School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Peter J. Shields Elementary	34673306033211	May 14, 2024	August 15, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

This plan is being used by Peter J. Shields Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Title I Schoolwide and a Community School.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Peter J. Shields Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

Title I Schoolwide and a Community School.

The goal at Peter J. Shields (PJS) is to continue to assist all students in moving towards proficiency in reading and math as measured by Oral Reading Passages (ORP), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Renaissance assessments, other local assessment measures, and the California Assessment of Student Performance and Progress (CAASPP) administered in Spring 2024. We have chosen to direct our efforts toward supporting our evidence-based and place-based intervention programs. All students receive targeted intervention support four or more days a week for at least 30 minutes. All classroom teachers and intervention staff participate in this effort. Title 1 funds support professional development, training in assessments and intervention curricula, Social Emotional Learning (SEL) support, and additional needed supplies. While PJS shows increases in many areas, including English Language Arts (ELA) and Mathematics for our English Learners and Socioeconomically Disadvantaged students, our students with disabilities are showing the same growth in both areas. Additional efforts will be made to close this gap and provide needed support to these students and support the District's Local Control Accountability Plan (LCAP) Goals.

School Vision and Mission

Peter J. Shields Elementary School creates students who are inspired, compassionate, and creative individuals who are empowered to excel beyond their own expectations. The staff, students, and parents will collaborate to provide a healthy and safe learning environment where students have the confidence to take academic and social risks. The high expectations we have for our students will prepare them for their educational future.

As positive role models, it is our mission to develop proficient learners that have the skills they need to navigate through an ever-changing and complex world.

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. However, due to restrictions in response to COVID-19 and from the County Health Department and the State of California, these programs operated in a combined and reduced manner for the 2020-2021 school year. Both programs reopened to normal status for the 2022-2023 school year and continue to grow. In coordination with both programs, we are able to offer math and reading intervention classes while students are still on campus in addition to extended 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.

Educational Partner Involvement

How, when, and with whom did Peter J. Shields Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Every Child by Name Conferences
1x1 meetings with teacher
Regularly scheduled staff meetings
Regularly scheduled Common Planning Time (CPT) meetings
School Site Council (SSC) meetings
Staff Data Walk
Parent Teacher Association (PTA) meetings
English Language Advisory Council (ELAC) Meetings 8/29, 10/30/ 5/14)
Site Council meeting (8/29, 11/17, 2/15, 5/14
Weekly Meeting with Academic Coach and Intervention Teacher
Staff Welcome Back meeting
Back to School Night Presentation
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.

This section is required for all schools eligible for ATSI and CSI.

Peter J. Shields Elementary School (PJS) is no longer an ATSI school. However, we are continuing to monitor our most at risk students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Other than Chronic Absenteeism, all Dashboard indicators are in the Orange. Learning loss due to COVID 19 and school closures are still adversely affecting overall performance for our students. We will continue with 20 Day attendance challenges and increase our Parent Coordinator's engagement with our community.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student group is more than two performance levels below the "all Student" performance level for PJS. However, our Students with Disabilities are a concern as they are in the "Red".

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our internal assessments, including Rennaisance, adopted curriculum, and teacher developed assessments show more promise and that students are showing growth year to year and within the school year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Peter J. Shields Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

		Student Enrollment by Subgroup				
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	%	0.32%	0.94%	0	1	3
African American	4.76%	7.4%	8.78%	15	23	28
Asian	3.49%	5.79%	5.02%	11	18	16
Filipino	2.86%	2.25%	1.88%	9	7	6
Hispanic/Latino	35.56%	31.19%	32.92%	112	97	105
Pacific Islander	1.90%	0.96%	0.31%	6	3	1
White	39.68%	37.62%	33.86%	125	117	108
Multiple/No Response	11.11%	14.47%	16.30%	35	45	52
			Total Enrollment	315	311	319

Enrollment By Grade Level

	Student Enrollment by Grade Level		
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	44	39	44
Grade 1	46	49	46
Grade 2	53	50	52
Grade3	45	54	50
Grade 4	59	53	49
Grade 5	68	66	55
Total Enrollment	315	311	319

Conclusions based on this data:

1. The enrollment at PJS has been fairly consistent over the last several years, however there was a decrease in 2020-2021 due to the COVID-19 pandemic, school closures, and a move to Virtual Learning. Recently, our enrollment has returned to a more normal level.

2. While those students labeled White still make up the slight majority of our population, those identifying as Multiple/No Response has grown the most over the last 3 years.

3. The majority of our students that identify as White are primarily from Eastern European countries which contributes to our high English Learner (EL) population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	84	90	82	21.7%	26.7%	25.7%
Fluent English Proficient (FEP)	20	13	22	10.7%	6.3%	6.9%
Reclassified Fluent English Proficient (RFEP)				15.4%		

Conclusions based on this data:

1. The reclassification rate of our EL students has decreased over the last few years, but this is due to the success of our program in reclassifying students in previous years.

2. PJS has created a MTSS schedule where our EL students are receiving systematic instruction, daily dedicated ELD instruction, and "integrated" ELD into all grades/classes. This was implemented in 2017-2018 resulting in a dramatic increase in reclassification over the years and continues as our model of practice.

