

# 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	School Site Council (SSC) Approval Date	Local Board Approval Date
Peter J. Shields Elementary School	34673306033211	Aug. 29, 2023	September 21, 2023

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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

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Title I Schoolwide, Additional Targeted Support and Improvement (ATSI) Subgroups - Two or more races.

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 in moving towards proficiency in reading and math as measured by Oral Reading Passages (ORP), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Renaissance assessments, other local assessment measures, and the California Assessment of Student Performance and Progress (CAASPP) administered in the Spring of 2023. We have chosen to direct our effort toward 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 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 support to these students and support the District's Local Control Accountability Plan (LCAP) Goals.

## School Vision and Mission

Peter J. Shields Elementary School creates students who are inspired, compassionate, and creative individuals who are empowered to excel beyond their own expectations. The 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 an ever changing and complex world.

## 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 (PJS) became a Title I school approximately eleven (11) years ago based on the percentage of our population enrolled in the National School Lunch program. As a Title 1 school, PJS conducts 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 the 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 sixth year of using the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program, K-2. In addition, teachers are implementing technology into the instructional program.

Our teachers and students use Chromebooks for administering Renaissance assessments beginning in Fall 2023 (and at least two additional times throughout the school year), to access to adopted curriculum, and to develop lessons that meet 21st Century skills. Classroom teachers also use Google programs during the writing process. Informal classroom visits are done on an ongoing basis throughout the year.

Teachers that are on the evaluation cycle have goal-setting meetings, formal and informal observations, and several 1x1 meetings with their evaluator.

## 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)

Renaissance Assessments are conducted at least 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. The data from the California Assessment of Student Performance and Progress (CAASPP) administered last Spring (2023), is used for targeted instruction and intervention. The 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)

In addition to the CAASPP assessments done in Spring 2023, 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, Renaissance, 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 in math, English/Language Arts (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. The staff meeting schedule was restructured 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-solving.

## 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 the focused ELD curriculum through our adopted curriculum, Benchmark Advanced. The 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 regularly scheduled and include 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 the focused ELD curriculum through our adopted curriculum, Benchmark Advanced. The 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 regularly scheduled and include 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 and include but are not limited to, Family Welcome Night, Back to School Night, movie nights, a Harvest Festival, and parent conferences. Parents receive intervention information from teachers to assist underperforming students. This Fall 2023 we will hold our annual Family Welcome Day before school started for parents and students to come and meet their teachers. Our annual Title I meeting will be held 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.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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 Student by Name Conferences

1x1 teacher meeting

Regularly scheduled staff meetings

Regularly scheduled Common Planning Time (CPT) meetings

School Site Council (SSC) meetings

English Language Advisory Council (ELAC) Meetings

Staff Data Walk

Parent Teacher Association (PTA) meetings

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 (PJS) has a diverse student population of approximately 320 students: preschool through 5th grade. In addition to our General Education program, PJS also hosts two (2) Special Day Classes (SDC) for students with Individual Education Plans (IEP) that proved them with more intense and focused instruction to meet their unique needs. We have a significant English Language Learner (ELL) population with nearly 90 students classified as ELL. The majority of our ELL students are Eastern European with the majority of them being Russian and Ukrainian. However, other languages include Armenian, Farsi, Spanish, and English. 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 Student by Name conferences 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.

PJS has a strong PBIS system in place which assists in better ensuring students are in class, on task, engaged, and learning. In addition, PJS has a dedicated mental health specialist on site 2 days a week. 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 By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	7.34%	6.0%	4.76%	27	18	15
Asian	2.72%	4.0%	3.49%	10	12	11
Filipino	1.9%	3.0%	2.86%	7	9	9
Hispanic/Latino	29.35%	32.0%	35.56%	108	96	112
Pacific Islander	1.36%	2.0%	1.90%	5	6	6
White	45.92%	42.3%	39.68%	169	127	125
Multiple/No Response	10.6%	10.0%	11.11%	39	30	35
Total Enrollment				368	300	315

## Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	71	49	44
Grade 1	59	53	46
Grade 2	60	50	53
Grade3	67	48	45
Grade 4	50	60	59
Grade 5	61	40	68
Total Enrollment	368	300	315

### Conclusions based on this data:

1. The enrollment at PJS has been fairly consistent over the last several years, but decreased in 2020-2021 due to the COVID pandemic, school closures and Virtual Learning. However, our enrollment has returned to a more normal level.
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 Rancho Cordova Elementary Schools.
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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	96	65	84	26.1%	21.70%	26.7%
Fluent English Proficient (FEP)	36	32	20	9.8%	10.70%	6.3%
Reclassified Fluent English Proficient (RFEP)	11	10		11.5%	15.4%	

### Conclusions based on this data:

1. The reclassification rate of our EL students remained consistent from 2019-2020 to 2020-2021 to 2021-2022.
2. PJS has created an MTSS schedule where our EL students are receiving systematic instruction, daily dedicated ELD instruction, and "integrated" ELD into all grades/classes. This was implemented in 2017-2018 resulting in a dramatic increase in reclassification over the years.
3. PJS has develop a program to increase out EL population's 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	55	49	46	54	0	44	54	0	44	98.2	0.0	95.7
Grade 4	62	62	68	61	0	58	61	0	57	98.4	0.0	85.3
Grade 5	33	46	69	33	0	67	33	0	67	100	0.0	97.1
All Grades	150	157	183	148	0	169	148	0	168	98.7	0.0	92.3

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2400.		2393.	14.81		18.18	22.22		15.91	25.93		20.45	37.04		45.45
Grade 4	2464.		2429.	32.79		15.79	13.11		17.54	16.39		19.30	37.70		47.37
Grade 5	2487.		2475.	12.12		11.94	36.36		34.33	21.21		19.40	30.30		34.33
All Grades	N/A	N/A	N/A	21.62		14.88	21.62		23.81	20.95		19.64	35.81		41.67

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.11		13.64	57.41		52.27	31.48		34.09
Grade 4	27.87		10.53	40.98		64.91	31.15		24.56
Grade 5	21.21		19.40	51.52		61.19	27.27		19.40
All Grades	20.27		14.88	49.32		60.12	30.41		25.00

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.26		6.82	55.56		61.36	35.19		31.82
Grade 4	22.95		3.57	47.54		57.14	29.51		39.29
Grade 5	15.15		10.45	60.61		55.22	24.24		34.33
All Grades	16.22		7.19	53.38		57.49	30.41		35.33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.52		11.36	59.26		56.82	22.22		31.82
Grade 4	21.31		10.53	63.93		70.18	14.75		19.30
Grade 5	12.12		19.40	72.73		65.67	15.15		14.93
All Grades	18.24		14.29	64.19		64.88	17.57		20.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.26		11.36	53.70		65.91	37.04		22.73
Grade 4	16.39		15.79	49.18		63.16	34.43		21.05
Grade 5	18.18		8.96	45.45		65.67	36.36		25.37
All Grades	14.19		11.90	50.00		64.88	35.81		23.21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. While our overall scores in ELA improved in all grade levels, the disruption in direct reading instruction due to the COVID pandemic (school closure, distance learning, Hybrid instructional models, etc.) negatively affected the reading scores of our students.
2. Through professional development, a focus on ELA, and the PLC model, PJS has been able to improve student's overall progression through the curriculum over the years and will continue to do so.
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	56	49	46	54	0	44	54	0	44	96.4	0.0	95.7
Grade 4	62	62	68	61	0	63	61	0	63	98.4	0.0	92.6
Grade 5	33	46	69	33	0	68	33	0	68	100	0.0	98.6
All Grades	151	157	183	148	0	175	148	0	175	98	0.0	95.6

