





# School Vision and Mission

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

# School & Community Profile

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

# Stakeholder Engagement

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

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

Peter J Shields utilized a variety of outreach efforts for input and feedback on the development of the SPSA

July 30, 2018 - Meeting with Academic Coach and Intervention Teacher  
Aug. 9, 2018 - Staff Welcome Back meeting  
Aug. 16, 2018 - Back to School Night Presentation  
Aug. 16, 2018 - Finger Printing night for volunteers  
Oct.-May - Regular morning receptions  
Site Council Meetings  
ELAC Meetings

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.8%	%	%	3		
African American	12.1%	%	%	47		
Asian	3.1%	%	%	12		
Filipino	1.8%	%	%	7		
Hispanic/Latino	23.8%	%	%	92		
Pacific Islander	0.8%	%	%	3		
White	48.8%	%	%	189		
Multiple/No Response	7.8%	%	%	30		
<b>Total Enrollment</b>				387		

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	71		
Grade 1	68		
Grade 2	48		
Grade3	71		
Grade 4	68		
Grade 5	61		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
<b>Total Enrollment</b>	387		

### Conclusions based on this data:

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



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners				33.6%		
Fluent English Proficient	20			5.2%		
Reclassified Fluent English Proficient	9			7.1%		

### Conclusions based on this data:

1. PJS is meeting the needs of our EL population as indicated by our reclassification rate (RFEP)
2. PJS has created an MTSS schedule where our EL students are receiving systematic instruction daily dedicated ELD instruction as well in "integrated" ELD.
3. PJS has develop a program to increase out EL populations English proficiency and vocabulary in the area of mathematics.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

**Conclusions based on this data:**

1. Students progress, as measured by CAASPP as well internal measures, has increased from 2016-17 to 2017-18.
2. Professional development, focus on ELA and the PLC model, PJS has been able to improve students progression through the curriculum.
3. Overall, as students progress through their grade level trajectory, scores have improved with more students at, near or above standard than below standard. PJS is still struggling with how to move students to proficiency when they begin two to three grade levels below.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

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

**Conclusions based on this data:**

1. Overall, students are performing lower in math compared to ELA.
2. A focus on ELA has hampered the same improvements for math.
3. PJS is implementing targeted mathematics interventions within the MTSS model to assist in improving math competency and skills.

# School and Student Performance Data

## CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Conclusions based on this data:

1.

# School and Student Performance Data

## CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>K</b>							***	***		***					
<b>1</b>				22	33		30	33		37	22		11	11	
<b>2</b>	4	5		39	23		35	36		17	18		4	18	
<b>3</b>		6		39	22		35	44		17	17		9	11	
<b>4</b>	13	5		22	33		48	52		13	5		4	5	
<b>5</b>	21	5		16	47		58	32		5	16				
<b>Total</b>	7	4		27	31		41	40		19	15		6	9	

### Conclusions based on this data:

1. The data trends for CELDT at PJS are exciting. Students who are in the school's academic program throughout their TK-5 trajectory demonstrate increases in CELDT proficiency and many of them are on track for reclassification before middle school. This is the goal of the school for all EL students who are English Learners. The majority of our students are scoring at the Intermediate level or above.
2. PJS is looking closely at the new results from ELPAC to determine how this new assessment measure affects or EL population
3. Targeting students for ELD based on ELPAC/CELDT results has proven to be an effective means of helping students progress towards English fluency as proven by our ability to close the achievement gap.

# School and Student Performance Data

## CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>K</b>	6						29	13		35	16		29	71	
<b>1</b>				19	31		32	23		32	15		16	31	
<b>2</b>	4	4		39	19		35	30		17	15		4	33	
<b>3</b>		5		42	20		33	40		17	15		8	20	
<b>4</b>	12	5		20	33		48	52		12	5		8	5	
<b>5</b>	21	5		16	47		58	32		5	16				
<b>Total</b>	6	3		24	22		39	29		20	14		11	32	

### Conclusions based on this data:

- 33% of our school population are second language students (2017-2018 school year.)
- PJS continues to receive second language students entering each year a wider variety of countries and the number of languages spoken are increasing.
- Based on CELDT results, our second language students need continued support instruction in reading, writing, and mathematics.