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	46	54	0	44	47	0	44	47	0.0	95.7	87.0
Grade 4	62	68	55	0	58	51	0	57	51	0.0	85.3	92.7
Grade 5	46	69	67	0	67	63	0	67	63	0.0	97.1	94.0
All Grades	157	183	176	0	169	161	0	168	161	0.0	92.3	91.5

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2393.	2405.		18.18	21.28		15.91	17.02		20.45	25.53		45.45	36.17
Grade 4		2429.	2413.		15.79	13.73		17.54	13.73		19.30	23.53		47.37	49.02
Grade 5		2475.	2461.		11.94	12.70		34.33	23.81		19.40	17.46		34.33	46.03
All Grades	N/A	N/A	N/A		14.88	15.53		23.81	18.63		19.64	21.74		41.67	44.10

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.64	19.15		52.27	61.70		34.09	19.15
Grade 4		10.53	7.84		64.91	50.98		24.56	41.18
Grade 5		19.40	12.70		61.19	60.32		19.40	26.98
All Grades		14.88	13.04		60.12	57.76		25.00	29.19

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Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.82	10.64		61.36	55.32		31.82	34.04
Grade 4		3.57	9.80		57.14	41.18		39.29	49.02
Grade 5		10.45	4.76		55.22	65.08		34.33	30.16
All Grades		7.19	8.07		57.49	54.66		35.33	37.27

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Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.36	14.89		56.82	70.21		31.82	14.89
Grade 4		10.53	13.73		70.18	68.63		19.30	17.65
Grade 5		19.40	11.11		65.67	73.02		14.93	15.87
All Grades		14.29	13.04		64.88	70.81		20.83	16.15

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.36	10.64		65.91	63.83		22.73	25.53
Grade 4		15.79	9.80		63.16	64.71		21.05	25.49
Grade 5		8.96	9.52		65.67	60.32		25.37	30.16
All Grades		11.90	9.94		64.88	62.73		23.21	27.33

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Conclusions based on this data:

1. While our overall scores in ELA improved in all grade levels, PJS still feels the effects of the disruption in direct reading instruction due to the COVID pandemic (school closure, distance learning, Hybrid instructional models, etc.) negatively affected the reading scores of our students.

2. Through professional development, a focus on ELA, and the PLC model, PJS will be able to improve student's overall progression through the curriculum over the years and will continue to do so.

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	46	54	0	44	52	0	44	52	0.0	95.7	96.3
Grade 4	62	68	55	0	63	54	0	63	54	0.0	92.6	98.2
Grade 5	46	69	67	0	68	65	0	68	65	0.0	98.6	97.0
All Grades	157	183	176	0	175	171	0	175	171	0.0	95.6	97.2

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2419.	2425.		13.64	17.31		34.09	30.77		27.27	26.92		25.00	25.00
Grade 4		2418.	2450.		12.70	16.67		9.52	22.22		31.75	27.78		46.03	33.33
Grade 5		2482.	2444.		17.65	9.23		20.59	6.15		27.94	30.77		33.82	53.85
All Grades	N/A	N/A	N/A		14.86	14.04		20.00	18.71		29.14	28.65		36.00	38.60

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| Concepts & Procedures
Applying mathematical concepts and procedures | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.27	30.77		50.00	42.31		22.73	26.92
Grade 4		7.94	14.81		39.68	51.85		52.38	33.33
Grade 5		27.94	9.23		38.24	36.92		33.82	53.85
All Grades		20.57	17.54		41.71	43.27		37.71	39.18

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| 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 | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.91	13.46		50.00	59.62		34.09	26.92
Grade 4		7.94	11.11		44.44	51.85		47.62	37.04
Grade 5		13.24	6.15		50.00	44.62		36.76	49.23
All Grades		12.00	9.94		48.00	51.46		40.00	38.60

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| Communicating Reasoning
Demonstrating ability to support mathematical conclusions | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.45	23.08		59.09	57.69		20.45	19.23
Grade 4		12.70	18.52		47.62	53.70		39.68	27.78
Grade 5		14.71	7.69		58.82	46.15		26.47	46.15
All Grades		15.43	15.79		54.86	52.05		29.71	32.16

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Conclusions based on this data:

1. The CAASPP scores show we are still feeling the effects of the disruption in direct math instruction due to the COVID pandemic (school closure, distance learning, Hybrid instructional models, etc.) negatively affected the reading scores of our students. However, internal assessments have showed significant more growth.

2. PJS's plan to focus on 1st instruction and targeted tier 1 classroom instruction and interventions in math have proven to move a significant number of students out of "Below Standard" to "At or Near Standard".

3. PJS is continually implementing targeted mathematics interventions within the MTSS/RtI model when possible and focusing on essential math standards during 1st instruction to assist in improving math competency and skills.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1417.1	*	*	1418.6	*	*	1413.5	*	*	20	9	8
1	1440.4	1454.2	*	1445.6	1462.9	*	1434.9	1445.2	*	16	17	7
2	1464.8	1455.8	1461.9	1454.5	1447.9	1455.0	1474.4	1463.3	1468.4	17	20	16
3	1502.8	1470.2	1482.0	1516.0	1465.4	1487.5	1489.1	1474.5	1476.1	13	13	15
4	1510.4	1498.1	1501.6	1510.9	1485.9	1503.3	1509.7	1509.7	1499.4	16	18	18
5	*	1514.9	1525.9	*	1509.7	1538.2	*	1519.6	1513.1	4	17	18
All Grades										86	94	82

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00	*	*	30.00	*	*	50.00	*	*	10.00	*	*	20	*	*
1	0.00	5.88	*	31.25	41.18	*	50.00	35.29	*	18.75	17.65	*	16	17	*
2	5.88	20.00	12.50	47.06	40.00	37.50	29.41	10.00	31.25	17.65	30.00	18.75	17	20	16
3	15.38	0.00	13.33	53.85	23.08	46.67	30.77	61.54	13.33	0.00	15.38	26.67	13	13	15
4	25.00	27.78	11.11	43.75	27.78	50.00	18.75	16.67	27.78	12.50	27.78	11.11	16	18	18
5	*	17.65	33.33	*	35.29	33.33	*	29.41	16.67	*	17.65	16.67	*	17	18
All Grades	10.47	15.96	15.85	43.02	34.04	39.02	34.88	26.60	23.17	11.63	23.40	21.95	86	94	82

