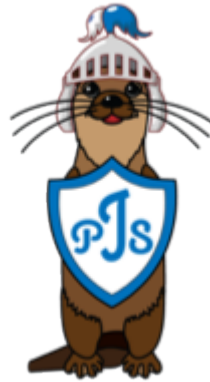


# Peter J. Shields Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Peter J. Shields Elementary School
<b>Street</b>	10434 Georgetown Drive
<b>City, State, Zip</b>	Rancho Cordova, CA 95670
<b>Phone Number</b>	916-294-9160
<b>Principal</b>	Ted Bosque
<b>Email Address</b>	tbosque@fcusd.org
<b>School Website</b>	www.fcusd.org/pjs
<b>County-District-School (CDS) Code</b>	34673306033211

## 2023-24 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>Email Address</b>	skoligian@fcusd.org
<b>District Website</b>	www.fcusd.org

## 2023-24 School Description and Mission Statement

### School Vision and Mission:

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

### 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 1962 and has been the proud school of several generations of families. Our population draws from both apartment complexes and single-family homes. Our ethnic makeup 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 childcare/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, we are able to offer math and reading intervention classes while

## 2023-24 School Description and Mission Statement

students are still on campus in addition to extended days to support instruction. Normally, 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	50
Grade 2	50
Grade 3	51
Grade 4	52
Grade 5	55
<b>Total Enrollment</b>	<b>311</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	53.1%
American Indian or Alaska Native	0.3%
Asian	5.8%
Black or African American	7.4%
Filipino	2.3%
Hispanic or Latino	31.2%
Native Hawaiian or Pacific Islander	1%
Two or More Races	14.5%
White	37.6%
English Learners	28.9%
Homeless	3.5%
Socioeconomically Disadvantaged	69.1%
Students with Disabilities	21.2%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.10	100.00	820.90	87.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.60	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.90	0.96	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.60	1.24	12115.80	4.41
<b>Unknown</b>	0.00	0.00	88.40	9.48	18854.30	6.86
<b>Total Teaching Positions</b>	17.10	100.00	933.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.70	85.52	893.90	90.67	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.40	0.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.40	0.96	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.70	1.30	11953.10	4.28
<b>Unknown</b>	2.50	14.48	62.20	6.31	15831.90	5.67
<b>Total Teaching Positions</b>	17.20	100.00	985.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>Year and month in which the data were collected</b>	2023 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

## School Facility Conditions and Planned Improvements

Peter J. Shields has 20 classrooms, a multipurpose and admin building. The school was built in 1961/1962, the multipurpose was installed in 1991. Portables were added in 1997, 2015, 2018 and 2021. The school was modernized in 1999. There are two storage sheds on this site. The play apparatuses are in good condition.

At that time, new bells and alarms were installed school-wide, as well as improved handicapped access to restrooms and drinking fountains. All classrooms are equipped with energy-efficient heating and air conditioning units. Phones are in all classrooms, allowing teachers and students access direct outside lines. The school received a new infrastructure to support computers and Internet access throughout the campus.

We are very proud of our school as it is a beautiful, welcoming, and well-kept campus!

Our custodial and district staff maintain our school and grounds so that it is clean and beautiful. Trash is routinely picked up and the buildings are kept free of graffiti. We have benches for parents and students around the campus as well as shaded picnic tables bordering our playing fields. The facilities are checked each morning and evening by custodial staff for vandalism, cleanliness, and safety.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 16, 2023

Year and month of the most recent FIT report

2023 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	34	59	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	35	33	48	48	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	176	161	91.48	8.52	34.16
<b>Female</b>	78	69	88.46	11.54	42.03
<b>Male</b>	98	92	93.88	6.12	28.26
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100.00	0.00	6.25
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	52	94.55	5.45	21.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	21	20	95.24	4.76	50.00
<b>White</b>	69	60	86.96	13.04	45.00
<b>English Learners</b>	46	35	76.09	23.91	17.14
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	11	7	63.64	36.36	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	131	118	90.08	9.92	30.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	47	92.16	7.84	12.77

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	176	171	97.16	2.84	32.75
<b>Female</b>	78	76	97.44	2.56	30.26
<b>Male</b>	98	95	96.94	3.06	34.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100.00	0.00	6.25
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	54	98.18	1.82	29.63
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	21	20	95.24	4.76	30.00
<b>White</b>	69	67	97.10	2.90	37.31
<b>English Learners</b>	46	45	97.83	2.17	17.78
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	11	11	100.00	0.00	9.09
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	131	127	96.95	3.05	29.13
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	47	92.16	7.84	14.89

