

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
Peter J. Shields Elementary School	34673306033211	September 10, 2020	October 22, 2020

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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
Title I Schoolwide

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.

The goal at Peter J. Shields (PJS) is to continue to assist all students to move towards proficiency in reading and math as measured by i-Ready assessments, California Assessment of Student Performance and Progress (CAASPP) scores, and other local assessment measures. We have chosen to direct our effort towards supporting our evidence-based and place-based intervention programs. All students receive targeted intervention support four or more days a week for at least 30 minutes. All classroom teachers and intervention staff participate in this effort. Title 1 funds support professional development, training in assessments and intervention curricula, Social Emotional Learning (SEL) supports, and additional needed supplies. While PJS shows increases in many areas including in both English Language Arts (ELA) and Mathematics for our English Learners and Socioeconomically Disadvantaged students, our students with disabilities are showing the same growth in both areas. Additional efforts will be made to close this gap and provide needed supports to these students and to support the District's Local Control Accountability Plan (LCAP) Goals

School Vision and Mission

Peter J. Shields Elementary School will create students who are inspired, compassionate, and creative individuals who are empowered to excel beyond their own expectations. Staff, students, and parents will collaborate to provide a healthy and safe learning environment where students have the confidence to take academic and social risks. The high expectations we have for our students will prepare them for their educational future. As positive role models, it is our mission to develop proficient learners that have the skills they need to navigate through a complex world.

School & Community Profile

Peter J. Shields is located in a neighborhood of long-time residents and younger families moving into affordable homes. The school has been in existence since the early 1960's and has been the proud school of several generations of families. Our population draws from both apartment complexes and single-family homes. Our ethnic make-up enjoys diversity with a variety of languages including Spanish, Armenian, Russian and Ukrainian in addition to English. Because of our diversity, Peter J. Shields Elementary qualifies for two bilingual instructional aides who assist us with language and content acquisition for our English Learner students. We are a school that qualifies for Title I funding based on the level of poverty that exists in our student population. Title I funds afford us the ability to hire a reading specialist, provide supplementary classroom materials, purchase release time for teachers for planning and collaboration and attend professional development opportunities. Our school offers students two after-school child care/enrichment options; the After School Education and Safety (ASES) program which is a free, grant-based after school care and the Student Care program which is parent-paid. Both programs offer time for homework and snacks. However, due to restrictions from the County Health Department and the State of California, neither of these programs are able to operate (at least to begin the 2020-2021 school year) and were closed effective March 13, 2020 due to COVID 19. In coordination with both programs we are able to offer math and reading intervention classes while students are still on campus in addition to extended day support instruction. Our school enjoys great parent participation at our event nights such as our Harvest Festival, movie nights, Open House, Family Welcome/Meet the Teacher, and Back to School Night. Our Parent Teacher Association (PTA) has a small but creative and active group of parents that add to the richness of the PJS experience.

As soon as you walk onto the Peter J. Shields campus, you can feel the inclusiveness of the staff and parent community. Students greet all teachers warmly and all of the staff adds to the welcoming atmosphere and positive culture of Peter J. Shields

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).

Peter J. Shields became a Title I school approximately eight (8) years ago based on the percentage of our population enrolled in the National School Lunch program. As a Title 1 school, we conduct an annual Title 1 Survey with parents at the beginning of the school year. The survey provides us with information about how parents support student achievement from home. We will look at the results and target our parent involvement efforts to address these needs. In addition, the school staff is surveyed at the beginning of the school year. This survey provides valuable data that enables administration to target needs perceived by the teaching staff.

Classroom Observations

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

Classroom observations reveal all grades are implementing Common Core State Standards as well as implementing English Language Development (ELD) strategies. Teaching techniques incorporate Common Core style instruction that supports learning in a collaborative manner, fostering critical thinking skills and increased writing across the curriculum. Our primary teachers are beginning their fifth year of using the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program, K-2. In addition, teachers are integrating technology into the instructional program.

Our teachers and students use Chromebooks for Accelerated Reading (AR) tests, I-Ready assessments, access to adopted curriculum and lessons to develop 21st Century skills. Classroom teachers also use Google programs during the writing process. Informal classroom visits are done on an on-going basis throughout the year. Teachers that are on the evaluation cycle have goal-setting meetings, formal and informal observations.

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)

i-Ready Diagnostics Assessments are conducted three times per year to monitor student progress. These results are used to plan instruction in the classroom and during Multi-Tiered Systems of Support (MTSS) blocks. In addition, results from the CAASPP assessment and English Language Proficiency Assessments for California (ELPAC) provides the staff with data that can be used to target specific skill deficits during classroom instruction and interventions. Additional assessments include in-class chapter/theme tests, Lexia, in-class writing performance, SIPPS, and Oral Reading Passages (ORP), to name a few.

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

The 2020 CAASPP was not administered due to COVID-19. However, teachers will conduct curriculum assessments regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. These results will qualify students for before and after school interventions, as well as help identify needs for MTSS and other intervention groupings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff is highly qualified and credentialed in the subject area that they teach.

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

All staff participate in on-going professional development that covers a wide range of topics including instructional delivery, English Language Development, and writing instruction. Specific professional development topics include Benchmark Reading, Guided Language Acquisition Design (GLAD) SIPPS and Professional Learning Communities (PLC).

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

Professional development is based on student needs and addresses the on-going transition to Common Core. Additionally, Professional Development (PD) focuses on the new ELA adoption and on technology tools that are required to both participate in and teach collaboration.

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

Site lead teachers in math, ELA, technology, and district lead teachers (math, ELA and English Language Development (ELD)) will continue to work with our staff to support instruction in Common Core. Additional support in the form of workshop and/or speakers will be as an as-needed basis. Additional follow-up support provided by Mathematics, ELA, Technology and Program Monitor.