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	Oral Language **Percentage of Students at Each Performance Level for All Students**														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00	*	*	40.00	*	*	35.00	*	*	20.00	*	*	20	*	*
1	18.75	23.53	*	25.00	29.41	*	43.75	35.29	*	12.50	11.76	*	16	17	*
2	17.65	30.00	25.00	47.06	40.00	31.25	23.53	0.00	25.00	11.76	30.00	18.75	17	20	16
3	30.77	15.38	33.33	69.23	30.77	40.00	0.00	30.77	0.00	0.00	23.08	26.67	13	13	15
4	56.25	33.33	38.89	18.75	33.33	33.33	12.50	5.56	16.67	12.50	27.78	11.11	16	18	18
5	*	35.29	50.00	*	29.41	33.33	*	17.65	0.00	*	17.65	16.67	*	17	18
All Grades	27.91	27.66	31.71	37.21	32.98	35.37	23.26	15.96	12.20	11.63	23.40	20.73	86	94	82

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	Written Language **Percentage of Students at Each Performance Level for All Students**														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	*	*	25.00	*	*	45.00	*	*	10.00	*	*	20	*	*
1	0.00	5.88	*	25.00	17.65	*	43.75	52.94	*	31.25	23.53	*	16	17	*
2	11.76	20.00	6.25	29.41	25.00	43.75	35.29	25.00	25.00	23.53	30.00	25.00	17	20	16
3	0.00	7.69	0.00	30.77	0.00	26.67	38.46	69.23	40.00	30.77	23.08	33.33	13	13	15
4	0.00	11.11	11.11	31.25	38.89	5.56	50.00	16.67	44.44	18.75	33.33	38.89	16	18	18
5	*	5.88	5.56	*	23.53	11.11	*	41.18	50.00	*	29.41	33.33	*	17	18
All Grades	6.98	11.70	6.10	26.74	21.28	18.29	45.35	37.23	39.02	20.93	29.79	36.59	86	94	82

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	Listening Domain **Percentage of Students by Domain Performance Level for All Students**											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.00	*	*	80.00	*	*	5.00	*	*	20	*	*
1	18.75	23.53	*	68.75	70.59	*	12.50	5.88	*	16	17	*
2	29.41	15.00	18.75	58.82	55.00	68.75	11.76	30.00	12.50	17	20	16
3	61.54	7.69	20.00	38.46	92.31	53.33	0.00	0.00	26.67	13	13	15
4	31.25	55.56	38.89	56.25	16.67	50.00	12.50	27.78	11.11	16	18	18
5	*	17.65	38.89	*	70.59	50.00	*	11.76	11.11	*	17	18
All Grades	30.23	25.53	26.83	61.63	58.51	59.76	8.14	15.96	13.41	86	94	82

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Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00	*	*	55.00	*	*	40.00	*	*	20	*	*
1	6.25	17.65	*	68.75	58.82	*	25.00	23.53	*	16	17	*
2	23.53	25.00	37.50	58.82	55.00	43.75	17.65	20.00	18.75	17	20	16
3	46.15	23.08	46.67	53.85	30.77	26.67	0.00	46.15	26.67	13	13	15
4	62.50	33.33	44.44	31.25	38.89	44.44	6.25	27.78	11.11	16	18	18
5	*	47.06	61.11	*	29.41	22.22	*	23.53	16.67	*	17	18
All Grades	30.23	27.66	39.02	51.16	43.62	39.02	18.60	28.72	21.95	86	94	82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00	*	*	85.00	*	*	10.00	*	*	20	*	*
1	12.50	11.76	*	75.00	58.82	*	12.50	29.41	*	16	17	*
2	17.65	10.00	18.75	52.94	65.00	62.50	29.41	25.00	18.75	17	20	16
3	0.00	0.00	0.00	61.54	46.15	46.67	38.46	53.85	53.33	13	13	15
4	0.00	16.67	11.11	75.00	50.00	38.89	25.00	33.33	50.00	16	18	18
5	*	11.76	16.67	*	52.94	44.44	*	35.29	38.89	*	17	18
All Grades	6.98	11.70	10.98	70.93	55.32	48.78	22.09	32.98	40.24	86	94	82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	*	*	30.00	*	*	20.00	*	*	20	*	*
1	6.25	5.88	*	62.50	70.59	*	31.25	23.53	*	16	17	*
2	5.88	35.00	18.75	70.59	35.00	62.50	23.53	30.00	18.75	17	20	16
3	7.69	7.69	20.00	84.62	69.23	53.33	7.69	23.08	26.67	13	13	15
4	0.00	16.67	16.67	87.50	55.56	66.67	12.50	27.78	16.67	16	18	18
5	*	11.76	11.11	*	70.59	66.67	*	17.65	22.22	*	17	18
All Grades	15.12	18.09	14.63	66.28	54.26	57.32	18.60	27.66	28.05	86	94	82

Writing Domain
Percentage of Students by Domain Performance Level for All Students

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Conclusions based on this data:

1. EL students at PJS are progressing in their language acquisition in spite the disruption to the learning environment due to COVID-19 which is still affecting learning.

2. PJS has seen a significant increase in EL students entering our school, many that are relatively new to the country.

3. PJS has an increased number of students at Level 1, primarily due to an increase of immigrants from Eastern Europe and Ukraine.

School and Student Performance Data

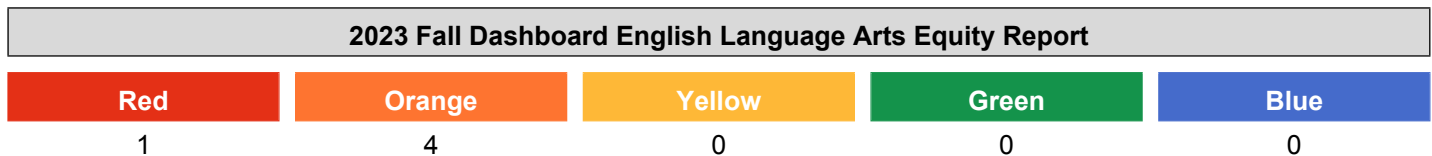## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
311	**69.1**	**28.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Peter J. Shields Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	90	28.9
Foster Youth		
Homeless	11	3.5
Socioeconomically Disadvantaged	215	69.1
Students with Disabilities	66	21.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	23	7.4
American Indian	1	0.3
Asian	18	5.8
Filipino	7	2.3
Hispanic	97	31.2
Two or More Races	45	14.5
Pacific Islander	3	1
White	117	37.6

Conclusions based on this data:

1. White students continue make up nearly half of our student population with a large percentage of these white students being from Eastern Europe and being EL students.