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

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2403.		2419.	9.26		13.64	25.93		34.09	25.93		27.27	38.89		25.00
Grade 4	2442.		2418.	13.11		12.70	18.03		9.52	34.43		31.75	34.43		46.03
Grade 5	2468.		2482.	12.12		17.65	6.06		20.59	33.33		27.94	48.48		33.82
All Grades	N/A	N/A	N/A	11.49		14.86	18.24		20.00	31.08		29.14	39.19		36.00

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.63		27.27	24.07		50.00	46.30		22.73
Grade 4	18.03		7.94	22.95		39.68	59.02		52.38
Grade 5	12.12		27.94	27.27		38.24	60.61		33.82
All Grades	20.95		20.57	24.32		41.71	54.73		37.71

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.26		15.91	53.70		50.00	37.04		34.09
Grade 4	13.11		7.94	54.10		44.44	32.79		47.62
Grade 5	12.12		13.24	36.36		50.00	51.52		36.76
All Grades	11.49		12.00	50.00		48.00	38.51		40.00

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.96		20.45	55.56		59.09	31.48		20.45
Grade 4	14.75		12.70	44.26		47.62	40.98		39.68
Grade 5	12.12		14.71	45.45		58.82	42.42		26.47
All Grades	13.51		15.43	48.65		54.86	37.84		29.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. While the interruptions to the education process due to COVID negatively affected our students' ELA scores, our concentrated efforts in math helped to minimize the negative effects in math and actually showed growth in all grade levels, particularly 5th grade.
2. Our plan to focus on 1st instruction and targeted classroom interventions in math have proven to move a significant number of students out of "Below Standard" to "At or Near Standard".
3. PJS is continually implementing targeted mathematics interventions within the MTSS/RtI model when possible and focusing on essential math standards during 1st instruction 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1428.1	1417.1	*	1442.2	1418.6	*	1395.3	1413.5	*	22	20	9
1	1471.5	1440.4	1454.2	1477.8	1445.6	1462.9	1464.7	1434.9	1445.2	16	16	17
2	1519.9	1464.8	1455.8	1511.8	1454.5	1447.9	1527.5	1474.4	1463.3	20	17	20
3	*	1502.8	1470.2	*	1516.0	1465.4	*	1489.1	1474.5	9	13	13
4	1495.9	1510.4	1498.1	1493.4	1510.9	1485.9	1498.3	1509.7	1509.7	13	16	18
5	*	*	1514.9	*	*	1509.7	*	*	1519.6	6	4	17
All Grades										86	86	94

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.55	10.00	*	50.00	30.00	*	40.91	50.00	*	4.55	10.00	*	22	20	*
1	12.50	0.00	5.88	56.25	31.25	41.18	31.25	50.00	35.29	0.00	18.75	17.65	16	16	17
2	45.00	5.88	20.00	30.00	47.06	40.00	15.00	29.41	10.00	10.00	17.65	30.00	20	17	20
3	*	15.38	0.00	*	53.85	23.08	*	30.77	61.54	*	0.00	15.38	*	13	13
4	15.38	25.00	27.78	23.08	43.75	27.78	38.46	18.75	16.67	23.08	12.50	27.78	13	16	18
5	*	*	17.65	*	*	35.29	*	*	29.41	*	*	17.65	*	*	17
All Grades	18.60	10.47	15.96	39.53	43.02	34.04	31.40	34.88	26.60	10.47	11.63	23.40	86	86	94

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	27.27	5.00	*	40.91	40.00	*	27.27	35.00	*	4.55	20.00	*	22	20	*
1	25.00	18.75	23.53	37.50	25.00	29.41	31.25	43.75	35.29	6.25	12.50	11.76	16	16	17
2	50.00	17.65	30.00	25.00	47.06	40.00	15.00	23.53	0.00	10.00	11.76	30.00	20	17	20
3	*	30.77	15.38	*	69.23	30.77	*	0.00	30.77	*	0.00	23.08	*	13	13
4	23.08	56.25	33.33	46.15	18.75	33.33	15.38	12.50	5.56	15.38	12.50	27.78	13	16	18
5	*	*	35.29	*	*	29.41	*	*	17.65	*	*	17.65	*	*	17
All Grades	31.40	27.91	27.66	37.21	37.21	32.98	22.09	23.26	15.96	9.30	11.63	23.40	86	86	94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	20.00	*	27.27	25.00	*	72.73	45.00	*	0.00	10.00	*	22	20	*
1	6.25	0.00	5.88	43.75	25.00	17.65	50.00	43.75	52.94	0.00	31.25	23.53	16	16	17
2	30.00	11.76	20.00	50.00	29.41	25.00	5.00	35.29	25.00	15.00	23.53	30.00	20	17	20
3	*	0.00	7.69	*	30.77	0.00	*	38.46	69.23	*	30.77	23.08	*	13	13
4	7.69	0.00	11.11	23.08	31.25	38.89	15.38	50.00	16.67	53.85	18.75	33.33	13	16	18
5	*	*	5.88	*	*	23.53	*	*	41.18	*	*	29.41	*	*	17
All Grades	11.63	6.98	11.70	31.40	26.74	21.28	41.86	45.35	37.23	15.12	20.93	29.79	86	86	94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	18.18	15.00	*	81.82	80.00	*	0.00	5.00	*	22	20	*
1	56.25	18.75	23.53	43.75	68.75	70.59	0.00	12.50	5.88	16	16	17
2	45.00	29.41	15.00	50.00	58.82	55.00	5.00	11.76	30.00	20	17	20
3	*	61.54	7.69	*	38.46	92.31	*	0.00	0.00	*	13	13
4	23.08	31.25	55.56	61.54	56.25	16.67	15.38	12.50	27.78	13	16	18
5	*	*	17.65	*	*	70.59	*	*	11.76	*	*	17
All Grades	31.40	30.23	25.53	62.79	61.63	58.51	5.81	8.14	15.96	86	86	94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	27.27	5.00	*	59.09	55.00	*	13.64	40.00	*	22	20	*
1	12.50	6.25	17.65	75.00	68.75	58.82	12.50	25.00	23.53	16	16	17
2	45.00	23.53	25.00	45.00	58.82	55.00	10.00	17.65	20.00	20	17	20
3	*	46.15	23.08	*	53.85	30.77	*	0.00	46.15	*	13	13
4	46.15	62.50	33.33	38.46	31.25	38.89	15.38	6.25	27.78	13	16	18
5	*	*	47.06	*	*	29.41	*	*	23.53	*	*	17
All Grades	34.88	30.23	27.66	52.33	51.16	43.62	12.79	18.60	28.72	86	86	94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	5.00	*	90.91	85.00	*	9.09	10.00	*	22	20	*
1	6.25	12.50	11.76	87.50	75.00	58.82	6.25	12.50	29.41	16	16	17
2	20.00	17.65	10.00	60.00	52.94	65.00	20.00	29.41	25.00	20	17	20
3	*	0.00	0.00	*	61.54	46.15	*	38.46	53.85	*	13	13
4	0.00	0.00	16.67	38.46	75.00	50.00	61.54	25.00	33.33	13	16	18
5	*	*	11.76	*	*	52.94	*	*	35.29	*	*	17
All Grades	6.98	6.98	11.70	70.93	70.93	55.32	22.09	22.09	32.98	86	86	94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	40.91	50.00	*	54.55	30.00	*	4.55	20.00	*	22	20	*
1	12.50	6.25	5.88	87.50	62.50	70.59	0.00	31.25	23.53	16	16	17
2	35.00	5.88	35.00	55.00	70.59	35.00	10.00	23.53	30.00	20	17	20
3	*	7.69	7.69	*	84.62	69.23	*	7.69	23.08	*	13	13
4	15.38	0.00	16.67	61.54	87.50	55.56	23.08	12.50	27.78	13	16	18
5	*	*	11.76	*	*	70.59	*	*	17.65	*	*	17
All Grades	25.58	15.12	18.09	63.95	66.28	54.26	10.47	18.60	27.66	86	86	94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 
- While the number of PJS students in level 4 has decreased, it is due to the large number EL student being reclassified the previous year.
- PJS has an increased number of students at Level 1, primarily due to an increase of immigrants from Eastern Europe and Ukraine.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
315	62.9	26.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Peter J. Shields Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	84	26.7
Foster Youth		
Homeless	9	2.9
Socioeconomically Disadvantaged	198	62.9
Students with Disabilities	57	18.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	4.8
American Indian		
Asian	11	3.5
Filipino	9	2.9
Hispanic	112	35.6
Two or More Races	35	11.1
Pacific Islander	6	1.9
White	125	39.7