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

Teachers regularly collaborate with their grade level partners. They do this informally on a daily basis and formally on a monthly basis. In addition, they collaborate and plan three times a year as well as informally among themselves as needed. Staff meeting schedule was re-structured to include writing collaboration, math Specific, Measurable, Attainable, Realistic, and Timely (SMART) goals monitoring and PLC professional development. Teachers will be meeting with the principal and support team every trimester to monitor student progress and problem-solve.

Teaching and Learning

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

The teaching staff is participating in ELA professional development to assist in the implementation of the recently adopted Benchmark ELA curriculum. In addition, the staff attends district mandated Instructional Focus Meetings. Early childhood teachers follow the alignment of the California Preschool Learning Foundations with Key Early Education Resources and utilize a district lesson plan template to support instructional planning.

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

Teachers adhere to the required instructional minutes.

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

Teachers adhere to the district pacing schedules. Multi-Tier Systems of Support (MTSS) is scheduled during the academic day as well as after school. The school has moved to a coordinated school-wide schedule for MTSS to better maximize the use of personnel.

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

The district provides standards-based materials aligned to the change to Common Core.

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

Teachers use adopted and standards-aligned materials in their classrooms and intervention classes as well as materials and software programs from other sources.

Opportunity and Equal Educational Access

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

Interventions are run continually throughout the school year. We have a staffed learning center that provides extra support for identified, non-identified and students being monitored through the Response to Intervention (RtI) process. Second language students receive extra support through our bilingual aides and the Lexia computer program in addition to focused ELD curriculum through our adopted curriculum, Benchmark Advanced. Second Step curriculum promotes and recognizes positive school wide behavior. Positive Behavior Intervention Supports (PBIS) has also been implemented this year, using the theme "It's Cool to be Kind" In addition, PJS offers Special Friends, Mentoring/social skills groups, Crusader Coupons, Lunch Bunch rewards for accumulated Crusader Coupons, AR rewards for goals met and school-wide assemblies to recognize academic achievement and positive behavior. Recognition assemblies are scheduled for behavior every 6 weeks and includes attendance and grades each trimester.

Evidence-based educational practices to raise student achievement

Interventions are run continually throughout the school year. We have a staffed learning center that provides extra support for identified, non-identified and students being monitored through the Response to Intervention (RtI) process. Second language students receive extra support through our bilingual aides and the Lexia computer program in addition to focused ELD curriculum through our adopted curriculum, Benchmark Advanced. Second Step curriculum promotes and recognizes positive school wide behavior. Positive Behavior Intervention Supports (PBIS) has also been implemented this year, using the theme "It's Cool to be Kind" In addition, PJS offers Special Friends, Mentoring/social skills groups, Crusader Coupons, Lunch Bunch rewards for accumulated Crusader Coupons, AR rewards for goals met and school-wide assemblies to recognize academic achievement and positive behavior. Recognition assemblies are scheduled for behavior every 6 weeks and includes attendance and grades each trimester.

Parental Engagement

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

Parents are encouraged to attend all school functions including Family Welcome Night, Back to School Night and parent conferences. Parents receive intervention information from teachers to assist underperforming students. Peter J Shields will continue to offer Family Welcome Night, Open House, Back to School Night and various PTA sponsored events. This year we planned to hold our third annual Family Welcome Night before school started for parents and students to come and meet their teachers and sign up for volunteering before the first day of school. However, due to COVID-19 and with the directions from the District and County Health departments, this was unable to occur. Our annual Title I meeting was held on August 20, 2020 in a virtual format. Annual parent surveys and parent compacts are handed out and discussed at parent teacher conferences in November. Parents are able to access the school's website, classroom websites & email addresses by using home computers or the parent access computer in the front office. Adults who are bilingual are available for parents when needed.

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)

We have parent representation through our PTA leadership, School Site Council (SSC), English Language Acquisition Committee (ELAC), and on the Superintendent Communication Committee. SSC and ELAC have filled parent positions. PTA was very active this year with events and activities well-organized and attended.

Funding

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

Title I funds are used to support instruction through the funding of a Title I Academic Coach, materials, purchase of technology, parent information nights, texts and materials as well as provide for professional development and interventions for underperforming students, economically deprived, and second language children.

Fiscal support (EPC)

The district provides funding for professional development, personnel and materials to support instruction.

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

Peter J Shields utilized a variety of outreach efforts to gain input and feedback on the development of the Single Plan for Student Achievement (SPSA). These include:

- Every Child by Name Conferences
- One on one teacher meeting
- Regularly scheduled staff meetings
- Site Council Meetings
- ELAC Meetings
- Staff Data Walk
- PTA meetings
- Joint ELAC and Site Council meeting
- Weekly Meeting with Academic Coach and Intervention Teacher
- Staff Welcome Back meeting
- Back to School Night Presentation
- Finger Printing night for volunteers
- Oct.-May: Regular morning receptions

Resource Inequities

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

Peter J. Shields Elementary School has a diverse student population with a total of approximately 380 students; preschool through 5th grade. We have a significant English Language Learner (ELL) population at with nearly 100 students classified ELL. The majority of our ELL students are Eastern European with the majority of that from being Russian and Ukrainian. However, other languages include English, Armenian, Farsi, and Spanish. We support our English Language Learners through our targeted English Language Development block with assistance from bilingual aides and teachers. Our English Language Advisory Committee (ELAC) is active and helps to assist in our goals and culture.

Peter J. Shields Elementary is a Title 1 school with approximately 83% of our families being designated as socioeconomically disadvantaged. Being a Title 1 school allows Peter J. Shields to have a full time Academic Coach and Intervention teacher to help support students during our MTSS

groups. They use targeted evidence-based instruction for English Language Arts/English Language Development to increase proficiency in listening, speaking, reading, and writing. Rtl and Every Child by Name meetings are held throughout the year to analyze data from our state-wide and local assessments. From the data gathered, small group instruction and interventions, target students who need additional support. Extended day interventions have been implemented to support students in ELA/ELD.