2. Many of our Socioeconomically Disadvantaged students are recent immigrant, primarily from Eastern Europe.

3. Hispanic students are our next largest group of students including being EL students, however this number is increasing.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. According to the Dashboard, PJS showed an overall decrease in performance, however internal assessments such a STAR Reading and Math, adopted curriculum assessments, and teacher designed assessments show steady improvement.

2. The 2022-2023 transiency rate at PJS was significat and this played a role in our decreasing performance.

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

School and Student Performance Data

Academic Performance
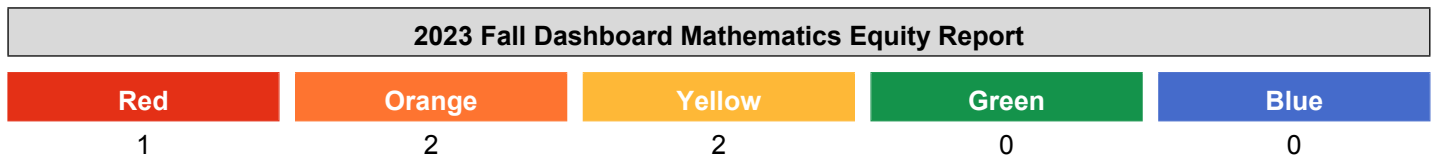### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
40.4 points below standard	55.8 points below standard	0 Students
Decreased -7.8 points	Decreased -14.3 points	
151 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	53.4 points below standard	122 points below standard
3 Students	Decreased -9.8 points	Decreased Significantly -22 points
	110 Students	48 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
107.8 points below standard	No Performance Color	Less than 11 Students	Less than 11 Students
14 Students	0 Students	8 Students	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	10.9 points below standard	Less than 11 Students	Orange
63.6 points below standard	Decreased Significantly - 18.2 points	3 Students	20.1 points below standard
Decreased -9.9 points	18 Students		Maintained -0.6 points
48 Students			59 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.6 points below standard	31.9 points below standard	37.8 points below standard
Maintained -0.4 points	Decreased Significantly -45.6 points	Decreased -7.1 points
33 Students	15 Students	97 Students

Conclusions based on this data:

1. According to the Dashboard all subgroups are low and need additional targeted and focused interventions, especially students with disabilities.

2. Internal assessments (Benchmark, Renaissance, teachers created, etc.) have shown steady improvement in most subgroups.

3. While low according to this metric, internal and district assessments have shown that our EL students showed the overall increases.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
42 points below standard	52.3 points below standard	0 Students
Decreased -5.5 points	Decreased -3.7 points	
151 Students	48 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
3 Students	54.8 points below standard	124.2 points below standard
	Decreased -8.6 points	Decreased Significantly -29.2 points
	110 Students	48 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
119.4 points below standard	No Performance Color	Less than 11 Students	Less than 11 Students
14 Students	0 Students	8 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	32.7 points below standard	Less than 11 Students	Yellow
59.1 points below standard	Decreased Significantly -26.3 points	3 Students	18.6 points below standard
Increased +10 points	18 Students		Decreased -4.1 points
48 Students			58 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
51 points below standard	55.2 points below standard	40.9 points below standard
Increased Significantly +23.5 points	Decreased Significantly -64.6 points	Decreased -8 points
33 Students	15 Students	97 Students

Conclusions based on this data:

1. According to the Dashboard most sub-groups are low and need targeted and focused interventions.

2. Targeted EL interventions in conjunction with additional Spanish BIA time have contributed to a 10-point increase for our Hispanic students in math.

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

School and Student Performance Data

Academic Performance
English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
48.2% making progress towards English language proficiency
Number of EL Students: 56 Students
Performance Level: 3
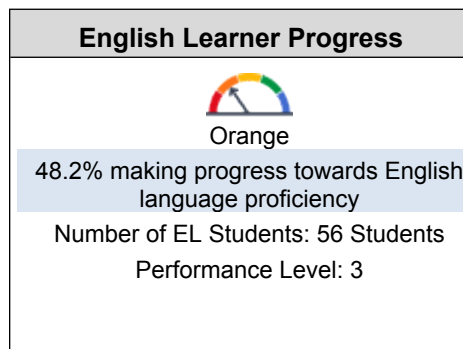
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	22	2	25

Conclusions based on this data:

1. PJS continues to be proud of the success we have had moving our students to become more fluent in the past and based on more recent assessments, PJS continues to move students toward proficiency.

2. While the EL students at PJS are still performing in the "Orange," they are forgiving significantly on ELA assessments.

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 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
28.7% Chronically Absent	12.7% Chronically Absent	0 Students
Declined Significantly -7	Declined -20.3	
341 Students	102 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
50% Chronically Absent	Yellow	Orange
Increased 21.4	36.1% Chronically Absent	34.1% Chronically Absent
18 Students	Declined Significantly -4.2	Declined -1.4
	244 Students	85 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
53.8% Chronically Absent	Less than 11 Students	5.3% Chronically Absent	Less than 11 Students
Declined -1.7		Declined -8.1	
	1 Student		7 Students
26 Students		19 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	Less than 11 Students	Yellow
42.9% Chronically Absent	27.5% Chronically Absent		16.3% Chronically Absent
Declined -1.2	Declined -24.9	3 Students	Declined -8.5
105 Students	51 Students		129 Students

Conclusions based on this data:

1. Through a focused effort and increased communications, PJS has showed a dramatic decrease in chronic absenteeism across all subgroups.

2. PJS, and the district, implemented a focus on improving attendance (20 Day Challenge) as well as increasing the communications with parents and School Attendance Review Teams (SART) meetings.