# School and Student Performance Data

## ELPAC Results

# School and Student Performance Data

## Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. According to the Dashboard, one of the strengths at PJS is the work we do with our EL population.
2. According to the Dashboard, the suspension rate at PJS is improving, but it is still high.
3. According to the Dashboard, mathematics is the area where PJS needs to improve the most.

# School and Student Performance Data

## Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

### Conclusions based on this data:

1. PJS has an attendance rate of approximately 93.5 which is below the District's goal
2. Through increased 1x1 communication from the school, it is our hope that those students with chronic absenteeism will attend more regularly.
3. Working with our PBIS team, the staff at PJS is developing a system of rewards and incentives which will hopefully creates an environment that encourages students to attend more regularly.



# School and Student Performance Data

## Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

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

# School and Student Performance Data

## Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
<b>Chronic Absenteeism</b>	N/A	N/A	N/A
<b>College/Career (9-12)</b>	N/A		N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

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

# School and Student Performance Data

## Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### English Language Arts (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

- Overall, PJS is showing steady growth in the area of ELA.
- The sub group labeled "White" declined slightly, however this may be caused by our increase in EL from Eastern Europe that at ethnically White.

- 
- 
3. PJS is particularly proud of the growth that Hispanic and Socio-Economically disadvantaged students made.

# School and Student Performance Data

## Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### Mathematics (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. Mathematics continues to be an area where PJS is struggling to address the diverse needs of our students.
2. While an overall deficit, some sub-groups did show gains.

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

# School and Student Performance Data

## Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

### English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

### Class of 2016

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

### English Language Arts

### Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

### English Language Arts

### Mathematics

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. The gains in ELA is a result of the strong culture at PJS of doing whatever it takes to address a student needs, from the staff's flexibly in scheduling to the welcoming approach teachers have about leveling students into their classrooms.
2. Students are not making adequate progress in math at PJS and the staff is addressing it with many strategies.
3. The growth of our EL students demonstrates that the intensive interventions with this group is showing results.

# School and Student Performance Data

## Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

### Conclusions based on this data:

1. PJS has an amazing PBIS Team where we celebrate the successes of our students while creating a positive atmosphere and a positive learning environment. We meet once a month to put in place activities, incentives, assemblies to create this environment.
2. PJS is a very clean school. We take pride in this cleanliness and if something is broke it is fixed immediately. Our custodial staff meets with the administration weekly and work closely together with teachers and staff.
3. PJS is in a process of developing several school beautification projects and scheduling morning receptions for parents.



# School and Student Performance Data

## Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
<b>All Students</b>							
<b>English Learners</b>							
<b>Foster Youth</b>							
<b>Homeless</b>							
<b>Socioeconomically Disadvantaged</b>							
<b>Students with Disabilities</b>							
<b>African American</b>							
<b>American Indian</b>							
<b>Asian</b>							
<b>Filipino</b>							
<b>Hispanic</b>							
<b>Pacific Islander</b>							
<b>Two or More Races</b>							
<b>White</b>							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. PJS is making strong growth in Language Arts in all subgroups.
2. PJS's EL students are performing well and being reclassified at a high rate.

- 
- 
3. PJS continues to struggle in the area of math.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Statement

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

### Goal Description

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

### LCAP Goal

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

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

1.2 Maintain schools in good repair.

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

### Basis for this Goal

Credential audit, Williams Act facilities audit, and Williams Act instructional materials audit

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	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%

### Planned Strategies/Activities

#### Strategy/Activity 1

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

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

All students

#### Timeline

2018-19 School year

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	19130
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
<b>Amount</b>	5741
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefits

## Strategy/Activity 2

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

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2018-19 school year

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1538
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap

## Strategy/Activity 3

Funding for conferences for staff to increase their capacity in order to close the achievement gap.