While Peter J. Shields does not currently have a dedicated Marriage and Family Therapist (MFT) or Social Worker assigned to it, we have a strong PBIS system in place which assists in better ensuring students are in class, on task, engaged, and learning. The strong parent and community support we receive with the backing from our PTA, helps reinforce the goal of providing an excellent educational program in a warm, caring, and safe environment.

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%			0
African American	9.19%	8.84%	7.34%	35	32	27
Asian	2.89%	2.49%	2.72%	11	9	10
Filipino	2.36%	2.21%	1.9%	9	8	7
Hispanic/Latino	27.30%	26.52%	29.35%	104	96	108
Pacific Islander	1.84%	1.38%	1.36%	7	5	5
White	45.14%	45.58%	45.92%	172	165	169
Multiple/No Response	1.05%	1.1%	10.6%	4	4	3
Total Enrollment				381	362	368

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	89	79	71
Grade 1	69	61	59
Grade 2	59	69	60
Grade3	65	56	67
Grade 4	34	64	50
Grade 5	65	33	61
Total Enrollment	381	362	368

Conclusions based on this data:

1. The total attendance at PJS has been consistent over the last several years with a population maximizing at just under 400 students.
2. PJS's enrollment usually starts the school year low and consistently grows throughout the year as PJS tends to become a school for "overflow" students from other campuses.
3. While our majority population continues to be White, they are primarily from Eastern European countries which contributes to our high English Learner (EL) population.

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	122	96	96	32.0%	26.5%	26.1%
Fluent English Proficient (FEP)	24	38	36	6.3%	10.5%	9.8%
Reclassified Fluent English Proficient (RFEP)	9	34	11	7.6%	27.9%	11.5%

Conclusions based on this data:

1. While the number of EL learners reclassified decrease from 18-19 to 19-20, a major reason for this was that we were able to Reclassify (RFEP) a large percentage in 18-19. PJS is still meeting the needs of our EL population as indicated by our increasing number of reclassified EL students Reclassification Fluent English Proficient (RFEP).
2. PJS has created an MTSS schedule where our EL students are receiving systematic instruction daily dedicated ELD instruction as well in "integrated" ELD.
3. PJS has develop a program to increase out EL populations English proficiency and vocabulary in the area of mathematics as well as reading comprehension.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	46	63	55	44	63	54	44	63	54	95.7	100	98.2
Grade 4	65	34	62	64	34	61	64	34	61	98.5	100	98.4
Grade 5	67	67	33	66	66	33	66	66	33	98.5	98.5	100
All	178	164	150	174	163	148	174	163	148	97.8	99.4	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	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	2379.	2379.	2400.	6.82	11.11	14.81	20.45	20.63	22.22	22.73	23.81	25.93	50.00	44.44	37.04
Grade 4	2442.	2461.	2464.	9.38	29.41	32.79	34.38	20.59	13.11	18.75	14.71	16.39	37.50	35.29	37.70
Grade 5	2474.	2482.	2487.	12.12	15.15	12.12	30.30	28.79	36.36	25.76	30.30	21.21	31.82	25.76	30.30
All Grades	N/A	N/A	N/A	9.77	16.56	21.62	29.31	23.93	21.62	22.41	24.54	20.95	38.51	34.97	35.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	14.29	11.11	40.91	42.86	57.41	50.00	42.86	31.48
Grade 4	18.75	23.53	27.87	60.94	44.12	40.98	20.31	32.35	31.15
Grade 5	13.64	15.15	21.21	53.03	59.09	51.52	33.33	25.76	27.27
All Grades	14.37	16.56	20.27	52.87	49.69	49.32	32.76	33.74	30.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	9.52	9.26	40.91	36.51	55.56	50.00	53.97	35.19
Grade 4	9.38	11.76	22.95	57.81	61.76	47.54	32.81	26.47	29.51
Grade 5	22.73	22.73	15.15	46.97	43.94	60.61	30.30	33.33	24.24
All Grades	14.37	15.34	16.22	49.43	44.79	53.38	36.21	39.88	30.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.36	11.11	18.52	59.09	58.73	59.26	29.55	30.16	22.22
Grade 4	10.94	17.65	21.31	64.06	67.65	63.93	25.00	14.71	14.75
Grade 5	12.12	12.12	12.12	68.18	66.67	72.73	19.70	21.21	15.15
All Grades	11.49	12.88	18.24	64.37	63.80	64.19	24.14	23.31	17.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.36	12.70	9.26	43.18	52.38	53.70	45.45	34.92	37.04
Grade 4	10.94	32.35	16.39	60.94	35.29	49.18	28.13	32.35	34.43
Grade 5	19.70	21.21	18.18	45.45	53.03	45.45	34.85	25.76	36.36
All Grades	14.37	20.25	14.19	50.57	49.08	50.00	35.06	30.67	35.81

Conclusions based on this data:

1. All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and CAASPP was not administered.
2. Through professional development, a focus on ELA, and the PLC model, PJS has been able to improve student's progression through the curriculum.
3. Overall, as students' progress through their grade level trajectory, scores have improved with more students at, near or above standard than below standard. PJS is still struggling with how to move students to proficiency when they begin two to three grade levels below.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	46	63	56	44	63	54	44	63	54	95.7	100	96.4
Grade 4	65	34	62	64	34	61	64	34	61	98.5	100	98.4
Grade 5	67	67	33	66	67	33	66	67	33	98.5	100	100
All	178	164	151	174	164	148	174	164	148	97.8	100	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	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	2381.	2398.	2403.	6.82	12.70	9.26	15.91	19.05	25.93	25.00	22.22	25.93	52.27	46.03	38.89
Grade 4	2441.	2445.	2442.	4.69	5.88	13.11	28.13	26.47	18.03	35.94	35.29	34.43	31.25	32.35	34.43
Grade 5	2460.	2475.	2468.	7.58	4.48	12.12	15.15	23.88	6.06	30.30	32.84	33.33	46.97	38.81	48.48
All Grades	N/A	N/A	N/A	6.32	7.93	11.49	20.11	22.56	18.24	31.03	29.27	31.08	42.53	40.24	39.19

