School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Peter J. Shields Elementary School	34673306033211	August 27, 2019	October 24, 2019

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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

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

School Vision and Mission

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

School & Community Profile

Peter J. Shields is located in a neighborhood of long-time residents and younger families moving into affordable homes. The school has been in existence since the early 1960's and has been the proud institution to house several generations of families. Our population draws from both apartment complexes and single-family homes. Our ethnic make-up enjoys diversity with a variety of languages including Spanish, Armenian, Russian and Ukrainian in addition to English. Because of our diversity, Peter J. Shields Elementary qualifies for two bilingual instructional aides who assist us with language and content acquisition for our English Learner students. We are a school that qualifies for Title I funding based on the level of poverty that exists in our student population. Title I funds afford us the ability to hire a reading specialist, provide supplementary classroom materials, purchase release time for teachers for planning and collaboration and attend professional development opportunities. Our school offers students two after-school child care/enrichment options; the After School Education and Safety (ASES) program which is a free, grant-based after school care and the Student Care program which is parent-paid. Both programs offer time for homework and snacks. In coordination with both programs that we are able to offer math and reading intervention classes while students are still on campus in addition to extended day support instruction. Our school enjoys great parent participation at our event nights such as our Harvest Festival, movie nights, Open House, Family Welcome/Meet the Teacher, and Back to School Night. Our Parent Teacher Association (PTA) has a small but creative and active group of parents that add to the richness of the PJS experience.

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

Comprehensive Needs Assessment Components

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

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

Peter J. Shields became a Title I school approximately seven (7) years ago based on the percentage of our population enrolled in the National School Lunch program. As a Title 1 school, we conduct an annual Title 1 Survey with parents at the beginning of the school year. The survey provides us with information about how parents support student achievement from home. We will look at the results and target our parent involvement efforts to address these needs. In addition, the school staff is surveyed at the beginning of the school year. This survey provides valuable data that enables administration to target needs perceived by the teaching staff.

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

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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

Teachers will conduct curriculum assessments regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. These results will qualify students for before and after school interventions, as well as help identify needs for MTSS and other intervention groupings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

Teachers adhere to the required instructional minutes.

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

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

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

The district provides standards-based materials aligned to the 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 Invention (RtI) process. Second language students receive extra support through our bilingual aides and the Lexia computer program in additional to focused ELD curriculum through our adopted curriculum, Benchmark Advanced. Second Step curriculum promotes and recognizes positive school wide behavior. Positive Behavior Intervention Supports (PBIS) has also been implemented this year, using the theme "It's Cool to be Kind" In addition, PJS offers Special Friends, Mentoring/social skills groups, Crusader Coupons, Lunch Bunch rewards for accumulated Crusader Coupons, AR rewards for goals met and school-wide assemblies to recognize academic achievement and positive behavior. Recognition assemblies are scheduled for behavior every 6 weeks and includes attendance and grades each trimester.

Evidence-based educational practices to raise student achievement

Teachers regularly use research-based best practices to raise student achievement. Every Child by Name (ECBN) conferences are held 3 times a year for each grade level to help monitor and adjust instructional group placement according to their needs.

Parental Engagement

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

Parents are encouraged to attend all school functions including Family Welcome Night, Back to School Night and parent conferences. Parents receive intervention information from teachers to assist under performing students. Peter J Shields will offer, Family Welcome Night, Open House, Back to School Night and various PTA sponsored events.This year we held a our second annual Family Welcome Night before school started for parents and students to come and meet their teachers and sign up for volunteering before the first day of school. This was well attended. Our annual Title I meeting was held on August 14, 2019. 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 though 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 under performing students, economically deprived, and second language children.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Peter J Shields utilized a variety of outreach efforts for input and feedback on the development of the Single Plan for Student Achievement (SPSA)

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

Resource Inequities

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

Peter J. Shields Elementary School has a diverse student population with a total of approximately 370 students; preschool through 5th grade. We have a significant English Language Learner (ELL) population at with nearly 100 students classified ELL. The majority of our ELL students are Eastern European with the majority of that from being Russian and Ukrainian. However, other languages include English, Armenian, Farsi, and Spanish. We support our English Language Learners through our targeted English Language Development block with assistance from bilingual aides and teachers. Our English Language Advisory Committee (ELAC) is active and helps to assist in our goals and culture.