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

All Students

**Timeline**

2018-19 School year

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conference fees and expenses

**Strategy/Activity 4**

Purchase needed Software Licenses &amp; Online Services to close the achievement gap

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

All Student

**Timeline**

2018-19 School year

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	250
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Software Licenses & Online Services

**Strategy/Activity 5**

Funding of the Special Friends Program

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

All Students

**Timeline**

2018-19 School Year

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Provides funding for a trained para-professional to assist students in addressing their social/emotional needs.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Statement

Family & Student Engagement (LCAP Goal 2)

### Goal Description

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

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

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically underperforming sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

### Basis for this Goal

Attendance rates, suspension rates, parent surveys

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rates	93.4%	96%
Suspension Rates	5.8%	3%
Parent Surveys	None to date	End of year parent survey

### Planned Strategies/Activities

#### Strategy/Activity 1

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

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

All Students

#### Timeline

2018-19 School Year

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	19130
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
<b>Amount</b>	5741
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee Benefits

## Strategy/Activity 2

Purchase supplemental instructional supplies to close achievement gap

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2018-19 School Year

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1537
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap

## Strategy/Activity 3

Funding for conferences for staff to increase their capacity in order to close the achievement gap.



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

All Students

**Timeline**

2018-19 school year

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conference fees and expenses

**Strategy/Activity 4**

Purchase needed Software Licenses &amp; Online Services to close the achievement gap

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

All Students

**Timeline**

2018-19 school year

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	250
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Software Licenses & Online Services

**Strategy/Activity 5**

Funding of the Special Friends Program

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

All Students

**Timeline**

2018-19 school year

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Provides funding for a trained para-professional to assist students in addressing their social/emotional needs.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Statement

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

### Goal Description

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

### LCAP Goal

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

### Basis for this Goal

Provide students with high quality classroom instruction and access to a broad course of study.

### Expected Annual Measurable Outcomes

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

### Planned Strategies/Activities

#### Strategy/Activity 1

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

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

All Students

#### Timeline

2018-19 School year

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	19129
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
<b>Amount</b>	5741
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee Benefits

## Strategy/Activity 2

Purchase supplemental instructional supplies to close achievement gap

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2018-19 School year

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1537
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap

## Strategy/Activity 3

Funding for conferences for staff to increase their capacity in order to close the achievement gap.

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

All Students

**Timeline**

2018-19 school year

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conference fees and expenses

**Strategy/Activity 4**

Purchase needed Software Licenses &amp; Online Services to close the achievement gap

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

All students

**Timeline**

2018-19 School year

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	250
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Software Licenses & Online Services

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Statement

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

### Goal Description

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

### LCAP Goal

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

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

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

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

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

### Basis for this Goal

Data used will include the CAASSP, iReady, ELPAC, ORP, SIPPS, and Adopted Curriculum Assessments which will be dis-aggregated by subgroup.

### Expected Annual Measurable Outcomes

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

### Planned Strategies/Activities

## Strategy/Activity 1

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

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

All Students

### Timeline

2018-2019

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	19129
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support.
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration Curriculum Dev and planning, academic support
<b>Amount</b>	5741
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefit portion

## Strategy/Activity 2

Purchase supplemental instructional supplies to close achievement gap

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

All Students

### Timeline

2018-2019

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1537
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional supplies including supplies for technology and technology related needs to assist in closing the achievement gap

### Strategy/Activity 3

Funding for conferences for staff to increase their capacity in order to close the achievement gap.

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

All Students

### Timeline

2018-19

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conference fees and expenses

### Strategy/Activity 4

Purchase needed Software Licenses & Online Services to close the achievement gap

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

All Student

### Timeline

2018-19

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	250
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures



**Description**

Software Licenses & Online Services

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

School Goals: All students will achieve proficiency or better in Reading/ELA.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1) Writing instruction staff development through the collaborative work of the writing PLC. Implementation of new ELA adoption, Benchmark.	Began process but moved focus to other areas	Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning & collaboration 1000-1999: Certificated Personnel Salaries Title I 750	
		Curriculum Dev and planning, academic support 1000-1999: Certificated Personnel Salaries Title I	
		3000-3999: Employee Benefits Title I	
2) Reading & spelling proficiency	Completed - Staff time dedicated to this area	Common Core strategies and ELA Adoption training delivered during staff meeting time. 5000-5999: Services And Other Operating Expenditures Title I	
		Supplemental /supplies 4000-4999: Books And Supplies Title I 683	
		Supplemental bilingual instructional aides for direct student support 2000-2999: Classified Personnel Salaries Title I	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3) Title I Resource Teacher/Academic Coach	Completed	<p>Title 1 Reading specialist is hired to support reading acquisition through small group targeted instruction and classroom teacher support. 1000-1999: Certificated Personnel Salaries Title I 20272</p> <p>3000-3999: Employee Benefits Title I 6259</p>	
4) During Rtl and UA instruction, teachers provide support as well as through the use of the Title I Resource Teacher, intervention teacher, instructional assistants, and Special Ed resource teacher.	Completed	<p>Instruction in ELA is supported through classroom teacher collaboration &amp; any needed staff development 1000-1999: Certificated Personnel Salaries General Fund</p>	
5) Extended day interventions	<p>Early/Late intervention were highly attended and successful based on growth data.</p> <p>Summer school was in place and moderately successful with new model.</p> <p>STARS/ASES was successful and well attended with waiting list</p>	<p>Summer School None Specified LCFF - Supplemental</p> <p>Translation/Testing/Lead Teachers None Specified LCFF - Supplemental</p> <p>Early/Late intervention None Specified</p> <p>Before and after school, /ASES-STARS) 1000-1999: Certificated Personnel Salaries</p>	
6) Lead Teacher support for Staff Development	Completed	<p>Effective teaching strategies CCSS aligned None Specified Common Core</p> <p>ELA Benchmark PD as needed 1000-1999: Certificated Personnel Salaries</p>	
7) ELA, Program Monitor, and Tech Coaches	Completed	<p>Support for access to effective instructional practices 1000-1999:</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries General Fund	
8) Progress monitoring meetings	PLC model supported this and it was successful	teacher grade level collaboration meetings & trainings 1000-1999: Certificated Personnel Salaries None Specified  5000-5999: Services And Other Operating Expenditures	
9) Professional development conferences	Moderately successful in number of conferences attend.	SCOE and/or other sources 5000-5999: Services And Other Operating Expenditures Title I 224  Postage 5900: Communications Title I 100	
Technology	Completed	As needed to increase access to curriculum and interventions 4000-4999: Books And Supplies Title I 869	
Postage (LCAP 2.6 & 2.7)	Completed	Improve school-home communication 5900: Communications 300	
11) Offer more intervention programs	Not as many other interventions were offered due to staff availability.	Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined  1000-1999: Certificated Personnel Salaries LCFF - Supplemental  3000-3999: Employee Benefits LCFF - Supplemental	
12) Supplemental supplies:	Completed	Allows data to be represented in clear and	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		delineated style to better determine how and what intervention to provide as well as grouping. 4000-4999: Books And Supplies Title I 269	

## Analysis

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

We completed the majority of what we set out to do, but due to increasing and changing demands, some items fell short.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Those strategies implemented were greatly successful.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

We will become more laser focused on few tasks and strategies.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 2

District Goal 1: Student achievement and Success  
 School Goals: High quality direct instruction in ELD and SDAIE  
 Increase English Learner student achievement on CELDT by providing ELD and language support, and moving our Intermediate students to Early Advanced, and our Early Advanced to Advanced.  
 Ensure all teachers that administer the CELDT test receive appropriate training.  
 Complete the training of 1st and 2nd grade in GLAD training.  
 Use PLC to determine appropriate groupings and interventions for students based on data