**Conclusions based on this data:**

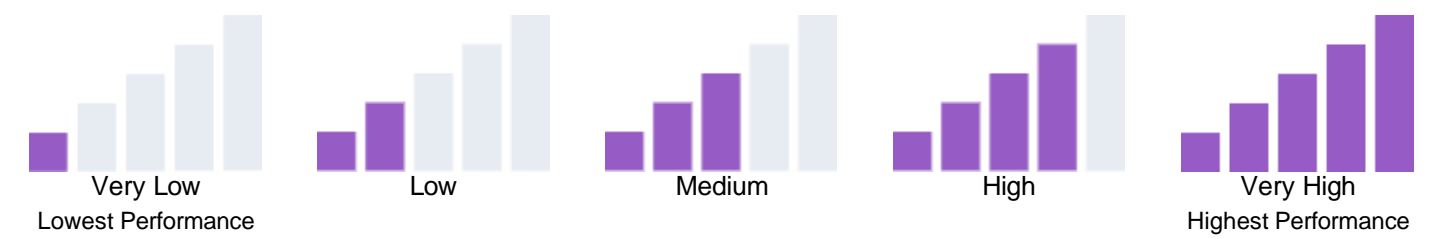
1. White students make up nearly half of our student population, with a large percentage of these white students being from Eastern Europe and being EL students.
2. Many of our Socioeconomically Disadvantaged students are recent immigrants from Eastern Europe/Ukraine.
3. Hispanic students are our next largest group of students including being EL students.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



### 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. While our suspensions have decreased over the years, according to the Dashboard, the suspension rate at PJS continues to be at level that needs to be addressed.

3. According to the Dashboard, PJS is still in the "Low" range, however, this does not account for the growth that we have seen based on other criteria.

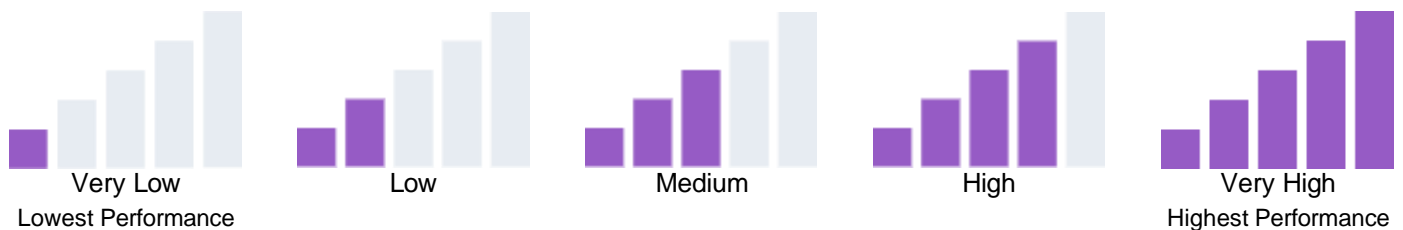


# School and Student Performance Data

## Academic Performance English Language Arts

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

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



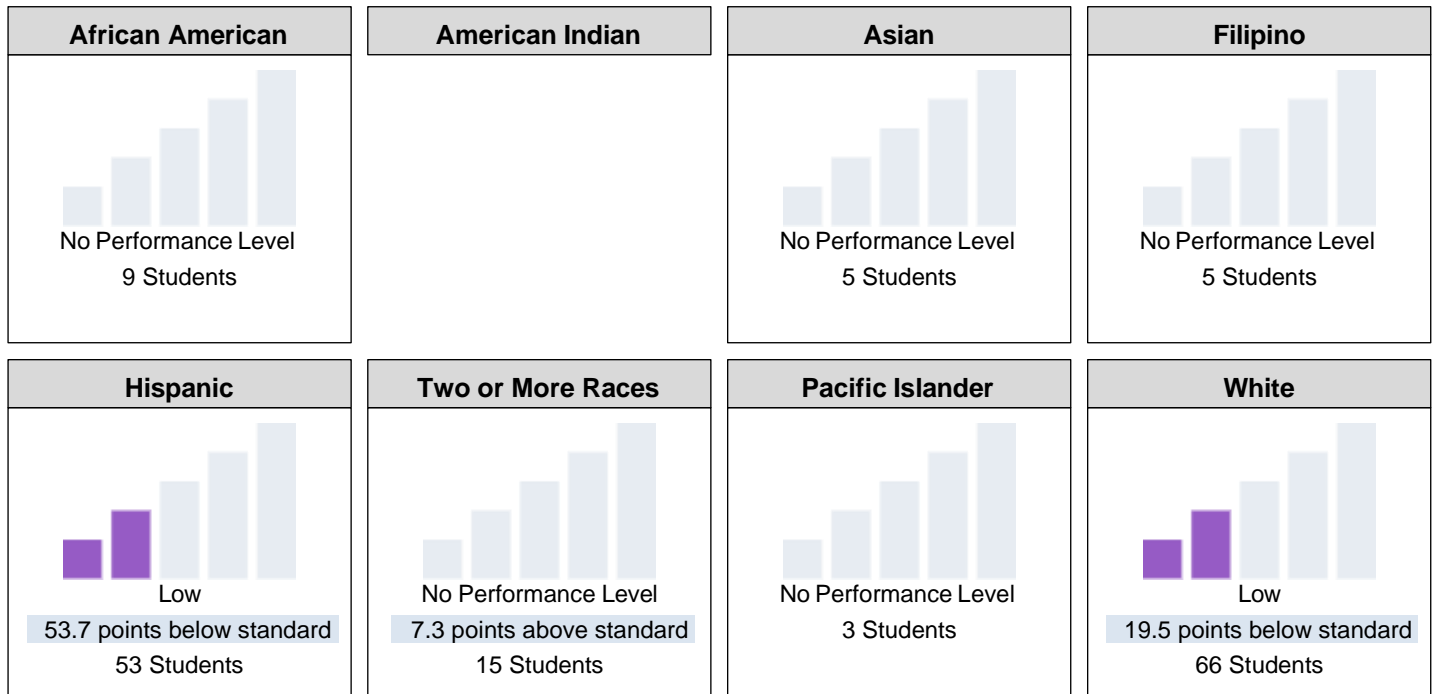
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	4	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>32.6 points below standard</p> <p>157 Students</p>	<p>Low</p> <p>41.5 points below standard</p> <p>55 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>2 Students</p>	<p>Low</p> <p>43.6 points below standard</p> <p>101 Students</p>	<p>Very Low</p> <p>100.0 points below standard</p> <p>41 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.2 points below standard 38 Students	13.6 points above standard 17 Students	30.6 points below standard 100 Students

#### Conclusions based on this data:

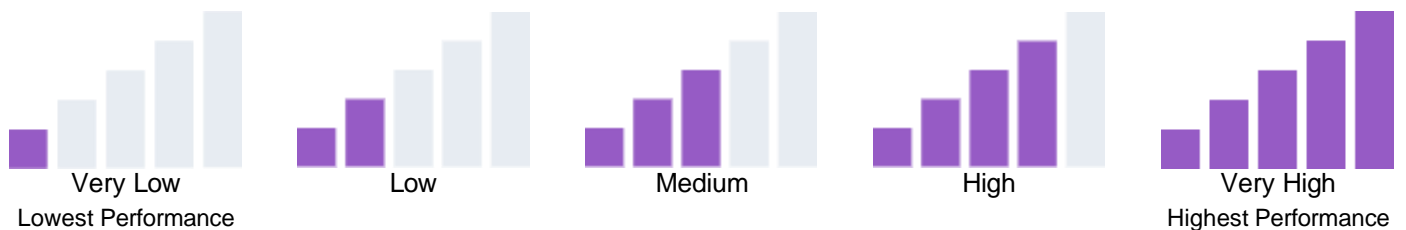
1. According to the Dashboard all subgroups are low and need targeted and focused interventions.
2. Internal assessments (Benchmark, Renaissance, teachers created, etc. ) have shown steady improvement in all subgroups.
3. While low according to this metric, internal and district assessments have shown that our EL students showed the overall increases.