Peter J. Shields Elementary is a Title 1 school with approximately 83% of our families being designated as socioeconomically disadvantaged. Being a Title 1 school allows Peter J. Shields to have a full time Academic Coach and Intervention teacher to help support students during our MTSS groups. They use targeted evidence-based instruction for English Language Arts/English Language Development to increase proficiency in listening, speaking, reading, and writing. RtI and Every Child By Name meetings are held throughout the year to analyze data from our state-wide and local assessments. From the data gathered, small group instruction and interventions, target students

who need additional support. Extended day interventions have been implemented to support students in ELA/ELD.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.8%	%	%	3		
African American	12.1%	%	%	47	44	35
Asian	3.1%	%	%	12	8	11
Filipino	1.8%	%	%	7	9	9
Hispanic/Latino	23.8%	%	%	92	110	104
Pacific Islander	0.8%	%	%	3	3	7
White	48.8%	%	%	189	178	172
Multiple/No Response	7.8%	%	%	30	46	43
			Total Enrollment	387	398	381

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	71	87	89
Grade 1	68	60	69
Grade 2	48	74	59
Grade3	71	46	65
Grade 4	68	65	34
Grade 5	61	66	65
Total Enrollment	387	398	381

Conclusions based on this data:

1. The total attendance at PJS has been consistent over the last several years with a population maximizing at just under 400 students.

2. PJS's enrollment has started the school year low and consistently grown throughout the year as PJS tends to become a school for "overflow" students from other campuses.

3. While our majority population continues to be White, they are primarily from Eastern European countries which contributes to our high English Learner (EL) population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	130	119	122	33.6	29.9	32.0
Fluent English Proficient (FEP)	3	4	2	0.8	1.0	0.5
Reclassified Fluent English Proficient (RFEP)	17	25	22	4.5	6.3	5.8

Conclusions based on this data:

1. PJS is meeting the needs of our EL population as indicated by our increasing number of reclassified EL students Reclassification Fluent English Proficient (RFEP).

2. PJS has created an MTSS schedule where our EL students are receiving systematic instruction daily dedicated ELD instruction as well in "integrated" ELD.

3. PJS has develop a program to increase out EL populations English proficiency and vocabulary in the area of mathematics as well as reading comprehension.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	46	63	75	44	63	75	44	63	100	95.7	100
Grade 4	68	65	34	67	64	34	67	64	34	98.5	98.5	100
Grade 5	60	67	67	59	66	66	59	66	66	98.3	98.5	98.5
All Grades	203	178	164	201	174	163	201	174	163	99	97.8	99.4

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2376.	2379.	2379.	5	6.82	11.11	17	20.45	20.63	37	22.73	23.81	40	50.00	44.44
Grade 4	2438.	2442.	2461.	10	9.38	29.41	34	34.38	20.59	15	18.75	14.71	40	37.50	35.29
Grade 5	2467.	2474.	2482.	5	12.12	15.15	34	30.30	28.79	22	25.76	30.30	39	31.82	25.76
All Grades	N/A	N/A	N/A	7	9.77	16.56	28	29.31	23.93	25	22.41	24.54	40	38.51	34.97

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	9.09	14.29	41	40.91	42.86	49	50.00	42.86
Grade 4	15	18.75	23.53	51	60.94	44.12	34	20.31	32.35
Grade 5	10	13.64	15.15	53	53.03	59.09	37	33.33	25.76
All Grades	11	14.37	16.56	48	52.87	49.69	41	32.76	33.74

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	9.09	9.52	55	40.91	36.51	45	50.00	53.97
Grade 4	16	9.38	11.76	54	57.81	61.76	30	32.81	26.47
Grade 5	15	22.73	22.73	41	46.97	43.94	44	30.30	33.33
All Grades	10	14.37	15.34	50	49.43	44.79	40	36.21	39.88

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	11	11.36	11.11	59	59.09	58.73	31	29.55	30.16
Grade 4	15	10.94	17.65	69	64.06	67.65	16	25.00	14.71
Grade 5	10	12.12	12.12	64	68.18	66.67	25	19.70	21.21
All Grades	12	11.49	12.88	64	64.37	63.80	24	24.14	23.31

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	5	11.36	12.70	55	43.18	52.38	40	45.45	34.92
Grade 4	7	10.94	32.35	55	60.94	35.29	37	28.13	32.35
Grade 5	22	19.70	21.21	47	45.45	53.03	31	34.85	25.76
All Grades	11	14.37	20.25	53	50.57	49.08	36	35.06	30.67

Conclusions based on this data:

1. Students progress, as measured by CAASPP showed an increased from 2016-17 to 2017-18 in all grades.

2. Through professional development, a focus on ELA, and the PLC model, PJS has been able to improve students progression through the curriculum.