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	38.24	18.75	44.81	45.75	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	67	64	95.52	4.48	18.75
<b>Female</b>	29	27	93.10	6.90	25.93
<b>Male</b>	38	37	97.37	2.63	13.51
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	20	17	85.00	15.00	23.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	27.27
<b>White</b>	25	25	100.00	0.00	16.00
<b>English Learners</b>	15	12	80.00	20.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	49	47	95.92	4.08	21.28
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	23	100.00	0.00	4.35

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0.953125	0.96875	0.984375	0.9375	0.984375

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents are encouraged to attend all school functions, such as Family Welcome Night, Back to School Night, movie nights, a Harvest Festival, and parent conferences. Parents receive intervention information from teachers to assist underperforming students. Peter J Shields (PJS) will continue to offer Family Welcome Night, Open House, Back to School Night, and various Parent Teacher Association (PTA) sponsored events when allowed and recommended by the district in coordination with State and County Public Health offices. This year we held our annual Family Welcome Day before school started for parents and students to come and meet their teachers. Our annual Title I meeting was held prior to Back to School Night. 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.

We have parent representation through our PTA leadership, School Site Council (SSC), English Language Acquisition Committee (ELAC), and 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.

For additional information for parent involvement about organized opportunities at Peter J. Shields Elementary School, please contact individual teachers through the school office at 916-296-9160.

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

- Every Child by Name Conferences
- 1x1 teacher meeting
- Regularly scheduled staff meetings
- Regularly scheduled Common Planning Time (CPT) meetings
- School Site Council (SSC) meetings
- English Language Advisory Council (ELAC) Meetings
- Staff Data Walk

## 2023-24 Opportunities for Parental Involvement

Parent Teacher Association (PTA) meetings  
 Site Council meeting  
 Weekly Meeting with Academic Coach and Intervention Teacher  
 Staff Welcome Back meeting  
 Back to School Night Presentation  
 Oct.-May: Regular morning receptions

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	354	341	98	28.7
Female	168	162	48	29.6
Male	186	179	50	27.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	20	19	1	5.3
Black or African American	27	26	14	53.8
Filipino	7	7	0	0.0
Hispanic or Latino	111	105	45	42.9
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	52	51	14	27.5
White	133	129	21	16.3
English Learners	110	102	13	12.7
Foster Youth	0	0	0	0.0
Homeless	22	18	9	50.0
Socioeconomically Disadvantaged	253	244	88	36.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	85	29	34.1

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	1.93	3.95	0.20	4.04	3.48	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.02	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.95	0
<b>Female</b>	0	0
<b>Male</b>	7.53	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	7.41	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	5.41	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	5.77	0
<b>White</b>	2.26	0
<b>English Learners</b>	3.64	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	5.14	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	8.05	0

## 2023-24 School Safety Plan

Our school is safe and well maintained. At Peter J. Shields, we pride ourselves on school appearance and campus safety. Our custodial staff also takes pride in keeping our campus clean and beautiful. Restrooms and eating facilities are cleaned daily. Kindergarten tables are disinfected nightly. Classrooms are cleaned several times a week. Any safety hazard that is reported is reviewed immediately and resolved. Our School Site Council and the Board of Education review safety plans each fall. During the 2022-2023 school year, there were six (6) accidents involving students at Peter J Shields.

Emergency plans have been developed in case a threatening situation should arise. The Emergency Plan is designed to give staff members and students guidance during emergency situations. Safety drills are held regularly to ensure that students and staff are well prepared in the event of an emergency. Our Safe Schools Plan encompasses disaster procedures, school conduct code and discipline, sexual harassment policy, and child abuse reporting.

Date of Last Review/Update: Aug. 29, 2023

## 2023-24 School Safety Plan

Date Last Reviewed with Staff: Sept. 7, 2023

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	41		1	2
1	27	1	2	1
2	25	3		1
3	32		2	1
4	36		4	1
5	21	3	2	1
Other	12	1		

#### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		2	1
1	30		2	1
2	34		2	1
3	30		2	1
4	32		4	1
5	34	1	2	1
Other	10	3		



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,930	\$2,826	\$7,104	\$88,221
District	N/A	N/A	\$8,430.26	\$81,494
Percent Difference - School Site and District	N/A	N/A	-17.1	9.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	7.4	-0.2

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Peter J. Shields receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2022-2023 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$43,379	\$55,550
<b>Mid-Range Teacher Salary</b>	\$74,289	\$84,645
<b>Highest Teacher Salary</b>	\$101,614	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$133,273	\$139,860
<b>Average Principal Salary (Middle)</b>	\$143,251	\$146,440
<b>Average Principal Salary (High)</b>	\$148,555	\$158,447
<b>Superintendent Salary</b>	\$320,000	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	34.44%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.64%	4.89%

## Professional Development

Folsom Cordova Unified School District provided staff with two optional professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

It is the goal of Peter J. Shields Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Our committed staff is always available to assist struggling students whether academic or emotional.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2
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