# School and Student Performance Data

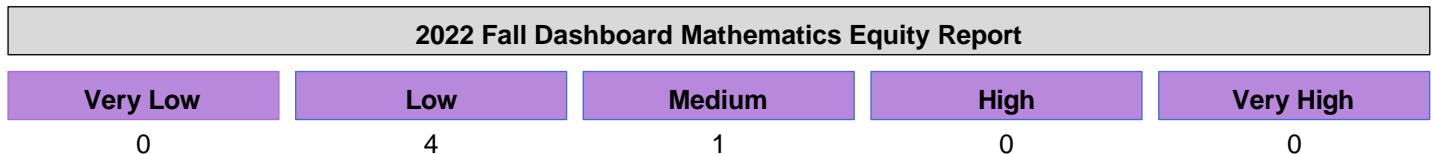
## Academic Performance Mathematics

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

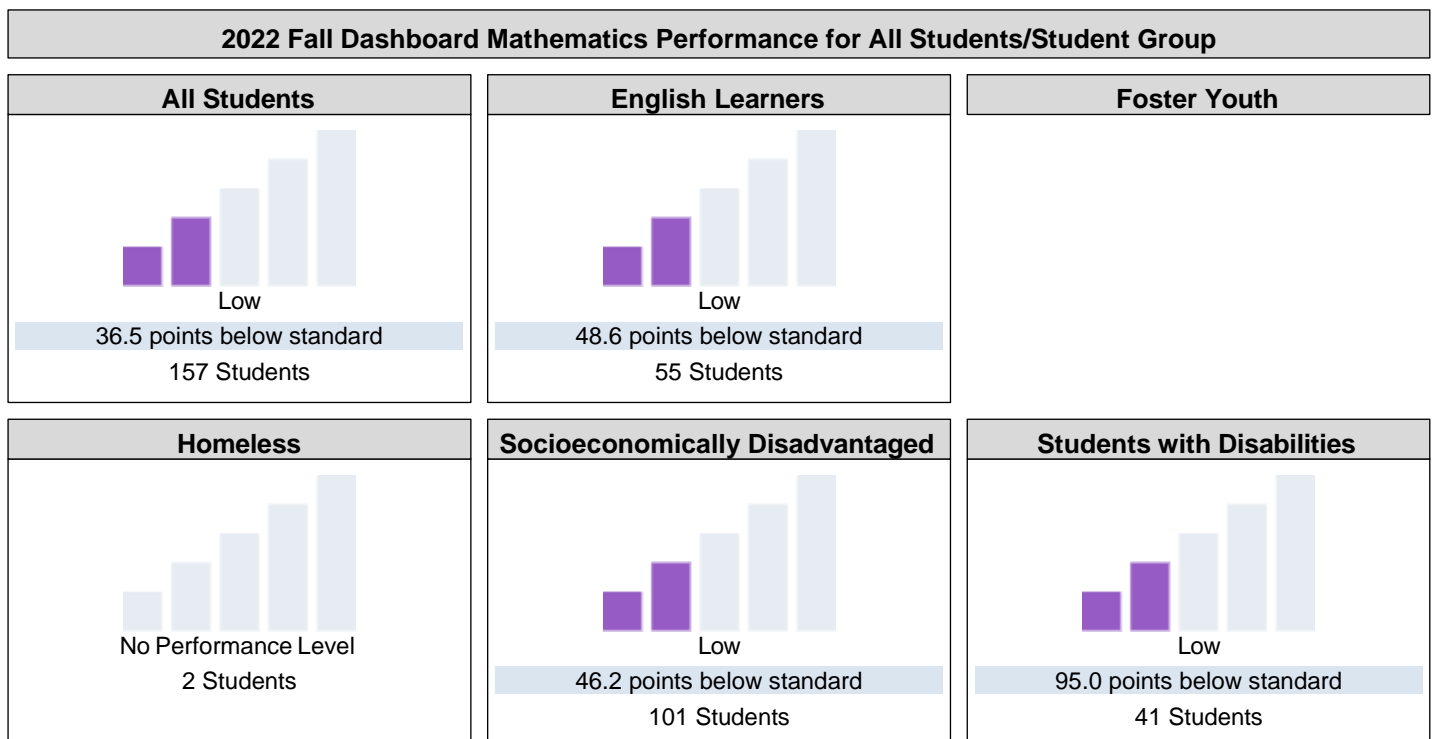
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



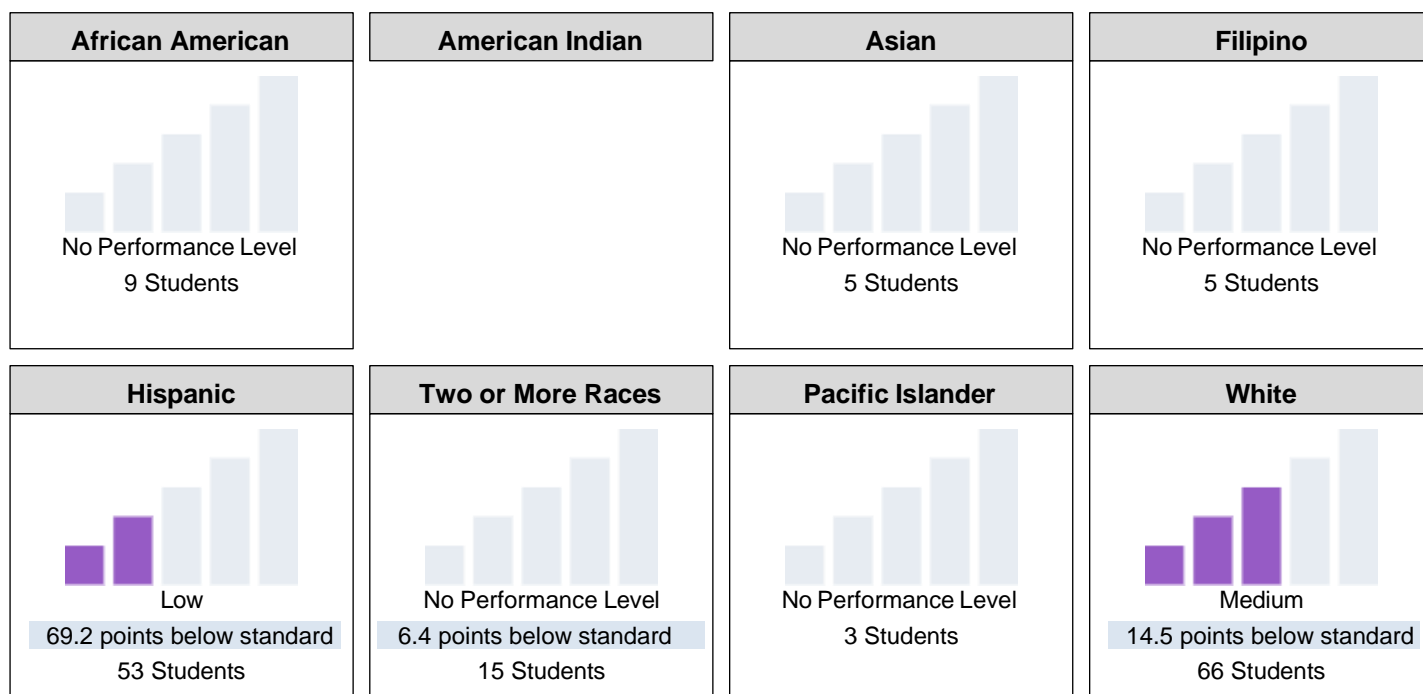
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.5 points below standard 38 Students	9.4 points above standard 17 Students	32.9 points below standard 100 Students

### Conclusions based on this data:

1. According to the Dashboard most sub-groups are low and need targeted and focused interventions.
2. While the sub-group of White students is performing better than other sub-groups, they are still 14.5 points below standard which shows they need focused interventions.
3. PJS staff is continuing to develop schedules and targeted intervention to address the diverse needs of students in the area of mathematics, particularly the recent growth of the language components.