3. Overall, as students progress through their grade level trajectory, scores have improved with more students at, near or above standard than below standard. PJS is still struggling with how to move students to proficiency when they begin two to three grade levels below.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	46	63	75	44	63	75	44	63	100	95.7	100
Grade 4	68	65	34	67	64	34	67	64	34	98.5	98.5	100
Grade 5	60	67	67	59	66	67	59	66	67	98.3	98.5	100
All Grades	203	178	164	201	174	164	201	174	164	99	97.8	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2390.	2381.	2398.	3	6.82	12.70	24	15.91	19.05	32	25.00	22.22	41	52.27	46.03
Grade 4	2435.	2441.	2445.	4	4.69	5.88	21	28.13	26.47	37	35.94	35.29	37	31.25	32.35
Grade 5	2457.	2460.	2475.	5	7.58	4.48	12	15.15	23.88	25	30.30	32.84	58	46.97	38.81
All Grades	N/A	N/A	N/A	4	6.32	7.93	19	20.11	22.56	32	31.03	29.27	45	42.53	40.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	18.18	26.98	32	29.55	20.63	51	52.27	52.38
Grade 4	13	14.06	11.76	31	35.94	35.29	55	50.00	52.94
Grade 5	8	12.12	13.43	20	24.24	34.33	71	63.64	52.24
All Grades	13	14.37	18.29	28	29.89	29.27	58	55.75	52.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	6.82	19.05	49	40.91	39.68	44	52.27	41.27
Grade 4	15	6.25	14.71	40	56.25	55.88	45	37.50	29.41
Grade 5	7	7.58	7.46	34	46.97	52.24	59	45.45	40.30
All Grades	9	6.90	13.41	42	48.85	48.17	49	44.25	38.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	7	11.36	19.05	56	43.18	42.86	37	45.45	38.10
Grade 4	6	17.19	11.76	55	37.50	50.00	39	45.31	38.24
Grade 5	7	6.06	8.96	39	50.00	55.22	54	43.94	35.82
All Grades	6	11.49	13.41	51	43.68	49.39	43	44.83	37.20

Conclusions based on this data:

1. Overall, students achievement according to CAASPP has increased in math from year to year.

2. 4th grade students are struggling the most with math concepts.

3. PJS is implementing targeted mathematics interventions within the MTSS model to assist in improving math competency and skills.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1415.7	1423.0	1398.3	29
Grade 1	1491.6	1477.0	1505.7	22
Grade 2	*	*	*	*
Grade 3	1477.8	1494.3	1460.9	11
Grade 4	*	*	*	*
Grade 5	1538.0	1541.4	1534.3	13
All Grades				92

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	29
Grade 1	15	68.18	*	*			*	*	22
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			13
All Grades	37	40.22	21	22.83	19	20.65	15	16.30	92

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	29
Grade 1	13	59.09	*	*	*	*	*	*	22
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*			*	*	11
Grade 4	*	*	*	*	*	*			*
Grade 5	11	84.62	*	*					13
All Grades	42	45.65	29	31.52	11	11.96	*	*	92

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*	*	*	29
Grade 1	12	54.55	*	*			*	*	22
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*	*	11
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	13
All Grades	26	28.26	27	29.35	17	18.48	22	23.91	92

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	16	55.17	*	*	*	*	29
Grade 1	17	77.27	*	*	*	*	22
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			13
All Grades	53	57.61	24	26.09	15	16.30	92

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	13	44.83	*	*	29
Grade 1	*	*	*	*	*	*	22
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	11
Grade 4	*	*	*	*			*
Grade 5	13	100.00					13
All Grades	43	46.74	33	35.87	16	17.39	92

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	16	55.17	*	*	29
Grade 1	18	81.82	*	*	*	*	22
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	11
Grade 4			*	*	*	*	*
Grade 5			12	92.31	*	*	13
All Grades	31	33.70	38	41.30	23	25.00	92

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	14	48.28	*	*	29
Grade 1	*	*	11	50.00	*	*	22
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	11
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			13
All Grades	31	33.70	47	51.09	14	15.22	92

Conclusions based on this data:

1. EL students at PJS are progressing in their language acquisition.

2. EL students are being reclassified at increasing rate.

3. PJS still needs to do a better job at addressing upper grade ER students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.
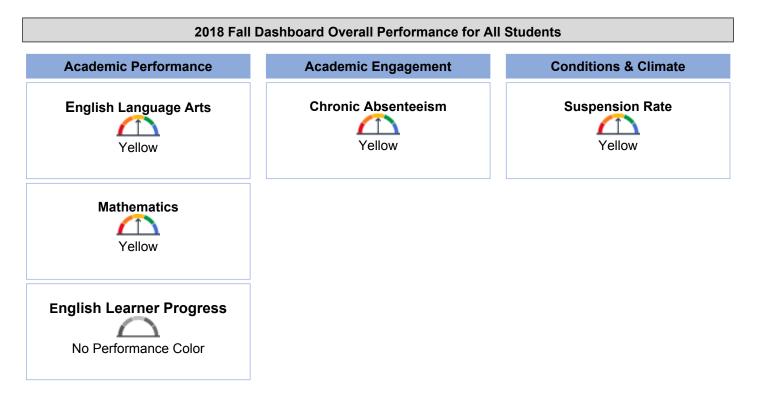
2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
381	**81.9%**	**32.0%**	**0.5%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	122	32.0%
Foster Youth	2	0.5%
Homeless	22	5.8%
Socioeconomically Disadvantaged	312	81.9%
Students with Disabilities	33	8.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	9.2%
Asian	11	2.9%
Filipino	9	2.4%
Hispanic	104	27.3%
Two or More Races	39	10.2%
Pacific Islander	7	1.8%
White	172	45.1%

Conclusions based on this data:

1. White students make up nearly half of our population, but the large percentage of these white students are also EL students from Eastern Europe.

2. Many of our Socioeconomically Disadvantaged students are recent immigrants from Eastern Europe.

3. Hispanic students are our next largest group of students including being EL students.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the Dashboard, one of the strengths at PJS is the work we are doing with our EL population.

2. According to the Dashboard, the suspension rate at PJS is decreasing, but it is still high.

3. According to the Dashboard, mathematics is the area where PJS needs to improve the most.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
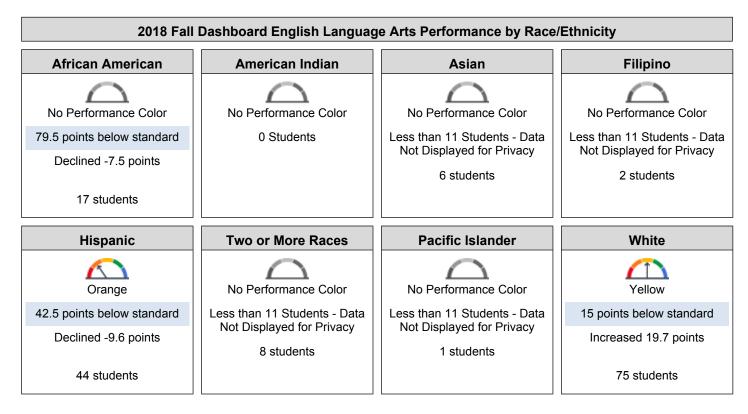
| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
28.4 points below standard	22.5 points below standard	0 Students
Increased 4.8 points	Increased 22.1 points	
156 students	68 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
57.8 points below standard	27.5 points below standard	103.2 points below standard
Maintained 0.1 points	Increased 9.4 points	Declined -20.7 points
12 students	134 students	26 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
79.5 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.5 points		6 students	2 students
17 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
42.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15 points below standard
Declined -9.6 points	8 students	1 students	Increased 19.7 points
44 students			75 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
90.7 points below standard	31.3 points above standard	35.5 points below standard
Declined -14.9 points	Maintained -2.7 points	Declined -4.9 points
30 students	38 students	86 students

Conclusions based on this data:

1. Overall, PJS is showing steady growth in the area of ELA.

2. The sub group labeled "White" declined slightly, however this may be caused by our increase in EL from Eastern Europe that are classified as White.

3. PJS is particularly pride of the growth how Hispanic and Socio-Eeconomically disadvantaged students made.

School and Student Performance Data

Academic Performance
Mathematics

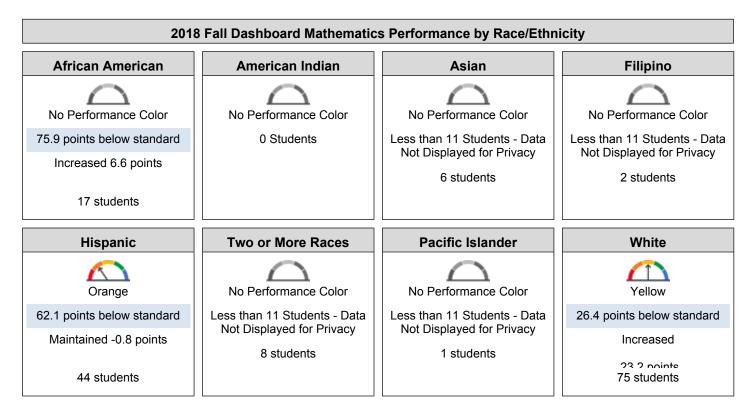The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
41.3 points below standard	31.7 points below standard	0 Students
Increased 12.9 points	Increased 16.5 points	
156 students	68 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
66.6 points below standard	41.3 points below standard	112 points below standard
Maintained 0.4 points	Increased 9.5 points	Declined -3.8 points
12 students	134 students	26 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
75.9 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.6 points		6 students	2 students
17 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
62.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	26.4 points below standard
Maintained -0.8 points	8 students	1 students	Increased 23.2 points
44 students			75 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.5 points below standard	10.7 points above standard	49.7 points below standard
Declined -8.3 points	Declined -14.2 points	Increased 15.3 points
30 students	38 students	86 students