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	18.18	26.98	29.63	29.55	20.63	24.07	52.27	52.38	46.30	
Grade 4	14.06	11.76	18.03	35.94	35.29	22.95	50.00	52.94	59.02	
Grade 5	12.12	13.43	12.12	24.24	34.33	27.27	63.64	52.24	60.61	
All Grades	14.37	18.29	20.95	29.89	29.27	24.32	55.75	52.44	54.73	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.82	19.05	9.26	40.91	39.68	53.70	52.27	41.27	37.04
Grade 4	6.25	14.71	13.11	56.25	55.88	54.10	37.50	29.41	32.79
Grade 5	7.58	7.46	12.12	46.97	52.24	36.36	45.45	40.30	51.52
All Grades	6.90	13.41	11.49	48.85	48.17	50.00	44.25	38.41	38.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.36	19.05	12.96	43.18	42.86	55.56	45.45	38.10	31.48
Grade 4	17.19	11.76	14.75	37.50	50.00	44.26	45.31	38.24	40.98
Grade 5	6.06	8.96	12.12	50.00	55.22	45.45	43.94	35.82	42.42
All Grades	11.49	13.41	13.51	43.68	49.39	48.65	44.83	37.20	37.84

Conclusions based on this data:

1. All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and CAASPP was not administered.
2. 3rd grade students are struggling the most with Problem Solving & Modeling/Data Analysis.
3. PJS is implementing targeted mathematics interventions within the MTSS model to assist in improving math competency and skills.

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	1415.7	1428.1	1423.0	1442.2	1398.3	1395.3	29	22
Grade 1	1491.6	1471.5	1477.0	1477.8	1505.7	1464.7	22	16
Grade 2	*	1519.9	*	1511.8	*	1527.5	*	20
Grade 3	1477.8	*	1494.3	*	1460.9	*	11	9
Grade 4	*	1495.9	*	1493.4	*	1498.3	*	13
Grade 5	1538.0	*	1541.4	*	1534.3	*	13	6
All Grades							92	86

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	*	4.55	*	50.00	*	40.91	*	4.55	29	22
1	68.18	12.50	*	56.25		31.25	*	0.00	22	16
2	*	45.00	*	30.00	*	15.00		10.00	*	20
3	*	*	*	*	*	*	*	*	11	*
4	*	15.38	*	23.08	*	38.46	*	23.08	*	13
5	*	*	*	*	*	*		*	13	*
All Grades	40.22	18.60	22.83	39.53	20.65	31.40	16.30	10.47	92	86

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	*	27.27	*	40.91	*	27.27	*	4.55	29	22
1	59.09	25.00	*	37.50	*	31.25	*	6.25	22	16
2	*	50.00	*	25.00	*	15.00		10.00	*	20
3	*	*	*	*		*	*	*	11	*
4	*	23.08	*	46.15	*	15.38		15.38	*	13
5	84.62	*	*	*		*		*	13	*
All Grades	45.65	31.40	31.52	37.21	11.96	22.09	*	9.30	92	86

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	55.17	18.18	*	81.82	*	0.00	29	22
1	77.27	56.25	*	43.75	*	0.00	22	16
2	*	45.00	*	50.00		5.00	*	20
3	*	*	*	*	*	*	11	*
4	*	23.08	*	61.54	*	15.38	*	13
5	*	*	*	*		*	13	*
All Grades	57.61	31.40	26.09	62.79	16.30	5.81	92	86

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	*	27.27	44.83	59.09	*	13.64	29	22
1	*	12.50	*	75.00	*	12.50	22	16
2	*	45.00	*	45.00		10.00	*	20
3	*	*	*	*	*	*	11	*
4	*	46.15	*	38.46		15.38	*	13
5	100.00	*		*		*	13	*
All Grades	46.74	34.88	35.87	52.33	17.39	12.79	92	86

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	55.17	90.91	*	9.09	29	22
1	81.82	6.25	*	87.50	*	6.25	22	16
2	*	20.00	*	60.00	*	20.00	*	20
3	*	*	*	*	*	*	11	*
4		0.00	*	38.46	*	61.54	*	13
5		*	92.31	*	*	*	13	*
All Grades	33.70	6.98	41.30	70.93	25.00	22.09	92	86

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	*	40.91	48.28	54.55	*	4.55	29	22
1	*	12.50	50.00	87.50	*	0.00	22	16
2	*	35.00	*	55.00		10.00	*	20
3		*	*	*	*	*	11	*
4	*	15.38	*	61.54	*	23.08	*	13
5	*	*	*	*		*	13	*
All Grades	33.70	25.58	51.09	63.95	15.22	10.47	92	86

Conclusions based on this data:

1. EL students at PJS are progressing in their language acquisition in spite of all District schools being shut down on March 13, 2020 due to COVID-19.
2. While the number of PJS students in level 4 has decreased, it is mainly due to the large number EL student being reclassified the previous year.
3. PJS still needs to do a better job at addressing upper grade EL students.