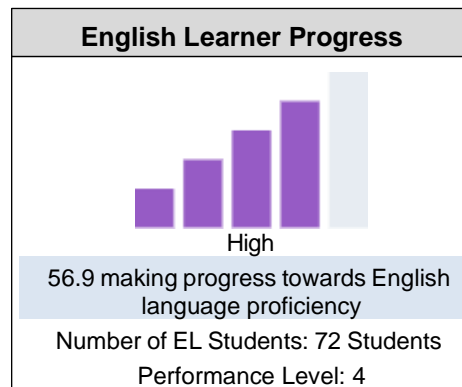
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.3%	34.7%	5.6%	51.4%

#### Conclusions based on this data:

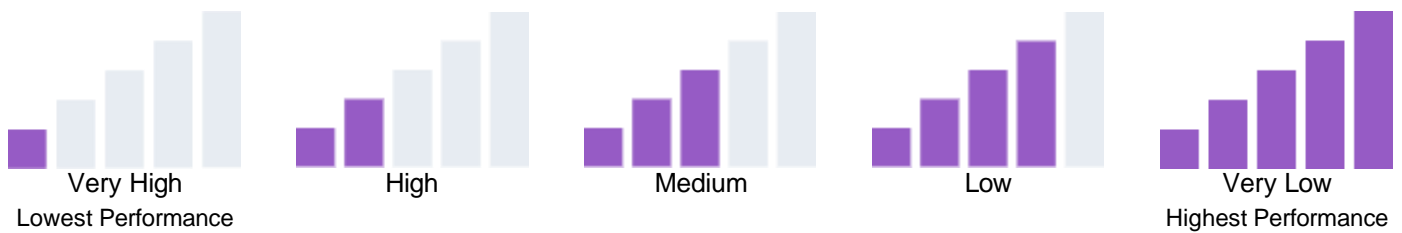
1. PJS is proud of the success we have had moving our students to become more fluent in the past and based on more recent assessments, PJS continues to move students toward proficiency.
2. EL students at PJS are performing better on ELA assessments but are struggling with mathematics program aligned 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

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

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



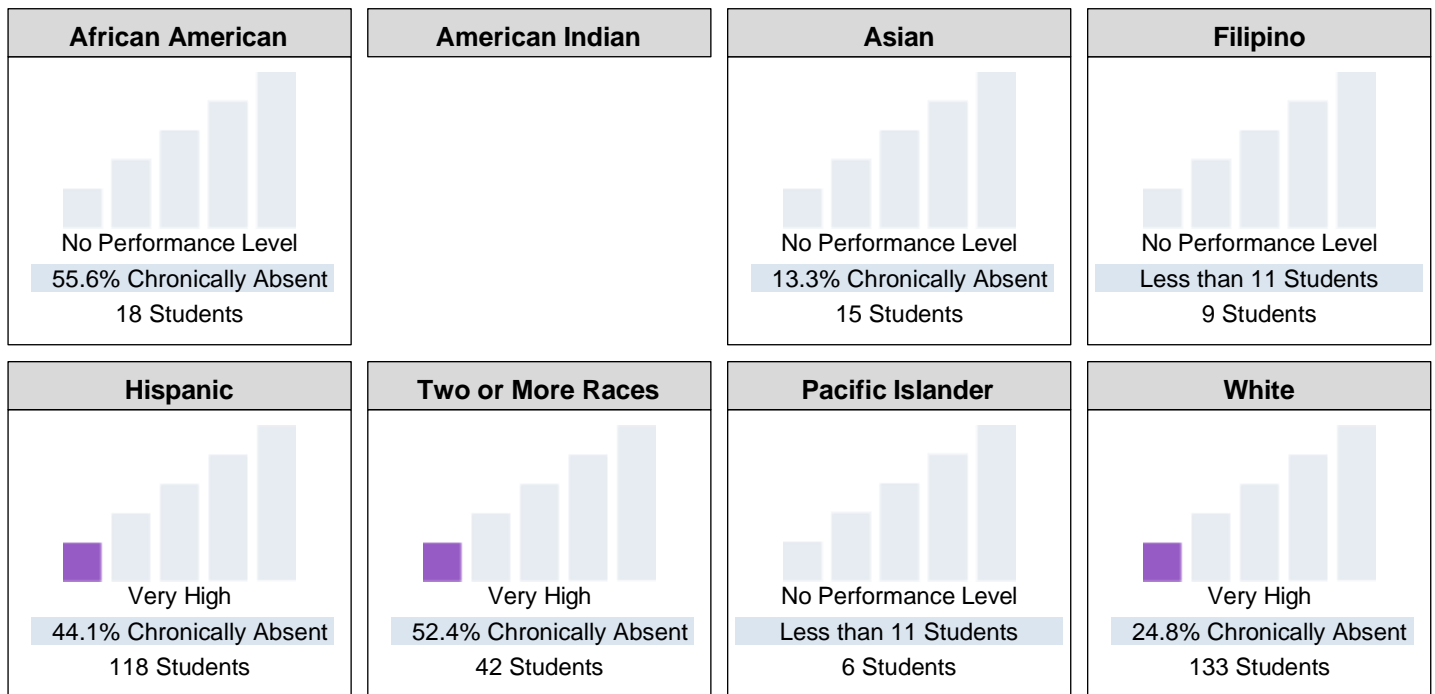
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>35.8% Chronically Absent</p> <p>341 Students</p>	<p>Very High</p> <p>33% Chronically Absent</p> <p>100 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>28.6% Chronically Absent</p> <p>14 Students</p>	<p>Very High</p> <p>40.3% Chronically Absent</p> <p>226 Students</p>	<p>Very High</p> <p>35.5% Chronically Absent</p> <p>76 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

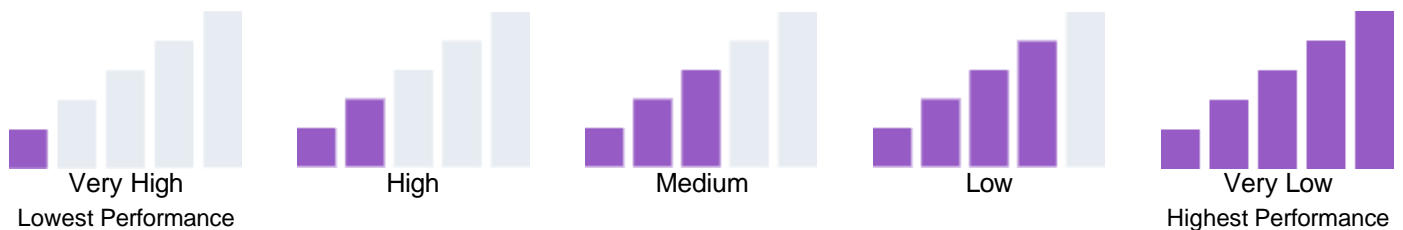
1. PJS historically has had an attendance rate of approximately 94.5% before COVID-19, which is below the district's goal, but we have not been able to get back to those levels since fully returning to a traditional program,.
2. PJS (and the district) implemented a focus on improving attendance (20 Day Challenge) as well as increasing the communications with parents and School Attendance Review Teams (SART) meetings.
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

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

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



This section provides number of student groups in each level.