Conclusions based on this data:

1. Mathematics continues to be an area where PJS is struggling to address the diverse needs of our students.

2. While an overall deficit, several sub-groups did show gains.

3. PJS staff is develping schedules and targeted intervention to address he diverse needs of students in the area of mathematics, particularly the recent growth of the language components.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
92	40.2%	22.8%	20.7%	16.3%

Conclusions based on this data:

1. PJS is proud of the success we have had moving our students to become more fluent.

2. EL students at PJS are performing better on ELA assessments but are struggling with the language rich mathematics program aligned to Common Core.

3. PJS is attempting to design classroom schedules that enable EL students to receive the ELD instruction they need to become fluent while ensuring that they miss little to no core curriculum instruction.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

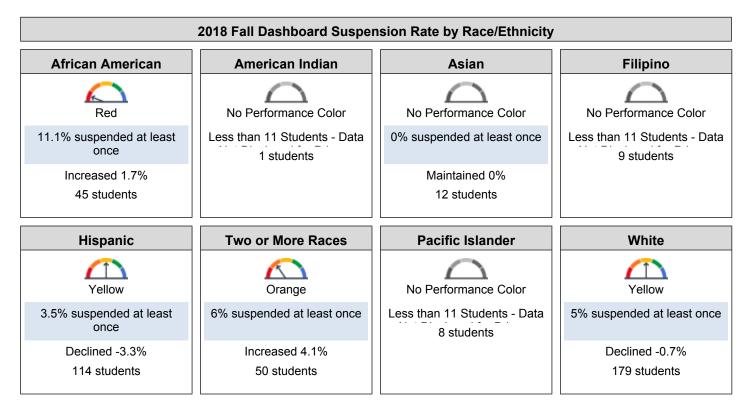The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.
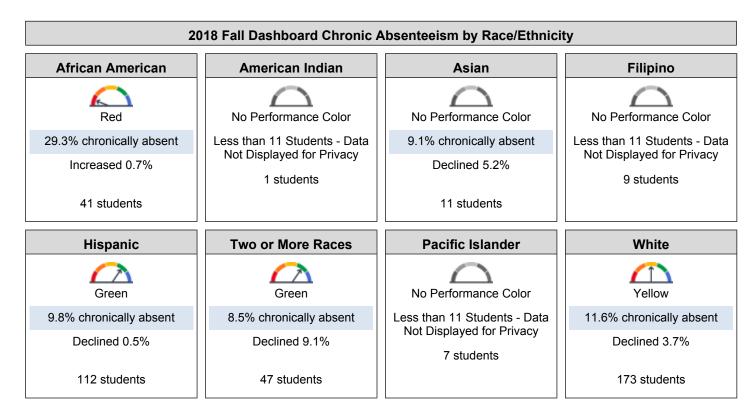
2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	3	3	0

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
12.5% chronically absent	4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 3.2%	Declined 5.2%	6 students
401 students	124 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
28% chronically absent	14.4% chronically absent	11.3% chronically absent
Declined 4.5%	Declined 1.5%	Declined 6.9%
25 students	334 students	53 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
29.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	9.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.7%	1 students	Declined 5.2%	9 students
41 students		11 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Yellow
9.8% chronically absent	8.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	11.6% chronically absent
Declined 0.5%	Declined 9.1%	7 students	Declined 3.7%
112 students	47 students		173 students

Conclusions based on this data:

1. PJS has an attendance rate of approximately 94.5 which is below the District's goal.

2. Through increased 1x1 communication from the school, PJS has increased it attendance rate by 1.3 percent.

3. Working with our PBIS team, the staff at PJS is developing a system of rewards and incentives that will hopefully creates an environment that encourages students to attend more regularly.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	3	1	0