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
362	81.5	26.5	1.1

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	96	26.5
Foster Youth	4	1.1
Homeless	8	2.2
Socioeconomically Disadvantaged	295	81.5
Students with Disabilities	39	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	8.8
Asian	9	2.5
Filipino	8	2.2
Hispanic	96	26.5
Two or More Races	43	11.9
Pacific Islander	5	1.4
White	165	45.6





Conclusions based on this data:

1. White students make up nearly half of our population, however the large percentage of these white students are also EL students from Eastern Europe.
2. Many of our Socioeconomically Disadvantaged students are recent immigrants from Eastern Europe.
3. Hispanic students are our next largest group of students including being EL students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Orange</p>		

Conclusions based on this data:

1. According to the Dashboard, while still in Yellow, PJS continues to show that our EL population is progressing.
2. According to the Dashboard, the suspension rate at PJS continues to decrease year to year.
3. According to the Dashboard, while PJS has made gains in mathematics, it is still an area where PJS needs to improve.

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.



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 14.7 points below standard Increased ++13.6 points 144	<p>English Learners</p>  Yellow 8.5 points below standard Increased ++14 points 57	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Yellow 14.6 points below standard Increased ++12.9 points 129	<p>Students with Disabilities</p>  No Performance Color 114.8 points below standard Declined -9 points 19

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 41.6 points below standard Increased Significantly ++37.9 points 17	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22 points below standard Increased Significantly ++20.4 points 31	 No Performance Color 39.5 points below standard 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 0.3 points below standard Increased ++14.7 points 69

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
72.4 points below standard Increased Significantly ++18.4 points 25	41.3 points above standard Increased ++10 points 32	19.7 points below standard Increased Significantly ++15.8 points 86

Conclusions based on this data:

1. PJS continues to show steady growth in the area of ELA.
2. The sub group labeled "White" declined slightly, however this may be caused by our increase in EL from Eastern Europe that are classified as White.
3. EL and Socioeconomically disadvantaged students showed the greatest overall increases.

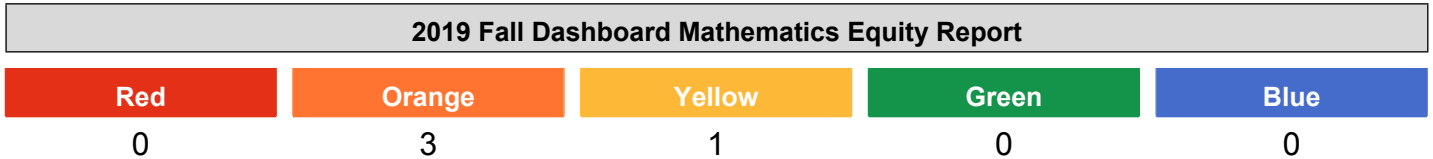
School and Student Performance Data

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.



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 40.3 points below standard Maintained ++1 points 144	<p>English Learners</p>  Orange 35.2 points below standard Declined -3.5 points 57	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Orange 39.8 points below standard Maintained ++1.5 points 129	<p>Students with Disabilities</p>  No Performance Color 135.3 points below standard Declined Significantly -16.8 points 19

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 69.1 points below standard Increased ++6.8 points 17		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 58.5 points below standard Increased ++3.6 points 31	 No Performance Color 38.9 points below standard 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 28.4 points below standard Maintained -2 points 69

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
77.4 points below standard Increased ++8.1 points 25	2.3 points below standard Declined -13 points 32	45 points below standard Increased ++4.7 points 86

Conclusions based on this data:

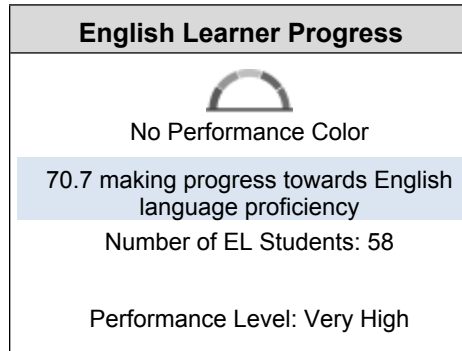
1. Mathematics continues to be an area where PJS is struggling to address the diverse needs of our students, particularly students with disabilities.
2. EL learners are struggling with mathematics standards. After reviewing the CAASPP data as well as teacher developed assessment, the PJS staff has determined that a major cause of this is due to the increased reading and language competency needed in demonstrate mathematics skills.
3. PJS staff is continuing to develop schedules and targeted intervention to address he diverse needs of students in the area of mathematics, particularly the recent growth of the language components.

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
7	10	4	37

Conclusions based on this data:

1. PJS is proud of the success we have had moving our students to become more fluent.
2. EL students at PJS are performing better on ELA assessments but are struggling with mathematics program aligned to Common Core due the content being language rich.
3. PJS is attempting to design classroom schedules that enable EL students to receive the ELD instruction they need to become fluent while ensuring that they miss little to no core curriculum instruction.

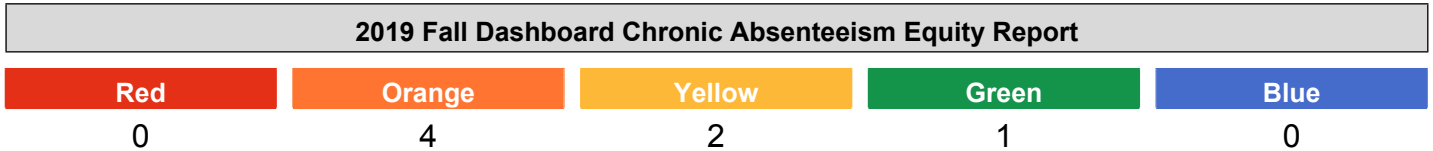
School and Student Performance Data

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>  Orange 13.2 Increased +0.8 370	<p>English Learners</p>  Yellow 5 Increased +1 100	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 12.5 Declined -1.8 303	<p>Students with Disabilities</p>  Orange 18.5 Increased +7.2 54

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 27.3 Declined -2 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.5 Increased +5.6 97	 Orange 12 Increased +3.5 50	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 9.6 Declined -2 167

Conclusions based on this data:

1. PJS has an attendance rate of approximately 94.5 which is below the District's goal.
2. Through increased 1x1 communication from the school, PJS has continued to increase its attendance rate.
3. Working with our PBIS team, the staff at PJS has developed a system of rewards and incentives that will hopefully create an environment that encourages students to attend more regularly.