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1) BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP 1.3, 4.3)	Completed	Supplemental instructional aides for direct student/parental support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2161	
		Program monitoring & collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 11405	
		3000-3999: Employee Benefits LCFF - Supplemental 5514	
		Supplemental instructional aides for direct student/parental support 1000-1999: Certificated Personnel Salaries Title I 750	
		3000-3999: Employee Benefits Title I	
2) Title I Resource Teacher & intervention teacher planning and implementing effective	Completed	Title 1 Reading specialist is hired to support reading and math acquisition through	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
intervention strategies. (LCAP 1.1)		<p>small group targeted instruction and classroom teacher support 1000-1999: Certificated Personnel Salaries Title I 15138</p> <p>3000-3999: Employee Benefits Title I 6259</p>	
3) Offer extended day intervention programs (LCAP4.1, 4.2)	Completed to a limited level.	<p>Provide additional programs and support to ELL and high need students Provide additional interventions and services during the school year as student academic needs are determined</p> <p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15860</p> <p>3000-3999: Employee Benefits LCFF - Supplemental 3278</p>	
4) Use of supplemental curriculum to support instruction & language acquisition (LCAP 3.2)	Completed to a limited level.	Improve fluency and literacy skills 4000-4999: Books And Supplies Title I 683	
5) Extended day interventions (LCAP 4.1, 4.2, 4.3)	Completed to a high level for Early/Late but not for after school.	<p>None Specified LCFF - Supplemental</p> <p>Translation/Testing/Lead Teachers None Specified LCFF - Supplemental</p>	
6) Parent outreach and school communication Latino Family Literacy Project (LCAP 2.5 & 2.6)	Completed except for Latino Family Literacy Project	<p>Parent Coordinator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2558</p> <p>3000-3999: Employee Benefits LCFF - Supplemental 873</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
7) Postage (LCAP 2.6 & 2.7)	Completed	Improve school-home communication 5900: Communications Title I 300	
Conference	Completed to a limited basis	Conferences 5000-5999: Services And Other Operating Expenditures Title I 224	
Technology	Completed	As needed to increase access to curriculum and interventions 4000-4999: Books And Supplies Title I 869	

## Analysis

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

Overall, PJS was successful in the implementation of most strategies/activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Those strategies/activities that were implemented with fidelity proved to be successful.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Our EL student show great growth in their fluency. This is attributed to the work done in this area.





Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3) Extended day interventions	Completed to a limited level	Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
		Early/Late intervention None Specified None Specified	
4) Release time for planning	Completed to a limited level	Teacher subs for staff collaboration and planning and PLC leadership meeting time for planning, collaboration, and ECBN 1000-1999: Certificated Personnel Salaries Title I 750	
		Extra time for Curriculum development and planning 1000-1999: Certificated Personnel Salaries Title I	
		3000-3999: Employee Benefits Title I	
5) Supplies for intervention math instruction	Completed	Supplemental Instruction supplies for math intervention 4000-4999: Books And Supplies Title I 683	
Postage (LCAP 2.6 & 2.7)	Completed	Parent engagement 5900: Communications Title I 300	
Technology	Completed	As needed to increase access to curriculum and interventions 4000-4999: Books And Supplies Title I 869	
Supplemental supplies:	Completed	Color printer to facilitate data analysis, reporting for student intervention plan development, and progress monitoring.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies Title I	

## Analysis

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

We completed the majority of what we set out to do, but due to increasing and changing demands, some items fell short.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies/activities that we impliment fell short of helping students reach their potential in the area math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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 2018-19 school year, PJS will have a more focused, dedicated systematic approach to addressing the lower than acceptable math scores.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

District Goal: 1. Student achievement and success

School Goal: All students in the subgroup of Low Income, English Learner, Foster Youth, and Students with Disabilities, will achieve proficiency or better in Reading/Language Arts and Math.