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
5.5% suspended at least once	2.4% suspended at least once	Less than 11 Students - Data Not ~~Displayed for Privacy~~
		7 students
Declined -0.3%	Declined -1.1%	
418 students	125 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
3.8% suspended at least once	4.7% suspended at least once	13% suspended at least once
Declined -3.5%	Declined -1.1%	Increased 2.2%
26 students	344 students	54 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
11.1% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	Less than 11 Students - Data 9 students
Increased 1.7%		Maintained 0%	
45 students		12 students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	No Performance Color	Yellow
3.5% suspended at least once	6% suspended at least once	Less than 11 Students - Data 8 students	5% suspended at least once
Declined -3.3%	Increased 4.1%		Declined -0.7%
114 students	50 students		179 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
9.4% suspended at least once	5.8% suspended at least once	5.5% suspended at least once

Conclusions based on this data:

1. The trend of suspensions at PJS is declining year to year over the last 4 years.

2. While our suspension rate decline represents a significant decrease as tracked on the the 5x5 grid, it is still rated as high and PJS is committed to reducing it further.

3. Our implementation of PBIS strategies school-wide, implimenting alternatives to suspension, as well as building positive relationships with our parent community have aided in this decrease.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 Maintain schools in good repair.
1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

Amount(s)   Source(s)

19,249	Title I 1000-1999: Certificated Personnel Salaries Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
592	Title I 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
5,682	Title I 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

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

Annual Review

SPSA Year Reviewed: 2018-19

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 Academic Coach and the purchase of needed supplies to supplement the adopted curriculum, students' academic needs are being met and appropriate interventions are

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

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

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

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

For the 2019-20 school year, PJS will be making better use of the Thursday Staff/PLC time to increase the ability for the Academic Coach, Intervention teacher, Special Ed teacher, and principal to work with grade level teams to discuss student data and identify, develop, and provide more targeted interventions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
2.1 Increase student attendance rates and reduce chronic absences.
2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
2.3 Decrease 8th grade dropout rates.
2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
2.5 Increase family engagement and parent input and the utilization of volunteers.
2.6 Increase community partnerships that support student learning.
2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s) | Source(s)

Amount(s)	Source(s)
19,249	Title I 1000-1999: Certificated Personnel Salaries Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
592	Title I 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
5,683	Title I 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental instructional supplies to close achievement gap

Proposed Expenditures for this Strategy/Activity

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

Amount(s) | Source(s)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A.S.S.I.S.T. Program (1 day per week)

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)
6,975	Other 5000-5999: Services And Other Operating Expenditures Provide structure recess activities one day per week provided by Social Emotion Learning Dept.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funding of the Special Friends Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I 5700-5799: Transfers Of Direct Costs Provides funding for a trained para-professional to assist students in addressing their social/emotional needs.

Annual Review

SPSA Year Reviewed: 2018-19

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 substantially reduced the suspension rate in 2018-19 from 2017-18. Alternatives to home suspension, in addition to better adherence to our PBIS plan and our discipline policy, has resulted in the reduction of suspensions. Additionally, through a focused effort to break down the barriers to volunteering (namely though bringing the finger printing service to events such as Back to School Night and Open House), PJS added over 30 new volunteers in the 2018-19 school year. This has aided in community connections and a positive welcoming feel at the school.

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

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

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

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 start to implement our own SEL supports through the use of our Academic Coach and Intervention Teacher. Additionally, A.S.S.I.T (structured recess) is will be implemented one day a week to help improve students options at recess and connect them to more positive role models.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
19,250	Title I 1000-1999: Certificated Personnel Salaries Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
593	Title I 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
5,683	Title I 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplemental instructional supplies to close achievement gap

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

Amount(s)	Source(s)
4,474	Title I 4000-4999: Books And Supplies Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap

Strategy/Activity 3

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
3,000	Title I 5000-5999: Services And Other Operating Expenditures Conferences for ongoing professional development

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 Ensure English Learners make yearly progress.
4.4 Ensure Special Education students make yearly progress.
4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

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

Identified Need

4..1, 4.2 4.3, 4.4, 4.5: PJS recognize the need for time to do the more work to plan for maximum student engagement around essential standards. We will provide time to monitor student learning and mastery of said essential skills in language arts and math. We will participate in District progress assessments, plan time to look at assessment results, and make informed decisions about the next steps in learning for students. PJS will adhere to a more systematic structure of common assessments and data analysis of those assessments to better ensure that all students, regardless of classroom, are learning and mastering the same material and content.

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
19,250	Title I 1000-1999: Certificated Personnel Salaries Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
593	Title I 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
5,683	Title I 3000-3999: Employee Benefits Employee benefit portion

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplemental instructional supplies to close achievement gap

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2018-19

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. According to i-Ready assessments, PJS went from 21% at or above grade level in Reading to 70% at or above grade level in Reading from Diagnostic 1 in Aug 2018 to Diagnostic 3 in May 2019 and PJS went from 14% at or above grade level in Math to 62% at or above grade level in Math from Diagnostic 1 in Aug 2018 to Diagnostic 3 in May 2019. Additionally, internal assessments (including from the adopted curriculum - Benchmark and enVision) show similar gains. Preliminary CAASPP scores sow gains in both areas but not as significant.