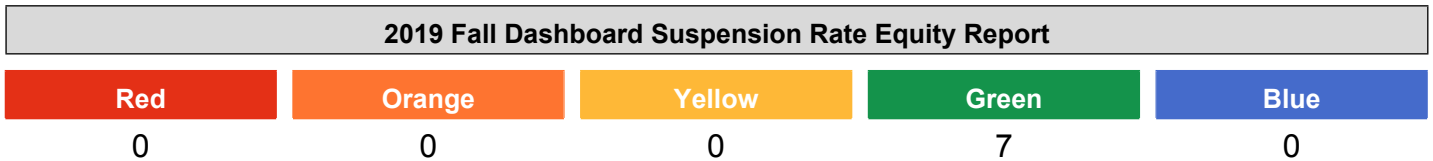
School and Student Performance Data

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>1.9</p> <p>Declined Significantly -3.6</p> <p>377</p>	<p>English Learners</p>  <p>Green</p> <p>2</p> <p>Declined -0.4</p> <p>100</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2.3</p> <p>Declined Significantly -2.4</p> <p>306</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.8</p> <p>Declined -11.2</p> <p>56</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 3 Declined -8.1 33		 No Performance Color 0 Maintained 0 11	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.1 Declined -1.4 97	 Green 1.9 Declined -4.1 53	 No Performance Color Less than 11 Students - Data 7	 Green 1.8 Declined Significantly -3.2 168

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.5	1.9

Conclusions based on this data:

1. The trend of suspensions at PJS is declining year to year over the last 4 years.
2. While our suspension rate decline represents a significant decrease as tracked on the 5x5 grid, PJS is committed to reducing it further.
3. Our implementation of PBIS strategies school-wide, implementing alternatives to suspension, as well as building positive relationships with our parent community have aided in this decrease.

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

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

School Goal: Focus on high quality, standards-based instruction.

Identified Need

1.3 Continued Professional Development (PD) for English Learner (EL)/Low Income (LI) students will be important in increasing academic achievement for ALL students. District Coaches will help support some of the PD for PJS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	PJS is currently at 100%	Maintain 100%
Williams Act facilities audit	PJS is currently at 100%	Maintain 100%
Williams Act instructional materials audit	PJS is currently at 100%	Maintain 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintain a Title I Resource Teacher/Academic Coach as well as qualified substitutes for collaboration in order to close the achievement gap.

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)

12,495	Title I 1000-1999: Certificated Personnel Salaries Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
375	Title I 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support.
4,239	Title I 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funding for needed supplies and materials for teachers to close the achievement gap.

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)

291

Source(s)

Title I
4000-4999: Books And Supplies
Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Send teachers and other staff to various professional development opportunities to gain more and/or better knowledge in a variety of targeted areas of need in order to close the achievement gap.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I
5000-5999: Services And Other Operating Expenditures
Registration and fees associated with ongoing professional development opportunities

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.

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

That being said, through the continued use of our Academic Coach and the purchase of needed supplies to supplement the adopted curriculum, students' academic needs are being met and appropriate interventions are being provided. Data is regularly reviewed and acted upon to best ensure each child is being provided what they need to be successful and access the curriculum. Through the use of substitutes, teachers are regularly released to collaborate and address the needs of students. The Academic Coach, Intervention teacher, Special Ed teacher, principal and grade level team review data and adjust instruction groupings and practices based on the findings. Target interventions are then created and implemented. Due to these strategies, our i-Ready and ELPAC scores have shown dramatic improvement from the beginning of the year to the end of the year

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

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

While this process has proven to work well to improve student learning, more time is needed to fully examine its effectiveness. Additionally, for this model to occur, teachers must be out of their classrooms therefore limiting the students' ability to receive primary instruction from their classroom teacher.

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.

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

For the 2020-21 school year, PJS will be making better use of the Thursday Staff/PLC time to increase the ability for the Academic Coach, Intervention teacher, Special Ed teacher, and principal to work with grade level teams to discuss student data and identify, develop, and provide more targeted interventions.

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

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

- 2.1 Increase student attendance rates and reduce chronic absences.
- 2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
- 2.3 Decrease 8th grade dropout rates.
- 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
- 2.5 Increase family engagement and parent input and the utilization of volunteers.
- 2.6 Increase community partnerships that support student learning.
- 2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

At Peter J. Shields Elementary, we will continue to increase parent and student engagement and provide a safe, healthy, and positive learning environment.

Identified Need

- 2.1 PJS will work to increase student attendance rates and reduce chronic absences.
- 2.5 PJS will work to increase family engagement and parent input and the utilization of volunteers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	94.7%	96%
Suspension Rates	5.8%	3%
Parent Surveys	None to date	End of year parent/staff survey

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Title I Resource Teacher/Academic Coach and Teacher substitutes for collaboration

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)
12495	Title I 1000-1999: Certificated Personnel Salaries Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
375	Title I 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
4238	Title I 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental instructional supplies to close achievement gap.

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)
291	Title I 4000-4999: Books And Supplies Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Send teachers and other staff to various professional development opportunities to gain more and/or better knowledge in a variety of targeted areas of need in order to close the achievement gap.

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)

500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Registration and fees associated with ongoing professional development opportunities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funding of the Special Friends Program

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)

3,000

Source(s)

Title I
5700-5799: Transfers Of Direct Costs
Provides funding for a trained para-professional to assist students in addressing their social/emotional needs.

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.