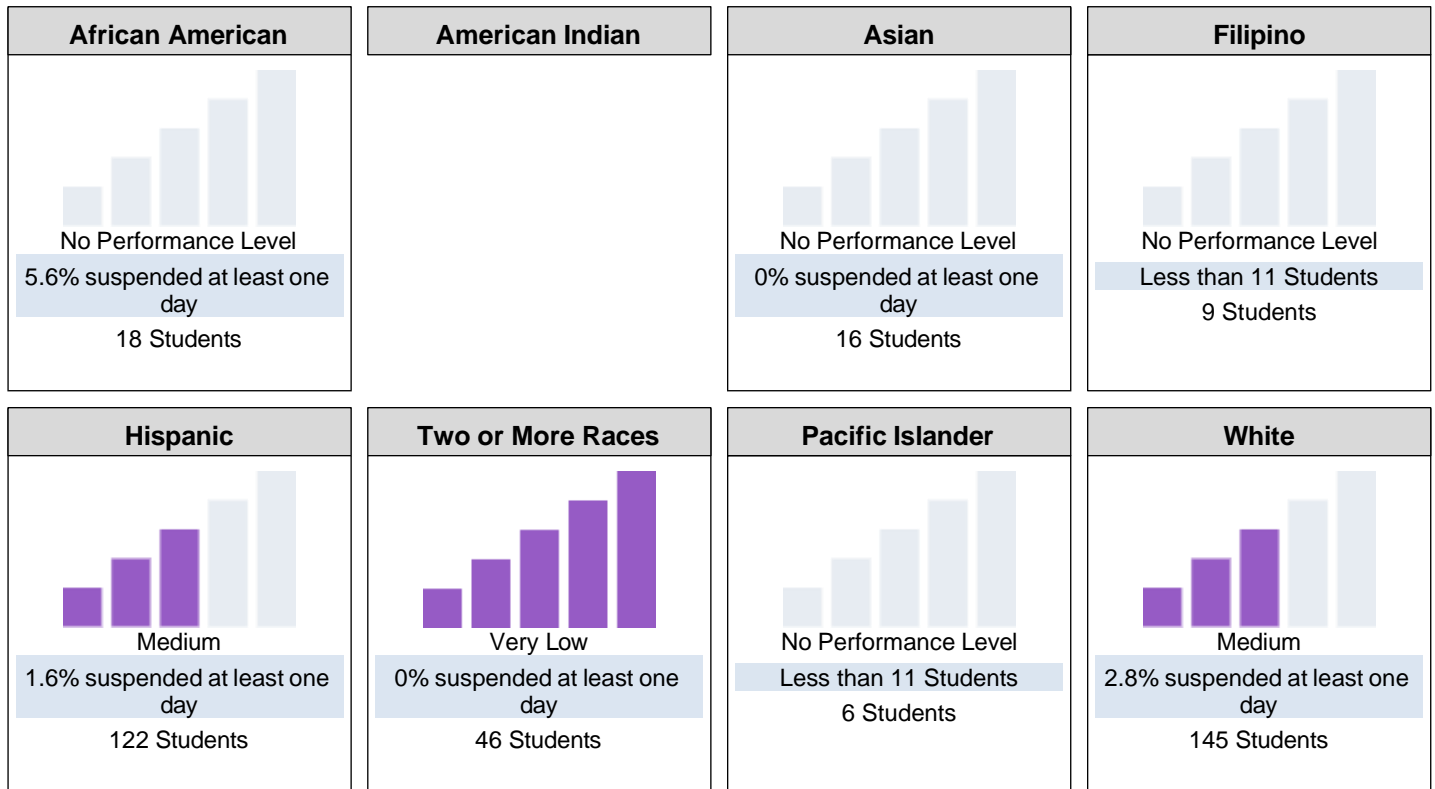
2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	5	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Medium</p> <p>1.9% suspended at least one day</p> <p>362 Students</p>	<p>Medium</p> <p>1.9% suspended at least one day</p> <p>108 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>10% suspended at least one day</p> <p>20 Students</p>	<p>Medium</p> <p>2.1% suspended at least one day</p> <p>239 Students</p>	<p>Medium</p> <p>1.3% suspended at least one day</p> <p>77 Students</p>



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. While our suspension rate of PJS has declined over the last 5 years, it still remains higher than we would like.
2. 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.
3. We will use the 2022-23 schools year data as a better baseline due to the social-emotional effects caused by it the pandemic.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

At Peter J. Shields, all students will receive instruction from a highly qualified teacher and have access to grade level curriculum and standards.

## LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

## Goal 1

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

## Identified Need

Continued Professional Development (PD) for English Learner (EL)/Low Income students(LI) and our identified ATSI subgroup Two or more races' 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 with a particularity focus on English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

### Strategy/Activity

Hire an Instructional Coach, maintain an intervention teacher, and hire a Class Size Reduction (CSR) teacher, as well as qualified substitutes for collaboration in order to close the achievement gap in reading and math specifically.

### 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)
18465	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support.
4431	Title I 3000-3999: Employee Benefits Employee Benefits
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more race students close the achievement gap through small group targeted instruction and classroom teacher support to increase engagement.
9336	Learning Recovery 3000-3999: Employee Benefits Employee Benefits
8017	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more race students in order to close the achievement gap through targeted instruction and classroom teacher support.
1822	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
23817	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE added to reduce class size in 4th and 5th grade in order to better address the learning needs (both academic and Social Emotional) of our students.
9336	LCFF - Supplemental

	3000-3999: Employee Benefits Employee Benefits
4693	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration planning, parent meetings, SST, PLC, etc.
1058	LCFF - Supplemental 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 with a particular focus on English Learner (EL)/Low Income students (LI) and our identified ATSI subgroup Two or more races.

### Strategy/Activity

Purchase needed supplies, materials, and training for teachers to close the achievement gap and address SEL needs of students. Provide funding for students to gain real world experience and hands on learning.

### 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	LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap
3261	LCFF - Supplemental 4000-4999: Books And Supplies SEL/Behavior/PLC training materials & extra supplies including registration and fees associated with ongoing professional development opportunities
600	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Field Trip Transportation
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies
1400	LCFF - Supplemental

5000-5999: Services And Other Operating Expenditures  
Field Trip student fees

### Strategy/Activity 3

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

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

All students with a particular focus on English Learner (EL)/Low Income students (LI) and our identified ATSI subgroup Two or more races.

#### Strategy/Activity

Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students.

#### 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)
13370	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional Bilingual Instructional Aide time to meet the increased needs of our English Learner (EL)/Low Income students (LI) and our identified ATSI subgroup Two or more races.
4811	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2401	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional School Clerk time
864	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
7668	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional mental health support
2764	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1114	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
401	LCFF - Supplemental 3000-3999: Employee Benefits

	Employee Benefits
2172	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
782	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Through the use of our Instructional Coach, the use of our intervention teachers, 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 Instructional 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 Renaissance and ELPAC scores have shown 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.

As students adjusted to "regular" school, the numerous Social/Emotional issues faced by our students resulted in a slower approach to academic interventions than in past years.

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.

For the 2023-2024 school year, PJS will make better use of the recently created Common Planning Time on Thursdays to better look at student data and make appropriate "on the fly" changes to student groupings for intervention. During this time the newly created Instructional Coach, the Intervention teacher, Special Ed teacher, and principal will 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.