1. All students will receive regular progress monitoring and responses to failure to progress will include RTI collaborations, SST, and interventions to ensure yearly progress.
2. English Learners will receive structured and systematic ELD instruction.
3. Provide ongoing professional development to implement state standards including ELD.
4. Train all teachers and administrators in EL strategies, ELD, and CELDT administration.
5. Increase family engagement and parent input.
6. Improve kindergarten and fifth grade progress toward meeting standards and higher proficiency levels.
7. Improve English Language Arts for students consistently performing at tier III level.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1) Title I Resource Teacher/Academic Coach (LCAP1.1, 1.3, 2.1, 3.2, 4.1, 4.2, & 4.3)	Completed	Title 1 specialist is hired to support disadvantaged students close the achievement gap through small group targeted instruction and classroom teacher support. 1000-1999: Certificated Personnel Salaries Title I 20000	
		Supplemental instructional aides for direct student/parental support 1000-1999: Certificated Personnel Salaries Title I 750	
		3000-3999: Employee Benefits Title I 6258	
Purchase Supplemental instructional supplies to close achievement gap	Completed	Instructional supplies 4000-4999: Books And Supplies Title I 414	
		Computer supplies (headphones, etc) 4000-4999: Books And Supplies Title I 269	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration Latino Family Literacy Project</p>	<p>Completed</p>	<p>Instructional Aides for direct student support and intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental</p> <p>Program Monitoring &amp; collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental</p> <p>3000-3999: Employee Benefits LCFF - Supplemental</p>	
<p>Parent outreach and school communication After school Instructional support</p>	<p>Completed to a large degree</p>	<p>Parent Coordinator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5695</p> <p>3000-3999: Employee Benefits LCFF - Supplemental 1942</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I 100</p>	
<p>Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities</p>	<p>Completed to a large degree</p>	<p>Student scholarships for instructional activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 4502</p>	
<p>Purchase of additional Chrome books to ensure equal access of computer-based support programs</p>	<p>Completed</p>	<p>Chrome books to be accessed in the classrooms and during intervention programs 4000-4999: Books And Supplies School Wide Program (SWP)</p>	
<p>Offer more intervention programs</p>	<p>not completed due to personnel resources.</p>	<p>Provide additional interventions and services during the school year as student academic needs are determined</p> <p>1000-1999: Certificated</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries LCFF - Supplemental 15860	
conferences	Complete to a limited degree	3000-3999: Employee Benefits LCFF - Supplemental 3277	
Technology	Completed	Conferences 5000-5999: Services And Other Operating Expenditures Title I 224	
Postage (LCAP 2.6 & 2.7)	Completed	As needed to increase access to curriculum and interventions 4000-4999: Books And Supplies Title I 869	
		Improve school-home communication 5900: Communications Title I 300	

## Analysis

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

We completed the majority of what we set out to do, but due to increasing and changing demands, some items fell short (particularly in after school interventions)

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Those strategies implemented were greatly successful.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

PJS will hold a greater number of parent meetings, receptions, etc.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## 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	

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	113631	0.00
LCFF - Supplemental		

# Expenditures by Funding Source

Funding Source	Amount
Title I	113,631.00



## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	78,518.00
3000-3999: Employee Benefits	22,964.00
4000-4999: Books And Supplies	6,149.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	78,518.00
3000-3999: Employee Benefits	Title I	22,964.00
4000-4999: Books And Supplies	Title I	6,149.00
5000-5999: Services And Other Operating Expenditures	Title I	2,000.00
5700-5799: Transfers Of Direct Costs	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00

# Expenditures by Goal

Goal Number	Amount
Goal 1	29,159.00
Goal 2	29,158.00
Goal 3	27,657.00
Goal 4	27,657.00

# 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
- 0 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Ted Bosque	Principal
Liz Leeper	Classroom Teacher
Alex Earp	Classroom Teacher
Lori Alexander-Moore	Classroom Teacher
Eunice Reyes	Other School Staff
James France III	Parent or Community Member
Miladys Santos	Parent or Community Member
Karris Scott	Parent or Community Member
Tonnette Wise	Parent or Community Member
Malcolm McKernan	Parent or Community Member
Open	Parent or Community Member
Open	Other School Staff

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

# English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Ted Bosque	Principal
Michelle Neeley	Classroom Teacher

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

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

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Other: SSC-Teacher Leadership Team (PLC) SPSA input for vision and missions, jointly designed actions for the goals.

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 09-24-2017.

Attested:

Principal, Ted Bosque on Sept. 24, 2018

SSC Chairperson, Liz Leeper on Sept. 24, 2018















FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
CATEGORICAL PROGRAMS & GRANTS

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)  
ADVICE TO SCHOOL SITE COUNCIL (SSC)  
Concerning Development of the Site Plan**

Education Code 64001[a]

School: Peter J Shields Elementary School  
Year: 2018-2019

ELAC official members:

Staff member:

Parent of EL student:

Parent of EL student:

Michelle Nectey  
Ma Concepción Ledesma  
Mario Chancute

The ELAC provides the following advice to the School site Council about the development of the school plan:

Science Programs  
- STEM Night  
Child Care during ELAC Meetings  
English for Adults at Night

[Signature]  
Signature of ELAC committee member

September 18, 2018  
Date

Mario Chancute

Send copy to Categorical Programs & Grants  
File copy in FPM EL.2 (ELAC); EL.3 (DELAC)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
CATEGORICAL PROGRAMS & GRANTS  
**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)**  
**Assistance in the Development of the School's  
Needs Assessment**