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

However, PJS has substantially reduced the suspension rate over the last several years. Alternatives to home suspension, in addition to better adherence to our PBIS plan and our discipline policy, has resulted in the reduction of suspensions. Additionally, through a focused effort to break down the barriers to volunteering (namely through bringing the finger printing service to

events such as Back to School Night and Open House), PJS continues to add new volunteers each school year. This has aided in community connections and a positive welcoming feel at the school.

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

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

However, if funding was increased for Social Emotional Learning (SEL) programs at PJS to help for students, this would increase the student's connection to the school and be able to address the student's social/emotional needs therefore allowing them to better attend in class and be able to better see the school as a resource.

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.

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

However, in order to better address the Social Emotional Learning (SEL) needs of our students (which in turn should improve attendance, behavior and academic progress), PJS will continue to implement our own SEL supports through the use of our Academic Coach and Intervention Teacher.

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

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
 3.1 Provide professional development in new adoptions and local curriculum.
 3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
 3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

Goal 3

Peter J. Elementary School provides staff with opportunities for professional learning to optimize classroom instruction and practices.

Identified Need

3.1 PJS will need funds to pay for substitutes and projects that further the goals of the site: common formative assessment development, essential standard work in ELA or Math, or student engagement.
 3.2 PJS will structure Thursday staff meeting time in a manner that will better utilize the support staff to include them in various grade level PLCs. Time will be allotted for both grade levels to meet in PLC teams to review data, plan instruction, and plan interventions and to better implement Rtl prior to SST's.
 3.3 The District will allocate time for teachers to be paid for Science training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	All teachers have completed or are in process of completing District provide professional Development in new curriculum adoptions, follow up support and training in reading, math and science.	Maintain the current level of professional development baseline
EL instructional strategies	Currently most PJS teachers are GLAD trained	Increase the level of professional development particularly as it relates to SEL and EL practices
Access STEM	Currently school has access to STEM materials and activities.	All teachers will have receive special training in STEM provide curriculum.

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

Strategy/Activity 1 Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Title I Resource Teacher/Academic Coach and Teacher substitutes for collaboration

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)

12494

Title I
1000-1999: Certificated Personnel Salaries
Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.

375

Title I
1000-1999: Certificated Personnel Salaries
Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support

4238

Title I
3000-3999: Employee Benefits
Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental instructional supplies to close achievement gap.

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)

291

Title I
4000-4999: Books And Supplies
Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Send teachers and other staff to various professional development opportunities to gain more and/or better knowledge in a variety of targeted areas of need in order to close the achievement gap.

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)

500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Registration and fees associated with ongoing professional development opportunities

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.

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

That being said, most teachers have been well trained in EL strategies including GLAD. Students are given not only dedicated, focus instruction in EL curriculum, but these materials and strategies are integrated throughout the day and other curriculum to best ensure all students learn. Supplemental materials have been purchased and to best address the needs of not only EL students but all low performing students.

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

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

That being said, the major difference between the budgeted and the implemented strategies is that the school's goal was to purchase supplemental (Ready) curriculum for ALL grades in both Reading and math. Due to the expense of these materials, PJS needed to be more selective and targeted in the materials purchased to address the most pressing areas/grades and subjects.

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.

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

That being said, moving forward, if funding permits, PJS will purchase the remaining needed supplemental (Ready) curriculum to address those areas and needs that were not properly address last year.

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

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

All students at PJS will improve scores based on multiple measures.

Identified Need

4.1, 4.2 4.3, 4.4, 4.5: PJS recognize the need for time to do the more work to plan for maximum student engagement around essential standards. We will provide time to monitor student learning and mastery of said essential skills in language arts and math. We will participate in District progress assessments, plan time to look at assessment results, and make informed decisions about the next steps in learning for students. PJS will adhere to a more systematic structure of common assessments and data analysis of those assessments to better ensure that all students, regardless of classroom, are learning and mastering the same material and content.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Spring 2019 CAASPP	All students will progress from their 2018 scores and our percentage of At or Above grade level will increase from the Spring 2018 scores.
i-Ready	Diag 1 from Fall 2020	All students will increase I-Ready by at least one grade level in ELA/Math by the end of the school year.
ELPAC	Spring and Fall 2019 ELPAC scores	All EL students will be increase their English proficiency and/or be reclassified
ORP	Fall 2020 ORP scores	All students will increase ORP scores to meet leaves set by the District and Benchmark for their grade levels.
SIPPS	Fall 2020 SIPPS assessment scores	Students in SIPPS groups by the end of the year will test out of their placed SIPPS groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Adopted Curriculum Assessments (enVision Math and Benchmark)	Beginning Theme/topic tests	Students will reach mastery in enVision Math and Benchmark assessments.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1) Title I Resource Teacher/Academic Coach and Teacher substitutes for collaboration (LCAP1.1, 1.3, 2.1, 3.2, 4.1, 4.2, & 4.3)

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)
12494	Title I 1000-1999: Certificated Personnel Salaries Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
375	Title I 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
4238	Title I 3000-3999: Employee Benefits Employee benefit portion

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental instructional supplies to close achievement gap.

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)

290

Source(s)

Title I
4000-4999: Books And Supplies
Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Send teachers and other staff to various professional development opportunities to gain more and/or better knowledge in a variety of targeted areas of need in order to close the achievement gap.

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)

500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Registration and fees associated with ongoing professional development opportunities

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.

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

However, PJS has done a wonderful job of improving our students' ability in both Reading and math. All indicators show positive movement for a vast majority of the student at PJS in all sub-groups.

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

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

However, PJS is provided the budget and material needed to continue to improve students' ability in Reading, Math, Social Studies, and Science. Time needed to ensure that all students get what they need is a constant battle as some student could benefit from more targeted time in intervention in the areas of concern, but this time may come at the expense of other taught curriculum.

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.