## Goal Subject

Family & Student Engagement (LCAP Goal 2)

## LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5, and 6).  
2.1 - Increase student attendance rates and reduce chronic absences for all students.  
2.2 - Increase the high school graduation rate and decrease the dropout rate.  
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.  
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.  
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child well-being.  
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

## 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

PJS will work to increase student attendance rates and reduce chronic absences for all students  
PJS will work to foster community partnerships that support student learning and build effective understanding and advocacy of District's goal for student success and whole child well-being.  
PJS will work to support the emotional needs of our students and staff in order to create an environment that encourages learning.

## 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 with a particularity focus on English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

### Strategy/Activity

Hire an Instructional Coach, maintain an intervention teacher, and hire a Class Size Reduction (CSR) teacher, as well as qualified substitutes for collaboration in order to close the achievement gap in reading and math specifically.

### 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)
18466	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support to increase engagement.
4432	Title I 3000-3999: Employee Benefits Employee Benefits
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more race students close the achievement gap through small group targeted instruction and classroom teacher support to increase engagement.
9336	Learning Recovery 3000-3999: Employee Benefits Employee Benefits
8017	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more race students in order to close the achievement gap through targeted instruction and classroom teacher support.
1822	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
23817	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries



	1.0 FTE added to reduce class size in 4th and 5th grade in order to better address the learning needs (both academic and Social Emotional) of our students.
9336	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
4693	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration planning, parent meetings, SST, PLC, etc.
1058	LCFF - Supplemental 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 with a particularity focus on support English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

### Strategy/Activity

Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address rising SEL needs.

### 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)
13370	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional Bilingual Instructional Aide time to meet the increased needs of our English Learner population and our identified ATSI subgroup Two or more races' students.
4811	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2401	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional School Clerk time
864	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

7668	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional mental health support
2764	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1114	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
401	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2172	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
782	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

### Strategy/Activity 3

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

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

All students with a particularity focus on English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

#### Strategy/Activity

Purchase needed supplies, materials, and training for teachers to close the achievement gap and address the SEL needs of our students. Provide funding for students to gain real world experience and hands on learning.

#### 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	LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap
3261	LCFF - Supplemental 4000-4999: Books And Supplies SEL/Behavior/PLC training materials & extra supplies including registration and fees associated with ongoing professional development opportunities

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

With students being out of school for an extended period of time due to the pandemic, even with PJS 's developed of alternatives to home suspension, and in addition to better adherence to our PBIS plan and our discipline policy, negative behaviors increased and which in turn increased suspensions. beyond our expectations upon return to a more normal/traditional school environment.

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

The COVID-19 pandemic had a negative effect on attendance during the 2021-22 school year which artificially lowered suspension rates due to absenteeism. With the return to normalcy in the 2022-2023 school year, and due to increased SEL needs of our students, negative behavior increased.

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.

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 dedicate funds to increasing the mental health supports for our students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Professional Learning to Support High Quality Instruction (LCAP Goal 3)

## LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)  
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.  
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.  
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.  
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

## Goal 3

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

## Identified Need

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, student engagement, and SEL.  
PJS will structure Thursday staff/Common Planning Time (CPT) 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 RtI prior to SST's.  
PJS will need funds to pay for substitutes and projects that further the goals of the site for improving instruction to English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races..

## 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, English Learner (EL)/Low Income (LI) and our identified

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		ATSI subgroup Two or more races. EL practices
Access STEM	Currently school has access to STEM materials and activities.	All teachers will have received 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 with a particularity focus on English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

### Strategy/Activity

Intervention Teacher, Instructional 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)
18466	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support.
4432	Title I 3000-3999: Employee Benefits Employee Benefits
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races close the achievement gap through small group targeted instruction and classroom teacher support.
9336	Learning Recovery 3000-3999: Employee Benefits Employee Benefits
8017	LCFF - Supplemental

	1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more race students in order to close the achievement gap through targeted instruction and classroom teacher support.
1822	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
23817	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE added to reduce class size in 4th and 5th grade in order to better address the learning needs (both academic and Social Emotional) of our students.
9336	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
4693	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration planning, parent meetings, SST, PLC, etc.
1058	LCFF - Supplemental 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 with a particularity focus on English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

### Strategy/Activity

Purchase needed supplies, materials, and training for teachers to close the achievement gap and address SEL needs of students. Provide funding for students to gain real world experience and hands on learning.

### 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)

LCFF - Supplemental  
4000-4999: Books And Supplies

	Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap
3261	LCFF - Supplemental 4000-4999: Books And Supplies SEL/Behavior/PLC training materials & extra supplies including registration and fees associated with ongoing professional development opportunities
600	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Field Trip Transportation
500	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Assemblies
1400	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Field Trip student fees

### Strategy/Activity 3

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

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

All students with a particularity focus on English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

#### Strategy/Activity

Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students.

#### 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)

13370	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional Bilingual Instructional Aide time to meet the increased needs of our English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races population.
4811	LCFF - Supplemental 3000-3999: Employee Benefits 4811



2401	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional School Clerk time
864	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
7668	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional mental health support
2764	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1114	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
401	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2172	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
782	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

## Strategy/Activity 4

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS



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

Most PJS teachers have been well trained in strategies focused on English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races. Students are given not only dedicated, focus instruction on the 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.

The major difference between the budgeted and the implemented strategies is that due to return from the COVID-19 pandemic and subsequent school closures, hybrid models, and the health and safety protocols that forced students into quarantine and time away from direct teacher instruction. Many of our most needy students missed having the regular access to the interventions we provide under normal conditions during formative grades.

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.

Moving forward, PJS will continue to purchase supplemental materials and curriculum to address those areas and needs that were not properly addressed last year. Also, with the addition of our Instructional Coach who will focus on first instructional strategies, classroom instruction will be better equipped to address the needs of our English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

At Peter J. Shields, student progress and educational outcomes will be monitored for success using assessment results.

## LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

## Goal 4

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

## Identified Need

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 2023 CAASPP	All students will progress from their 2022 scores and our percentage of At or Above grade level will increase from the Spring 2022 scores.
Renaissance	Diagnostic 1 from Fall 2023	All students will increase their scores in Renaissance by at least one grade level in ELA/Math by the end of the school year.
ELPAC	Spring and Fall 2023 ELPAC scores	All EL students will be increasing their English proficiency and/or be reclassified

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ORP	Fall 2023 ORP scores	All students will increase ORP scores to meet leaves set by the District and Benchmark for their grade levels.
SIPPS	Fall 2023 SIPPS assessment scores	Students in SIPPS groups by the end of the year will test out of their placed SIPPS groups.
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 with a particularity focus on English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

### Strategy/Activity

Hire an Instructional Coach, maintain an intervention teacher, and hire a Class Size Reduction (CSR) teacher, as well as qualified substitutes for collaboration in order to close the achievement gap in reading and math specifically.

### 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)
18466	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support to increase engagement.
4432	Title I 3000-3999: Employee Benefits Employee Benefits
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support English Learner (EL)/Low Income (LI) and our identified

	ATSI subgroup Two or more race students close the achievement gap through small group targeted instruction and classroom teacher support to increase engagement.
9336	Learning Recovery 3000-3999: Employee Benefits Employee Benefits
8017	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more race students in order to close the achievement gap through targeted instruction and classroom teacher support.
1822	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
23817	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE added to reduce class size in 4th and 5th grade in order to better address the learning needs (both academic and Social Emotional) of our students.
9336	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
4693	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration planning, parent meetings, SST, PLC, etc.
1058	LCFF - Supplemental 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 with a particularity focus on English Learners

### Strategy/Activity

Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address rising SEL needs.

### 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)
13370	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional Bilingual Instructional Aide time to meet the increased needs of our English Learner population.
4811	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2401	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional School Clerk time
864	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
7668	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional mental health support
2764	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1114	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
401	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2172	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
782	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

### Strategy/Activity 3

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

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

All students with a particularity focus on English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races.