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
4% suspended at least one day	3.6% suspended at least one day	0 Students
Increased 2	Increased 1.8	
354 Students	110 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Red	Red
0% suspended at least one day	5.1% suspended at least one day	8% suspended at least one day
Declined -10	Increased Significantly 3	Increased 6.7
22 Students	253 Students	87 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
7.4% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
	1 Student		7 Students
Increased 1.9		Maintained 0	
27 Students		20 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	Less than 11 Students	Green
5.4% suspended at least one day	5.8% suspended at least one day	3 Students	2.3% suspended at least one day
Increased 3.8	Increased 5.8		Declined -0.5
111 Students	52 Students		133 Students

Conclusions based on this data:

1. The suspension rate increases in the 2022-2023 school year after several years of steady decline, in part due to the behavior issues associated with SEL needs attributed to the COVID 19 shut down and the full resuming of school.

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

3. While suspension rates increased fin the 2022-2023 school year for the first time several years, the current data for 2023-2024 indicates a significant decline.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **At Peter J. Shields, student progress and educational outcomes will be monitored for success using assessment results.**
> All students at PJS will improve scores based on multiple measures.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
> 1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
> 1.02 - Ensure English Learners, Foster Youth, and Student with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
> 1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
> 1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> 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
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Spring 2024CAASPP	All students will progress from their 2022 scores and our percentage of At or Above grade level will increase from the Spring 2022 scores.
Renaissance	Diagnostic 1 from Fall 2024	All students will increase their scores in Renaissance by at least one grade level in ELA/Math by the end of the school year.
ELPAC	Spring and Fall 2024 ELPAC scores	All EL students will be increasing their English proficiency and/or be reclassified
ORP	Fall 2024 ORP scores	All students will increase ORP scores to meet levels set by the District and Benchmark for their grade levels.

| SIPPS and UFLI | Fall 2024 SIPPS and UFLI reading assessment scores | Students in SIPPS groups by the end of the year will test out of their placed SIPPS groups. |
| Adopted Curriculum Assessments (enVision Math and Benchmark) | Beginning Theme/topic tests | Students will reach mastery in enVision Math and Benchmark assessments. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Hire an additional Intervention teacher and maintain our Instructional Coach, intervention teacher, and Class Size Reduction (CSR) teacher. Additionally supplying qualified substitutes for collaboration in order to close the achievement gap in reading and math specifically.	All students with a particularity focus on English Learner (EL)/Low Income (LI) and other subgroups in need of additional support.	21342 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support to increase engagement. 5275 Title I 3000-3999: Employee Benefits Employee Benefits 28242 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teachers to support English Learner (EL)/Low Income (LI) and other subgroups in need of additional support to close the achievement gap through small group targeted instruction and classroom teacher support to increase engagement. 6516 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 9218 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach to support classroom teachers deliver first instruction to English Learner (EL)/Low Income (LI) and other subgroups in need of additional support, to close

			the achievement gap through targeted instruction and classroom teacher support. 2279 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 15692 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE added to reduce class size in 4th and 5th grade in order to better address the learning needs (both academic and Social Emotional) of our students. 5636 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 3690 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration planning, parent meetings, SST, PLC, etc. 815 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 25399 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2nd Intervention Teachers to support English Learner (EL)/Low Income (LI) and other subgroups in need of additional support to close the achievement gap through small group targeted instruction and classroom teacher support to increase engagement. 5754 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1.2	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address rising SEL needs.	All students with a particularity focus on English Learners	17098 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional Bilingual Instructional Aide time to meet the increased needs of

			our English Learner population.
			8892 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
			2676 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional School Clerk time
			992 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
			8135 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional mental health support
			3367 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
			1576 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
			565 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
			4840 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para Educator
			1832 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1.3	Purchase needed supplies, materials, and training for teachers to close the achievement gap and address the SEL needs of our students. Provide funding for students to gain real world experience and hands on learning.	All students with a particularity focus on English Learner (EL)/Low Income (LI) and other subgroups in need of additional support,	1977 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies including supplies for technology, technology related needs to assist in closing the achievement gap, SEL/Behavior/PLC training materials & extra supplies including registration and fees

			associated with ongoing professional development opportunities 683 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Field Trips including transportation and student fees
1.7			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

The numerous Social/Emotional issues faced by our students resulted in a slower response to academic interventions than in past years.

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

For the 2024-2025 school year, PJS has dedicated significant funds and time to grade level collaboration (with our Instructional Coach) to develop and design targeted lessons/units using the "15-Day Challenge" model. With these targeted and focus interventions and instructional strategies, we are anticipating increased scores on CAASPP as well as internal assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

> **Family & Student Engagement (LCAP 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

> LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)
> 2.01 - Increase student attendance rates and reduce chronic absenteeism .
> 2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
> 2.03 - Reduce student suspensions, expulsions rates, and bullying incidents.
> 2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
> 2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Hire an additional Intervention teacher and maintain our Instructional Coach, intervention teacher, and Class Size Reduction (CSR) teacher.	All students with a particularity focus on English Learner	21341 Title I

	Additionally supplying qualified substitutes for collaboration in order to close the achievement gap in reading and math specifically.	(EL)/Low Income (LI) and other subgroups in need of additional support,	1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support to increase engagement. 5275 Title I 3000-3999: Employee Benefits Employee Benefits 28241 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more race students close the achievement gap through small group targeted instruction and classroom teacher support to increase engagement. 6516 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 9218 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach to support classroom teachers deliver first instruction to English Learner (EL)/Low Income (LI) and other subgroups in need of additional support, to close the achievement gap through targeted instruction and classroom teacher support. 2278 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 15692 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE added to reduce class size in 4th and 5th grade in order to better address the learning needs

			(both academic and Social Emotional) of our students. 5636 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 3689 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration planning, parent meetings, SST, PLC, etc. 814 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.2	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address rising SEL needs.	All students with a particularity focus on English Learners	17098 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional Bilingual Instructional Aide time to meet the increased needs of our English Learner population and our identified ATSI subgroup Two or more races' students. 8892 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2675 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional School Clerk time 991 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 8135 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional mental health support 3367 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1576 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