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$121,047.00

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	$114,072.00

Subtotal of additional federal funds included for this school: $114,072.00

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 ($)
Other	$6,975.00

Subtotal of state or local funds included for this school: $6,975.00

Total of federal, state, and/or local funds for this school: $121,047.00

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

2 Other School Staff

3 Parent or Community Members

Name of Members	Role
Ted Bosque	Principal
LIz Leeper	Classroom Teacher
Alex Earp	Classroom Teacher
Lori Alexander-Moore	Classroom Teacher
Eunice Reyes	Other School Staff
James France III	Parent or Community Member
Karris Scott	Parent or Community Member
Open	Parent or Community Member
Open	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

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

Name of ELACMembers	Role
Ted Bosque	Principal
Lori Moore	Classroom Teacher

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
    a. The school's needs assessment.
    b. The school's annual language census.
c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Tori Moore	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. 27, 2019.

Attested:

Ted Bosque	Principal, Ted Bosque on Aug. 27, 2019
Liz Leeper	SSC Chairperson, Liz Leeper on Aug. 27, 2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Peter J Shields Elementary School

E L A C   A g e n d a

Date:

8/27/19

Time: 3:00pm

Place of Meeting: Room 11

- Welcome/ Call to Order
- Introduction
- Review/Approval of previous minutes (5/15/2019)
- Review of LCAP Goals
- Review of 2019-20 Single Plan for Student Achievement (SPSA)
- Public comment
- Adjournment

Peter J Shields Elementary School

School Site Council Agenda

Date:

8/27/19

Time:
3:00pm

Place of Meeting:
Room 11

- Welcome/ Call to Order
- Introduction
- Review/Approval of previous minutes (5/15/2019)
- Review of LCAP Goals
- Review of 2019-20 Single Plan for Student Achievement (SPSA)
- Public comment
- Adjournment

Peter J. Shields
School Site Council Meeting

Rooster/ Sign-in

Meeting Date: <u>Tuesday, August 27, 2019</u>

Name	*Signature*
1. Ted Bosque (Principal)	*(signature)*
2. Liz Leeper (Teacher)	*Liz Leeper*
3. Alex Earp (Teacher)	*(signature)*
4. Lori Moore (Teacher)	*Lori Alexander Moore*
5. Eunice Reyes (Staff)	*Eunice Reyes*
6. James France III (Parent)	
7. Tonnette Wise (Parent)	
8. Malcolm McKernan (Parent)	
9. Karris Scott (Parent)	*(signature)*

Guests:

1. _____
2. _____
3. _____
4. _____
5. _____

Peter J. Shields Elementary
English Language Advisory Committee (ELAC) Meeting
Date:Tuesday, August, 2019
Sign-In Sheet

Parent/ Guardian Name Nombre del Padre/encargado Имена родителей	Children's Names Nombre de los niños Имя ребенка	Teacher Maestra (o) учитель
		mrs. Oxford
Svetlana Petrichko	Maks and Anastasia Tomash	mr. Earp
Ana Silvia Pimentel	Emily & Mateo Pimentel	Ms. Oxford.
Huong Nguyen	Lam Ngo	ms. Oxford.
Svetlana Zayarchenko	—	B I A
Lori Alexander-Moore		Title 1 Academic Coach
Eunice Reyes		B I A
Olena Babiy	David	Smith
Tod	—	Principal
Liz Reeper		
	Teacher	Alex Earp

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Meeting Notes - Aug 27th 2019
3:00

Welcome

Review Agenda

Discussed previous meeting on 5/15/19 - ELPAC + CAASSP data

SPSA Plan - quick overview
- 60 pages

LCAP - 4 goals

-anytime money is spent, it must be part of our goals

-we'll review LCAP Goals

LCAP Goals

1. All students will receive instruction from a highly qualified teacher and have access to curriculum which promotes

SPSA - Plan = 60 pages

See Table of Contents - we discussed school & student Performance Data in May 2019
- student enrollment
- CAASPP Results
- ELPAC Results
- student Population
- Overall performance
- Academic Performance
- Academic Engagement
- Conditions & Climate

LCAP - Summary of Goals

Goal 1

more in depth discussion

Need - continued professional development

Strategy - Academic Coach
         Supplies
         Substitutes

Funding Source - Title 1 Funds

Strategy/Activity - funding is needed for supplies & materials for teachers to close the achievement gap

LCAP-Summary continued ....
goals

Goal 2

- increase parent + student engagement

Identified Need - increase attendance rates and reduce chronic absences increase family engagement (increase parent volunteers)

Funding Source - Title 1 funds
Strategy/Activity - special Friends

Strategy/Activity
A.S.S.I.S.T. program (1 day per wk)
Funding Source - District SEL funds

LCAP - goal Summary continues....