All District schools, including PJS, went to distance learning on March 13, 2020 and did not return for the remainder of the year and had a profound effect on the implementation of this goal.

However, PJS will focus on developing a better and more robust after-school intervention program for students who need extra time and more targeted interventions than can be done during the normal school day.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$74,594.00

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 (\$)
Title I	\$74,594.00

Subtotal of additional federal funds included for this school: \$74,594.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$74,594.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Ted Bosque	Principal
Liz Leeper	Classroom Teacher
Alex Earp	Classroom Teacher
Lori Alexander-Moore	Other School Staff
Lisa Bowling	Other School Staff
Stacey Michelini	Parent or Community Member
Ellen Altop	Parent or Community Member
Jenny Jiang	Parent or Community Member
Laura Phan	Parent or Community Member

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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Ted Bosque	Principal
Lori Moore	Classroom Teacher

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

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

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.

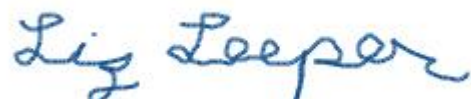
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on Sept. 10, 2020.

Attested:



Principal, Ted Bosque on Sept. 10, 2020



SSC Chairperson, Liz Leeper on Sept. 10, 2020

Minutes

School Site Council Meeting

Thursday September 10th, 2021 1:00p.m. Virtually-Microsoft Teams

Peter J. Shields Elementary School

- ❖ Welcome - Introductions
- ❖ Attendees: Ted Bosque (Principal), Alex Earp (4th grade teacher), Liz Leeper (Special Ed. Teacher), Lori Alexander-Moore (Academic Coach/Program Monitor), Jenny Jiang (parent), Laura Phan (parent), Stacey Michelini (parent)
- ❖ Mr. Bosque reviewed the Agenda for today's meeting
- ❖ Since all parents on the School Site Council are new this year, Mr. Bosque discussed the purpose of School Site Council - School Site Council is made up of the principal, teachers, parents and classified staff who work together to review and evaluate the SPSA and how Title 1 funds are being spent.
- ❖ Mr. Bosque reviewed the Agenda from the last School Site Council Meeting on January 28th 2020 and then asked for a motion to approve the agenda. 4th Grade Teacher Alex Earp made a motion to approve the minutes and Lori Alexander-Moore gave a second to approve that motion.
- ❖ Mr. Bosque shared his screen to show the Site Council the LCAP goals. He reviewed each LCAP goal and then talked about how every dollar of Title 1 money spent must be tied to an LCAP goal. In the SPSA each LCAP goal is listed as well as how we spend the money. Mr. Bosque mentioned that we have one more year with these goals and then we will rewrite them.
- ❖ Mr. Bosque shared his screen to show the council the Single Plan for Student Achievement (SPSA for 2020-2021).
- ❖ Mr. Bosque reviewed the Table of Contents with the council and specifically pointed out: Our Vision, School Profile, Data Analysis, Performance Data
- ❖ Mr. Bosque discussed the financial breakdown of how Title 1 funds are spent: Title 1 funds pay for our Title1 Resource Teacher/Academic Coach Mrs. Moore, as well as supplies, materials, technology, professional development and our Special Friends program.

- ❖ Mr. Bosque explained what the California dashboard is and how to navigate to it. He showed Site Council members the PJS Absenteeism rate, Suspension rate and Academic performances in English Language Arts and Math for the previous school year. He explained that the ELA scores had increased 13.6 points while Math scores had only increased 1 point. The Absentee Rates had increased by almost a percentage point. Parent Jenny Jiang asked if the absences were during certain months. Mr. Bosque said he would check with our Attendance Clerk. Mr. Bosque mentioned that the suspension rates had declined and that our SEL Reflection Room may have helped with this decline. The Reflection Room may have been able to prevent a suspension by intervening with students. Mr. Bosque show council members the school demographic of PJS: Race and Ethnicity and Student Groups
- ❖ Mr. Bosque reminded the council that he emailed them a copy of the SPSA for them to review and he would send out an email on Monday September 14th, 2020 asking them to approve the plan.
- ❖ Superintendent Communication Committee: Mr. Bosque asked if anyone wanted to be on this committee. Jenny Jiang said, she would try to attend the meetings schedule permitting. Mr. Bosque will pass her name along to the superintendent.
- ❖ Public Comment and Questions: Parent Jenny Jiang asked when we would be able to have students on the school campus again. Mr. Bosque encouraged council members to listen to the School Board meetings. He said that Keri Kaye (Health Services Coordinator) regularly updates the Board and the public about the current situation regarding COVID-19 in conjunction with the Sacramento County Health Department.
- ❖ Adjournment

Peter J. Shields Elementary School
School Site Council Meeting
Virtual Meeting - Microsoft Teams
Date: Thursday September 10th, 2020 1:00-2:00 p.m.

Names of Attendees

1. Ted Bosque (Principal)
2. Liz Leeper (Special Ed. Teacher)
3. Alex Earp (4th Grade Teacher)
4. Lori Alexander-Moore (Academic Coach)
5. Jenny Jiang (Parent of Asher & Kian 2nd grade)
6. Laura Phan (Parent of Landon & Luke - 2nd grade, Lance-Kindergarten)
7. Stacey Michelini (Parent of Joshua Watson-2nd grade, Kaitlin Watson-5th grade)

Peter J Shields Elementary School

Combined School Site Council/ELAC Agenda

Date:

9/10/2020

Time:

1:00pm

**Place of
Meeting:**

Vis MS Teams

- Welcome/ Call to Order
- Introduction
- Review/Approval of previous minutes
- Purpose of School Site Council
- Review of LCAP Goals
- Review of 2020-21 Single Plan for Student Achievement (SPSA)
- Dashboard
- Superintendent Communication committee
- Public comment
- Adjournment