			Health Clerk 565 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 4840 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 1735 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.3	Purchase needed supplies, materials, and training for teachers to close the achievement gap and address the SEL needs of our students. Provide funding for students to gain real world experience and hands on learning.	All students with a particularity focus on English Learner (EL)/Low Income (LI) and other subgroups in need of additional support,	1976 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies including supplies for technology, technology related needs to assist in closing the achievement gap, SEL/Behavior/PLC training materials & extra supplies including registration and fees associated with ongoing professional development opportunities 683 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Field Trips including transportation and student fees
2.4	Hire an additional Intervention teacher, additional paras-educator, and yard duty to close the achievement gap in reading and math and increase campus safety.	All students with a particularity focus on English Learner (EL)/Low Income (LI) and other subgroups in need of additional support,	25399 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2nd Intervention Teachers to support English Learner (EL)/Low Income (LI) and other subgroups in need of additional support to close the achievement gap through small group targeted instruction and classroom teacher support to increase engagement. 5754 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 4840 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

				Para Educator
				1831
				LCFF - Supplemental
				3000-3999: Employee Benefits
				Employee Benefits
				7606
				LCFF - Supplemental
				2000-2999: Classified Personnel Salaries
				Yard Duty
				2765
				LCFF - Supplemental
				3000-3999: Employee Benefits
				Employee Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

With the addition of an Instructional Coach, the use of our intervention teacher, a CSR teacher to reduce class sizes in 4th and 5th grade, and the increased para-educator time, in addition to yard duty staff and a parent coordinator, PJS has been able to better connect with students and families to create a safe and positive culture that engages students.

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

The numerous social/emotional issues faced by our families and students as we returned from the wake of COVID -19 has hindered us in reaching our plans and objectives. Additionally, due to staff shortages in the front office, substitutes, and yard supervision, PJS was operating at decreased capacity.

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 2024-2025 school year, PJS has designed additional outreach methods including the district's new communication system. Additionally, PJS has been able to fill our open position in the office for the 2024-2025 school year. With these additions, it is our belief that our attendance will improve and therefore student achievement as measured be a variety of assessments such as CAASPP and internal assessments will increase.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Professional Learning to Support High Quality Instruction (LCAP Goal 3)
Peter J. Elementary School provides staff with opportunities for professional learning to optimize classroom instruction and practices.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PJS will need funds to pay for substitutes and projects that further the goals of the site: common formative assessment development, essential standard work in ELA or Math, student engagement, and SEL.
PJS will structure Thursday staff/Common Planning Time (CPT) meeting time in a manner that will better utilize the support staff to include them in various grade level PLCs. Time will be allotted for both grade levels to meet in PLC teams to review data, plan instruction, and plan interventions and to better implement RtI prior to SST's.
PJS will need funds to pay for substitutes and projects that further the goals of the site for improving instruction to English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races..

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	All teachers have completed or are in process of completing District provide professional Development in new curriculum adoptions, follow up support and training in reading, math and science.	Maintain the current level of professional development baseline
EL instructional strategies	Currently most PJS teachers are GLAD trained	Increase the level of professional development particularly as it relates to SEL, English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races. EL practices

| Access STEM | Currently school has access to STEM materials and activities. | All teachers will have received special training in STEM provide curriculum. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Intervention Teacher, Instructional Coach, and Teacher substitutes for collaboration	All students with a particularity focus on English Learner (EL)/Low Income (LI) and other subgroups in need of additional support.	21341 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support to increase engagement. 5274 Title I 3000-3999: Employee Benefits Employee Benefits 28241 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support English Learner (EL)/Low Income (LI) and our identified ATSI subgroup Two or more races close the achievement gap through small group targeted instruction and classroom teacher support. 6516 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 9218 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach to support classroom teachers deliver first instruction to English Learner (EL)/Low Income (LI) and other subgroups in need of additional support, to close the achievement gap through targeted instruction and classroom teacher support. 2278 LCFF - Supplemental

			3000-3999: Employee Benefits Employee Benefits 15692 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE added to reduce class size in 4th and 5th grade in order to better address the learning needs (both academic and Social Emotional) of our students. 5637 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 3689 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration planning, parent meetings, SST, PLC, etc. 814 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
3.2	Purchase needed supplies, materials, and training for teachers to close the achievement gap and address SEL needs of students. Provide funding for students to gain real world experience and hands on learning.	All students with a particularity focus on English Learner (EL)/Low Income (LI) and other subgroups in need of additional support.	LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap LCFF - Supplemental 4000-4999: Books And Supplies SEL/Behavior/PLC training materials & extra supplies including registration and fees associated with ongoing professional development opportunities LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Field Trip Transportation LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Assemblies LCFF - Supplemental

			5000-5999: Services And Other Operating Expenditures Field Trip student fees
3.3	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students and Purchase needed supplies, materials, and training for teachers to close the achievement gap and address the SEL needs of our students. Provide funding for students to gain real world experience and hands on learning.	All students with a particularity focus on English Learner (EL)/Low Income (LI) and other subgroups in need of additional support.	17098 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional Bilingual Instructional Aide time to meet the increased needs of our English Learner (EL)/Low Income (LI) and other subgroups in need of additional support. 8892 LCFF - Supplemental 3000-3999: Employee Benefits 4811 2675 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional School Clerk time 991 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 8134 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional mental health support 3367 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1976 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies including supplies for technology, technology related needs to assist in closing the achievement gap, SEL/Behavior/PLC training materials & extra supplies including registration and fees associated with ongoing professional development opportunities
3.4	Hire an additional Intervention teacher in order to close the achievement gap in reading, math, and EL specifically.		25399 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention teacher

			5754 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Through the use of our Instructional Coach, the use of our intervention teachers, a CSR teacher to reduce class sizes in 4th and 5th grade, and the purchase of needed supplies to supplement the adopted curriculum, students' academic needs are being met and appropriate interventions are being provided. Data is regularly reviewed and acted upon to best ensure each child is being provided what they need to be successful and access the curriculum. Through the use of substitutes, teachers are regularly released to collaborate and address the needs of students. The Instructional Coach, Intervention teachers, Special Ed teacher, principal, and grade level teams review data and adjust instruction groupings and practices based on the findings. Target interventions are then created and implemented. Due to these strategies, our Renaissance and ELPAC scores have shown improvement from the beginning of the year to the end of the year.