(Goal 3) provide staff w/ professional learning opportunities

Identified Need

- funds for substitutes (common formative assessment development, essential standard work in ELA or Math - student engagement

- staff meetings - structured PLC / for teams and grade levels to review data, plan instruction, MTSS and interventions

- Science Training

Strategy/Activity

- maintail Title 1 Teacher/Acad. Coach
- Teacher subs for planning

Funding - Title 1 funds

Strategy/Activity
supplies & materials/Funding - Title 1

Strategy/Activity
Send teachers to Prof. Dev. - targeted areas
Funding Source - Title 1

LCAP summary continued....

Goal 4 - All students at PJS
improve scores based on
Multiple Measures

Identified Need - time to plan, time
to monitor students learning
and mastery of essential skills in
Language Arts & Math. Progress
assessments, assessment results,
analysis of assessments will important
and time will be allotted for this.

Strategy/Activity

- maintain Title 1 Resource/Academic Coach
  and substitutes
- teacher subs for staff collaboration,
  planning and academic support

Funding source - Title 1 funds

Strategy/Activity

- Funding for supplies + materials
  to close achievement gap

Funding Source - Title 1

Title 1-Budget Review

Money is divided by LCAP goals 1-4.

Principal asked if parents have questions about the LCAP plan/Goals and or budget.

If parents have questions please feel free to come and ask. Questions might be about supplies purchased, conferences attended or test scores.

CAASSP Test scores - parents should have by name.

More CAASSP data to come.

Meeting Notes - Aug 27th 2019
3:00

Welcome

Review Agenda

Discussed previous meeting
on 5/15/19 - ELPAC + CAASSP data

SPSA Plan - quick overview
  - 60 pages

LCAP - 4 goals

  - anytime money is spent, it
    must be part of our goals

  - we'll review LCAP Goals

(LCAP Goals)

1. All students will receive
instruction from a highly qualified
teacher and have access to
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SPSA - Plan - 60 pages

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LCAP - Summary of Goals

Goal 1

more in depth discussion {

Need - continued professional development

Strategy - Academic Coach
Supplies
Substitutes

Funding Source - Title 1 Funds

Strategy/Activity - funding is needed for supplies + materials for teachers to close the achievement gap

LCAP-Summary goals continued .....

Goal 2

- increase parent + student engagement

<u>Identified Need</u> - increase attendance rates and reduce chronic absences increase family engagement (increase parent volunteers)

<u>Funding Source</u> - Title 1 funds

<u>Strategy/Activity</u> - special Friends

<u>Strategy/Activity</u>
(A.S.S.I.S.T. program (1 day per wk)
↑Funding Source - District SEL funds

LCAP — goal Summary continues.....

(Goal 3) provide staff w/ professional learning opportunities

Identified Need

- funds for substitutes (common formative assessment development, essential standard work in ELA or Math — student engagement

- staff meetings — structured PLC / for teams and grade levels to review data, plan instruction, MTSS and interventions

- Science Training

Strategy/Activity

- maintail Title 1 Teacher/Acad. Coach
- Teacher subs for planning

Funding — Title 1 funds

Strategy/Activity
supplies + materials / Funding — Title 1

Strategy/Activity
send teachers to Prof. Dev. — targeted areas
Funding Source — Title 1

LCAP summary continued.....

Goal 4 - All students at PJS improve scores based on Multiple Measures

Identified Need - time to plan, time to monitor students, learning and mastery of essential skills in Language Arts + Math. Progress assessments, assessment results, analysis of assessments will important and time will be allotted for this.

Strategy/Activity

- maintain Title 1 Resource/Academic Coach and substitutes
- teacher subs for staff collaboration, planning and academic support

Funding source - Title 1 funds

Strategy/Activity

- Funding for supplies + materials to close achievement gap

Funding Source - Title 1

Title 1-Budget Review

Money is divided by LCAP goals 1-4.

Principal asked if parents have questions about the LCAP plan/Goals and or budget.

If parents have questions please feel free to come and ask. Questions might be about supplies purchased, conferences attended or test scores.

CAASSP Test scores-parents should have by name.

More CAASSP data to come.