
Other Cert. Salaries 1900 (Title I)	\$60,500.00
Other Cert. Salaries 1900 (Title I)	\$60,500.00
Paraprofessional Extra Time 2190 (Title I)	\$0.00
Supplies 4300 (Parent Ed)	\$1,622.00
Travel & Conference 5200 (Title I)	\$7,000.00

Subtotal of state or local funds included for this school: \$138,918.00

Total of federal, state, and/or local funds for this school: \$138,918.00

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
Doug Alton	Parent or Community Member
Regina Cantu	Parent or Community Member
Carmen Chavez	Parent or Community Member
Eliona Mendez	Parent or Community Member
Laura Ruiz	Parent or Community Member
Monique Atherton	Classroom Teacher
Sam DeOrian	Classroom Teacher
Christina Gulke	Classroom Teacher
Antonia Ambriz	Other School Staff
Andrew C. Beakes	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 .

Attested:

Principal, Andy Beakes on 5-23-19

SSC Chairperson, Doug Alton on 5-23-19

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.

[Stakeholder 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.

Stakeholder 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 as 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 Stakeholder 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 (Stakeholder 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/guidanceusesinvestment.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 (Stakeholder 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/guidanceusesinvestment.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
		\$3,000.00		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. * Purchase materials to support the move to common core and 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. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * 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.

Books & Reference Material 4200 (Title I) Total Expenditures: \$3,000.00

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
		\$5,000.00		<p>Planned: Provide teacher release time and extra time/Travel and Conference: * Observe high impact CCCS lessons. * 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 Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. *Classified/Clerical Extra time: Update student records, translating, registration, babysitting, and assisting parents during educational events.</p>

John J. Pershing Elementary School

\$0.00

Planned:
 Provide teacher release time and extra time:
 * 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.

\$0.00

See Goal 1 Action 3
 Planned:
 Provide teacher release time and extra time:
 * Provide parent translation – oral and written.
 * Provide preparation time for parent support.
 * Provide Parent Educational Rights.
 • Provide Academic Carnival – support parent academic involvement for child.

See Goal 3 Action 1

Certificated Extra Time 1190 (Title I) Total Expenditures: \$5,000.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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John J. Pershing Elementary School

\$5,000.00

Planned:
 Provide teacher release time and extra time/Travel and Conference:
 * Observe high impact CCCS lessons.
 * 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 Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
 *Classified/Clerical Extra time: Update student records, translating, registration, babysitting, and assisting parents during educational events.

Certificated Subs 1125 (Title I) Total Expenditures: \$5,000.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

Funding Source: Clerk/Office Extra time 2490 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:
Parent Involvement:
Other Certificated Salaries/Paraprofessional Extra time:
* Parent meetings will be scheduled that provide parents with a variety of information.
* 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 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.

\$10,000.00

Planned:
Provide teacher release time and extra time/Travel and Conference:
* Observe high impact CCCS lessons.
* 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 Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
*Classified/Clerical Extra time: Update student records, translating, registration, babysitting, and assisting parents during educational events.

John J. Pershing Elementary School

Clerk/Office Extra time 2490 (Title I) Total Expenditures: \$10,000.00

Clerk/Office Extra time 2490 (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
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John J. Pershing Elementary School

\$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 under \$500 4385 (Title I) Total Expenditures: \$0.00

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
		\$10,000.00		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: \$10,000.00

Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

John J. Pershing Elementary School

Funding Source: Duplicating/Print shop 5715 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Planned: Purchase supplemental materials: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase material including, but not limited to, duplication, software, CDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$1,000.00

Duplicating/Print shop 5715 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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John J. Pershing Elementary School

\$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.
 * Purchase materials to support the move to common core and 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. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * 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.

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$12,000.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$23,796.00

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.
- * Purchase materials to support the move to common core and 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. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * 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.

John J. Pershing Elementary School

\$0.00

Planned:

- Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
- * 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.
- * 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 character education and PBIS.

See Goal 1 Action 2

Instructional Supplies 4310 (Title I) Total Expenditures: \$23,796.00

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

Funding Source: Other Cert. Salaries 1900 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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John J. Pershing Elementary School

\$60,500.00

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.

Other Cert. Salaries 1900 (Title I) Total Expenditures: \$60,500.00

Other Cert. Salaries 1900 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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John J. Pershing Elementary School

\$0.00

Planned:
 Parent Involvement:
 Other Certificated Salaries/Paraprofessional Extra time:
 * Parent meetings will be scheduled that provide parents with a variety of information.
 * 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 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: \$0.00

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
		\$1,622.00		Planned: Purchase supplemental materials: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase material including, but not limited to, duplication, software, CDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

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Supplies 4300 (Parent Ed) Total Expenditures: \$1,622.00

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
		\$7,000.00		Planned: Provide teacher release time and extra time/Travel and Conference: * Observe high impact CCCS lessons. * 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 Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. *Classified/Clerical Extra time: Update student records, translating, registration, babysitting, and assisting parents during educational events.

Travel & Conference 5200 (Title I) Total Expenditures: \$7,000.00

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

John J. Pershing Elementary School Total Expenditures: \$138,918.00