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

While PJS was able to use our Common Planning Time on Thursdays to collectively work on curricular practices, we lacked the specific training on Best Practices for this work until February 2024.

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

All teachers have been adequately trained during the Spring of 2024 in common collaboration and planning methods (15-Day Challenge" method). Because of this, PJS will be better situated to plan and develop target lessons for both 1st instruction and intervention at the Tier 1 level. An additional Intervention teacher has also been hired to reduce MTSS group sizes, push into first instruction, and focus on our English Learners. The addition of two Art teachers will allow grade levels to work directly with our Instructional Coach on best practices and data analysis once a week.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

At Peter J. Shields, all students will receive instruction from a highly qualified teacher and have access to grade level curriculum and standards.
School Goal: Focus on high quality, standards-based instruction.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
4.02 - Maintain schools in good repair.
4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continued Professional Development (PD) for English Learner (EL)/Low Income students(LI) and any subgroup that may be experiencing learning challenges. District Coaches will help support some of the PD for PJS.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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%
		.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Hire an Instructional Coach, maintain an intervention teacher, and hire a Class Size Reduction (CSR) teacher, as well as qualified substitutes for collaboration in order to close the achievement gap in reading and math specifically.	All students with a particularity focus on English Learner (EL)/Low Income (LI) and other subgroups in need of additional support.	21341 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to

				disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. 5274 Title I 3000-3999: Employee Benefits Employee Benefits 28241 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. 6515 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 9217 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. 2278 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 15690 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE added to reduce class size in 4th and 5th grade in order to better address the learning needs (both academic and Social Emotional) of our students. 5637 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 3689 LCFF - Supplemental

			1000-1999: Certificated Personnel Salaries Teacher subs for staff collaboration planning, parent meetings, SST, PLC, etc. 814 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
4.2	Purchase needed supplies, materials, and training for teachers to close the achievement gap and address SEL needs of students. Provide funding for students to gain real world experience and hands on learning.	All students with a particular focus on English Learner (EL)/Low Income students (LI) and other subgroups in need of additional support.	LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap LCFF - Supplemental 4000-4999: Books And Supplies SEL/Behavior/PLC training materials & extra supplies including registration and fees associated with ongoing professional development opportunities LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Field Trip Transportation LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Field Trip student fees
4.3	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students.	All students with a particular focus on English Learner (EL)/Low Income students (LI) and other subgroups in need of additional support.	17097 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional Bilingual Instructional Aide time to meet the increased needs of our English Learner (EL)/Low Income students (LI) and other subgroups in need of additional support. 8892 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2675

			LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional School Clerk time 991 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 8134 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide additional mental health support 3367 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1575 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk 565 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 4839 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 1735 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
4.4	Hire an additional Intervention teacher, additional paras-educator, and yard duty to close the achievement gap in reading and math and increase campus safety.	All students with a particularity focus on English Learner (EL)/Low Income (LI) and other subgroups in need of additional support.	25399 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2nd Intervention Teachers to support English Learner (EL)/Low Income (LI) and other subgroups in need of additional support to close the achievement gap through small group targeted instruction and classroom teacher support to increase engagement. 5754 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 7605

			LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard Duty 2764 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1976 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies including supplies for technology, technology related needs to assist in closing the achievement gap, SEL/Behavior/PLC training materials & extra supplies including registration and fees associated with ongoing professional development opportunities

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All teachers at PJS are highly qualified in the areas they teach, and received additional training and insight from our three staff members who were PLC Facilitators and regularly lead professional development during Common Planning Time (CPT) on Thursdays.

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

PJS was unable to secure additional training for teachers until February 2024. However, PJS teachers continued to attend district provided staff development opportunities and participate in a wide variety of District task forces including the Math task Force, curriculum adoption task force, English Learner task force, and PBIS forums to name a few.

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 provide training to all our teachers, PJS has allocated significant resources to collaboration time over and above that provided by the district. This time will allow grade level teams to work regularly and directly with each other and our Instructional Coach to analyze data to shape and form best practices and interventions. This should directly translate into increase student achievement as measured by multiple indicators including CAASPP and internal assessments.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$746,969.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$106,463.00

Subtotal of additional federal funds included for this school: $106,463.00

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$501,478.00
Learning Recovery	$139,028.00

Subtotal of state or local funds included for this school: $640,506.00

Total of federal, state, and/or local funds for this school: $746,969.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	106463	0.00
LCFF - Supplemental	501478.	0.00
Learning Recovery	139028.	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	501,478.00
Learning Recovery	139,028.00
Title I	106,463.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	414,320.00
2000-2999: Classified Personnel Salaries	150,927.00
3000-3999: Employee Benefits	172,451.00
4000-4999: Books And Supplies	7,905.00
5000-5999: Services And Other Operating Expenditures	1,366.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	215,990.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	150,927.00
3000-3999: Employee Benefits	LCFF - Supplemental	125,290.00

4000-4999: Books And Supplies	LCFF - Supplemental	7,905.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,366.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	112,965.00
3000-3999: Employee Benefits	Learning Recovery	26,063.00
1000-1999: Certificated Personnel Salaries	Title I	85,365.00
3000-3999: Employee Benefits	Title I	21,098.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,491.00
Goal 2	199,428.00
Goal 3	172,986.00
Goal 4	192,064.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

 1 School Principal

 3 Classroom Teachers

 1 Other School Staff

 5 Parent or Community Members

Name of Members	Role
Ted Bosque	Principal
LIz Leeper	Classroom Teacher
Alex Earp	Classroom Teacher
Lori Alexander-Moore	Classroom Teacher
Tracy McKnight	Other School Staff
Jennifer Menning-Gochenouer	Parent or Community Member
James France	Parent or Community Member
Kristina Williams	Parent or Community Member
Michele Simoneau	Parent or Community Member
Deena Lynch	Parent or Community Member

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

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 May 14, 2024.