Education Code 62002.5, 52176[c]

School: PJS

Year: 2018-2019

ELAC official members:

Staff member:

Michelle Neeley

Parent of EL student:

Ma Concepción Ledesma

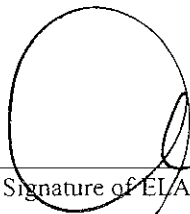
Parent of EL student:

Mario Clemente

---

The ELAC has assisted the school in the development of needs assessment<sup>1</sup>  
in the following way(s):

Computer classes for parents to help them  
access student results and know/understand  
how to read them.



Signature of ELAC committee member

9/18/18

Date

Mario Clemente

Send copy to Categorical Programs & Grants  
File copy in FPM EL.2 (ELAC); EL.3 (DELAC)

---

<sup>1</sup> This could be the part of the plan revising process that involves deciding on the focus areas for the following year, or providing key questions for parent, staff, or student surveys, etc.

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
CATERGORICAL PROGRAMS & GRANTS

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)**

**Assistance in the Development of the School's  
Efforts to Make Parents Aware of the Importance of  
Regular School Attendance**

Education Code 62002.5, 52176[c]

School: PJS

Year: 2018-2019

ELAC official members:

Staff member:

Michelle Neely

Parent of EL student:

Laconception Ledesma

Parent of EL student:

Mario Clemente

The ELAC has the following ideas and suggestions about making parents aware of the importance of regular school attendance:

None

Signature of ELAC committee member

Date

Mario Clemente

9/18/18

Send copy to Categorical Programs & Grants  
File copy in FPM EL.2 (ELAC); EL.3 (DELAC)

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT  
CATEGORICAL PROGRAMS & GRANTS

**OPPORTUNITY TO ELECT MEMBER TO DELAC**

5CCR 11308 [b]

School: PSS

Year: 2018-2019

ELAC official members:

Staff member: Michelle Nealey  
Parent of EL student: Macconception de Jesus  
Parent of EL student: Mario Clemente

We **have elected** at least one member to the District English Learner Advisory Committee (DELAC) for 2012-13.

N/A  
Signature of ELAC committee member Date

The DELAC representative is

Name: N/A

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

We have had **the opportunity to elect** at least one member to the DELAC for 2012-13, but chose not to. Please send minutes of the meetings and any other informational material.

Mario Clemente  
Signature of ELAC committee member Date 9/18/18

Send copy to Categorical Programs & Grants  
File copy in FPM EL.2 (ELAC); EL.3 (DELAC)



# Annual Title 1 Parent Meeting Agenda

August 16th 2018

1. Welcome/Teacher Introductions
2. What does Title 1 mean?
3. Intent of the Title 1 Program
4. Goals of Title 1 Program
5. Parent Rights under Title 1
6. Parent Involvement/School Site Council
7. Parent Involvement Opportunities
8. Student Achievement Data
9. Alternative Income Verification Form
10. Single Plan for Student Achievement
11. The Title 1 Parent Involvement Policy
12. The PJS School/Home Compact
13. Uniform Complaint Procedures
14. Peter J. Shields Commitment
15. Positive Behavior Interventions & Support
16. Closing

# Recommendations and Assurances

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

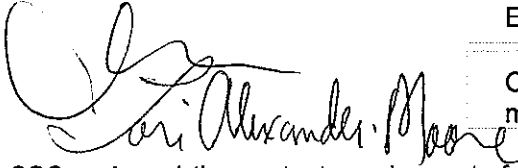
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

Other: SSC-Teacher Leadership Team (PLC) SPSA input for vision and missions, jointly designed actions for the goals.

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 09-24-2017.

Attested:



Principal, Ted Bosque on

Sept. 24, 2018

# 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**

*Michelle Neeley*  
*Liz Alexander Moore*

English Learner Advisory Committee

Other: SSC-Teacher Leadership Team (PLC) SPSA input for vision and missions, jointly designed actions for the goals.

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 09-24-2017.

Attested:

*[Signature]*  
*Liz Leeper*

Principal, Ted Bosque on Sept. 24, 2018

SSC Chairperson, Liz Leeper on Sept. 24, 2018