Strategy/Activity

Purchase needed supplies, materials, and training for teachers to close the achievement gap and address the SEL needs of our students. Provide funding for students to gain real world experience and hands on learning.

### **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	LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap
3261	LCFF - Supplemental 4000-4999: Books And Supplies SEL/Behavior/PLC training materials & extra supplies including registration and fees associated with ongoing professional development opportunities
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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

## **ANALYSIS**

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

PJS has done a wonderful job of improving our students' ability in both Reading and math. All available 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.

PJS is provided the budget and District level support to continue to improve student's abilities in Reading, Math, Social Studies, and Science. The time needed to ensure that all students get what they need is a constant battle as some students 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.

PJS will focus on developing a better and more robust after-school intervention program for students who need extra time and more targeted interventions that 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	\$585,606.00

## 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	\$91,590.00

Subtotal of additional federal funds included for this school: \$91,590.00

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 (\$)
LCFF - Supplemental	\$361,404.00
Learning Recovery	\$132,612.00

Subtotal of state or local funds included for this school: \$494,016.00

Total of federal, state, and/or local funds for this school: \$585,606.00



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	91,590	0.00
LCFF - Supplemental	361,404	0.00
Learning Recovery	132,612	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	361,404.00
Learning Recovery	132,612.00
Title I	91,590.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	315,239.00
2000-2999: Classified Personnel Salaries	106,900.00
3000-3999: Employee Benefits	142,423.00
4000-4999: Books And Supplies	15,044.00
5000-5999: Services And Other Operating Expenditures	4,900.00
5700-5799: Transfers Of Direct Costs	1,100.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	146,108.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	106,900.00

3000-3999: Employee Benefits	LCFF - Supplemental	87,352.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,044.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,900.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,100.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00
3000-3999: Employee Benefits	Learning Recovery	37,344.00
1000-1999: Certificated Personnel Salaries	Title I	73,863.00
3000-3999: Employee Benefits	Title I	17,727.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	147,400.00
Goal 2	145,402.00
Goal 3	147,402.00
Goal 4	145,402.00

# 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
Ted Bosque	Principal
Liz Leeper	Classroom Teacher
Alex Earp	Classroom Teacher
Lori Alexander-Moore	Classroom Teacher
Tracy McKnight	Other School Staff
Jennifer Menning-Gochenouer	Parent or Community Member
James France	Parent or Community Member
Jenny Jiang	Parent or Community Member
Stacey Michelini	Parent or Community Member
Denise Lopez	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 ELAC Members	Role
Ted Bosque	Principal
Lori Moore	Classroom Teacher
Svetlana Zayarchenko	Other School Staff
Celina Laguna	Other School Staff
Brenda Morales	Parent or Community Member
Alla Golodneac	Parent or Community Member
Inna Supryagin	Parent or Community Member
Claudia Garcia	Parent or Community Member
Beatriz Murguia	Parent or Community Member
Ana Pimental	Parent or Community Member

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 Aug 29, 2023.

Attested:



Principal, Ted Bosque on Aug 29, 2023



SSC Chairperson, Liz Leeper on Aug 29, 2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

**Peter J. Shields Elementary School  
ELAC Meeting Agenda  
Date: Tuesday August 29th, 2023, 3:00 p.m.  
Location: Virtual MicroSoft Teams**

- ❖ Welcome/Call to Order
- ❖ Introductions
- ❖ Share Agenda
- ❖ Review/Approval of previous minutes
- ❖ SPSA (The School Plan for Student Achievement)
- ❖ Public Comment/Questions
- ❖ Adjournment

## **School Site Council Meeting Agenda**

### **Peter J. Shields Elementary School**

**Date:** Tuesday August 29th, 2023, 3:00 p.m.

**Location:** In-Person/Virtual MicroSoft Teams

- ❖ Welcome/Call to Order
- ❖ Share Agenda
- ❖ Review/Approval of previous minutes from 5/15/2023
- ❖ Introductions
- ❖ SPSA (School Plan for Student Achievement)
- ❖ Public Comment/Questions
- ❖ Adjournment

**Peter J. Shields Elementary School**  
**Virtual ELAC Meeting - Microsoft Teams**  
**Date: Tuesday August 29, 2023**  
**Time: 3:30**

- ❖ **Call to Order** - The meeting was called to order at 3:35
- ❖ **Welcome** - Introductions - Mr. Bosque welcomed everyone to the meeting and thanked them for attending.
- ❖ **Share Agenda** - Mrs. Moore emailed a copy of the agenda in English, Russian and Spanish to parents before the meeting. Mr. Bosque also shared the agenda from his computer screen at the beginning of the meeting.
- ❖ **Review & Approve Minutes of Previous ELAC Meeting** - Mrs. Moore reviewed the minutes from the virtual meeting on May 15th, 2023. Minutes were approved by Lori Alexander-Moore (1st motion) and Ana Pimentel (2nd motion).
- ❖ **Introductions:** In attendance were **PJS Staff:** Ted Bosque (Principal), Lori Alexander-Moore (Academic Coach), Svetlana Zayarchenko (BIA), Celina Laguna (BIA) and **parent:** Ana Pimentel
- ❖ **Notes:** Nine parents were invited to the meeting, but only one parent attended. The committee discussed having our meetings in person this year. Mr. Bosque suggested that we try meeting in the mornings or afternoon. Parent Ana Pimentel thought meeting in the mornings after parents drop their children off might be easiest.
- ❖ **SPSA:** Mr. Bosque mentioned that the intention of this meeting was to discuss the SPSA Plan. Since there was only one parent in attendance, Mr. Bosque suggested that we meet again soon to discuss the SPSA Plan.
- ❖ **Public Comment/Questions:** Mr. Bosque let the committee know that Peter J. Shields is doing well with the 20-day Attendance Challenge. Attendance is up!
- ❖ **Adjournment**

**School Site Council Meeting Minutes**  
**Peter J. Shields Elementary School**  
**Date:** Tuesday August 29th, 2023, 3:00 p.m.  
**Location:** Virtual MicroSoft Teams

- ❖ **Welcome** - Introductions
- ❖ **Attendees:** Ted Bosque (Principal), Alex Earp (4th grade teacher), Liz Leeper (RSP) Lori Alexander-Moore (Intervention Teacher), Jennifer Menning (parent) and James France (parent)
- ❖ **Review/Approval of previous minutes (May 15th, 2023):** Minutes were read to the Site Council by Mr. Bosque. Mrs. Moore made a motion to approve the minutes from 5/15/23 and Mr. Bosque seconded the motion.
- ❖ **Mr. Bosque shared the agenda for today's meeting.**
- ❖ **SPSA:** Mr. Bosque reviewed the purpose of the SPSA (School Plan for Student Achievement):
  - The Ultimate goal of the SPSA is to increase student achievement. Mr. Bosque explained that the SPSA is aligned with the Local Control and Accountability Plan process.
  - Mr. Bosque discussed our Peter J. Shields data (CAASPP, Star Reading and Math Diagnostic and ELPAC) and our goals based on this data.
  - Mr. Bosque also reviewed the funding for Peter J. Shields and how this money will be used. He explained that he hired our Social Worker for two more days a week, he lowered the class size for 4th and 5th grade, and he bought more BIA time for our Spanish speaking BIA Celina Laguna. She is now here for six hours a day. Mr. Bosque also set money aside for substitutes for Every Student By Name (ESBN). He explained that ESBN is a time set aside for teachers, principal and support staff to discuss high risk students and a plan for those students going forward. Mr. Bosque also set aside money for field trips and for professional development for teachers.
  - Mr. Bosque asked for a motion to approve the 2023-24 SPSA. Motion was made by Mrs. Moore and Mr. Earp seconded the motion. All approved the Motion.
- ❖ **Public Comment/Questions:** None
- ❖ **Adjournment:** Mr. Earp made a motion to approve the SPSA plan and Mr. France seconded the motion.