Attested:

Signature	
Ted B	Principal, Ted Bosque on May, 14, 2024
Alex Earp	SSC Chairperson, Alex Earp on May 14, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

School Plan for Student Achievement (SPSA)   Peter J. Shields Elementary School

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).

            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.

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

                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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

Date:
Tuesday
May 14th,
2024

Time: 3:00

Location:
Virtual
MicroSoft
Teams or
Virtual

Peter J. Shields Elementary School

School Site Council Meeting Agenda

Welcome/Call to Order

Share Agenda

Review/Approval of
Previous Minutes

Introductions

Approve School Plan for
Student Achievement
(SPSA)

End of the Year
Information

Public
Comment/Questions

Adjournment

Peter J. Shields Elementary
School Site Council Meeting
Date: May 14 th, 2024 3:00-4:00
Attendance Sheet

Parent/ Guardian Name	Children's Names	Teacher
James France	Jackson France	Kingsbury
Deena Lynch (Grandparent & Volunteer)	Troy Lynch	Allen
Michele Simoneau (Grandparent & Volunteer)	Luke Walker	Bair
Staff Member/Position		
Ted Bosque - Principal		
Lori Alexander-Moore - Intervention Teacher		
Alex Earp - 4th grade Gen Ed. Teacher		

Date: Thursday
February 15th, 2024

Time: 8:30 a.m.

Location: Room 9

Peter J. Shields Elementary School

ELAC Meeting Agenda

- Welcome/Call to Order

- Share Agenda

- Review/Approval of previous minutes

- Introductions

- Data Walk PowerPoint Presentation

- Public Comment/Questions

- Adjournment

1. Summary

Meeting title	School Site Council Meeting
Attended participants	5
Start time	5/14/24, 2:53:42 PM
End time	5/14/24, 3:54:24 PM
Meeting duration	1h 42s
Average attendance time	53m 33s

2. Participants

Name	First Join	Last Leave	In-Meeting	Email	Participant	Role
Lori Alexander-Moore	5/14/24, 2:	5/14/24, 3:	56m 15s	LAMoore@	LAMoore@	Organizer
Michele (Unverified)	5/14/24, 2:	5/14/24, 3:	55m 56s			Attendee
Ted Bosque	5/14/24, 2:	5/14/24, 3:	55m 7s	TBosque@	TBosque@	Presenter
James France III (Unverified)	5/14/24, 3:	5/14/24, 3:	54m 5s			Attendee
Alex Earp	5/14/24, 3:	5/14/24, 3:	46m 20s	AEarp@fcu	AEarp@fcu	Attendee

3. In-Meeting Activities

Name	Join Time	Leave Time	Duration	Email	Role
Lori Alexander-Moore	5/14/24, 2:	5/14/24, 3:	56m 15s	LAMoore@	Organizer
Michele (Unverified)	5/14/24, 2:	5/14/24, 3:	55m 56s		Attendee
Ted Bosque	5/14/24, 2:	5/14/24, 3:	55m 7s	TBosque@	Presenter
James France III (Unverified)	5/14/24, 3:	5/14/24, 3:	54m 5s		Attendee
Alex Earp	5/14/24, 3:	5/14/24, 3:	46m 20s	AEarp@fcu	Attendee

School Site Council Meeting Minutes
Peter J. Shields Elementary School
Date and Time:Tuesday May 14th, 2024 3:00-3:55 p.m.
Location: PJS Conference room and MicroSoft Teams

❖ **Welcome** - Introductions

❖ **Attendees**:
(In Person) Mr. Bosque (Principal), Lori Alexander Moore (Intervention Teacher),
Alex Earp (4th Grade Teacher),
(Virtual) Deena Lynch (grandparent/volunteer),James France (parent) , Michele
Simoneau (grandparent/volunteer),

❖ **Mr. Bosque reviewed the Agenda for today's meeting**.

❖ **Review/Approval of previous minutes from 10/30/23:** Lori Alexander-Moore
read the Minutes from the 10/30/23 School Site Council Meeting. James France
made a motion to approve the minutes from 10/30/23 and Alex Earp seconded
the motion.

❖ **Review Agenda:** Mr. Bosque reviewed the Agenda which was emailed to the
Site Council ahead of the meeting.

❖ **School Plan for Student Achievement:** Mr. Bosque shared a PowerPoint of the
School Site Plan for Peter J. Shields for the 2024-2025 school year.
-Mr. Bosque read the Mission and Vision Statements for PJS.
-He gave an overview of Peter J. Shields: Student Enrollment, English Learners,
English Language Arts, Mathematics, English Language Proficiency
Assessments, Students Population, Suspensions.
-He Read and discussed the LCAP Goals and in great detail discussed how each
goal would be implemented and monitored.
-He reviewed Funding Sources to meet SPSA Goals (Title 1, LCFF -
Supplemental, Learning Recovery)

❖ **Motion to Approve the SPSA for the 2024-2025 school year:**
Lori Alexander-Moore (Intervention Teacher) made a motion to approve the
SPSA plan for the 2024-2025 school year and James France (Parent) seconded
the motion.

❖ **Public Comment/Questions:** Michele Simoneau asked how many classes per grade level. Mr. Bosque answered two classes per grade level. She also asked about the size of the classes at different grade levels. Mr. Bosque explained that he used funding to make smaller classes in 4th and 5th grade which made the cap 26 instead of 34. Mr. Bosque also mentioned that next year the students in the Special Day classes on campus would be counted on the General Education Teacher's roster. He explained that those SDC students would be able to participate in the General Education classes at their grade level when appropriate.

❖ **Adjournment: 3:55**