The Single Plan for Student Achievement

Pioneer Elementary School
School Name

16-63990-6010557
CDS Code

Date of this revision: April 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Pioneer Union Elementary School District
School District

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The District Governing Board approved this revision of the School Plan on May 25, 2016.

II. School Vision and Mission

Pioneer Union Elementary School District Mission

The Pioneer Union Elementary School District, in partnership with parents and the community, will build the foundation for student academic and social success by ensuring that all students receive rigorous instruction, support and intervention in an enriching environment.

Pioneer Union Elementary School District Vision

In order to challenge all students to learn, achieve and act with purpose and compassion, the Pioneer Union Elementary School District will develop and produce motivated, confident students who will:

1. Meet or exceed grade-level academic standards.
2. Become life-long learners.
3. Effectively communicate.
4. Become contributing citizens of the community.
5. Be prepared for a successful future.

Our Pioneer Elementary School vision is aligned with the District vision and mission.

Pioneer Elementary School will excel at creating an innovative nurturing learning environment where students, staff, and community are inspired to meet the challenges of our rigorous curriculum and work collaboratively to achieve success.

III. School Profile

Pioneer Union Elementary School District (PUESD) is the oldest school district in Kings County. It was approved as the first Charter District in California in January 1994. We have three campuses, Pioneer Elementary, Frontier Elementary, and Pioneer Middle School. The current enrollment of Pioneer Elementary School is 593 students. Our student population is 42% white, 45% Hispanic, 6% African American, 4% Asian, 2% Filipino, and 3% other. Pioneer Elementary School maintained a 73% retention rate for returning students with 27% of students at Pioneer are new (156 students), 43% (67 students) are non-kindergarten. Of the 591 students at PES during the 2014-2015 school year, 242 students or 41.5% were socio-economically disadvantaged (SED), 140 students or 24% were Title 1, 48 students or 8% were English Learners (EL), 31 students or 5.3% received special education (SPED), 21 students or 3.6% were enrolled in transitional kindergarten (TK), Six students were reclassified as fluent English proficient (RFEP), 7 students or 1.2% participated in migrant program, 8 students or 1.3% were in the foster program, 7 students or 1.2% participated in the 504 Accommodation Program, and 1 student or .2% is the homeless program.

Out of the 58 identified EL students this year, Pioneer Elementary identified 3 students who were considered Long Term English Learners (5 or more year without Reclassification) and 12 potential Long Term English Learners (3-4 years without Reclassification). Eleven EL students have been reclassified this year as proficient in English.

Pioneer Elementary School has established a shared vision that assures we will excel at creating an innovative nurturing learning environment where students, staff, and community are inspired to meet the challenges of our rigorous curriculum and work collaboratively to achieve success. All staff members are currently highly qualified and support the school′s mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and emotional needs are met.

During the 2014-2015 school year, Pioneer Elementary participated in the statewide Smarter Balanced state wide testing for Common Core. In English Language Arts, 34% of students met or exceeded standards in third grade, where as in fourth grade 54% of students met or exceeded standards and in fifth grade 58% of students who tested met or exceeded standards. In Mathematics, 42% of students met or exceeded standards in third grade, 49% of students met or exceeded standards in fourth, and 34% in fifth grade. Overall, Pioneer Elementary scored among the highest in Kings County in meeting proficiency in English Language Arts and Mathematics. At this time, the state has not assigned API or AYP scores to schools in California. Pioneer achieved a 2013 API (Academic Performance Index) score of 900 and met all 17 AYP (Adequate Yearly Progress) criteria. ***Also refer to school data reports attached.***

Pioneer Elementary was awarded the California Distinguished Schools Award in 2014. Moreover, Pioneer Elementary was awarded during April 2016 the California Gold Ribbon Schools Award for our academic and behavior intervention supports. We are proud of our accomplishments and are confident that with our continued strong academic focus, safe and supportive climate, and innovative technology our students will continue to perform well.

In order to achieve this vision, we offer a strong core academic program with current state textbooks that are Common Core Standards approved.Our curriculum is supported by high quality instruction. Our highly qualified teachers receive ongoing training to ensure knowledge of the standards, subject matter pedagogy, and strategies to engage all students in rigorous learning. We use both formative and summative assessments to inform teaching, monitor student progress, and to identify the needs of our students. A multi-tiered instructional intervention system is in place to provide the appropriate amount of support to each student. This system includes programs to meet the needs of special populations of students. Our Title I, Special Education, Section 504, English Learner, and Migrant programs are all critical parts of our intervention system. Additional strategic interventions are provided to students who are not achieving grade-level standards that includes differentiated small group instruction and after school intervention opportunities in the areas of Mathematics and English Language Arts.

A full range of technology tools are provided in every classroom to enhance instruction and prepare our students to learn in the 21st century environment. Teachers utilize a variety of technology for teaching lessons across content areas such as document cameras, interactive White Boards, and Google Classroom.Technology tools for students also include one to one Chromebooks for students in grades fourth and fifth. These students participate in Google Classroom and incorporate technology across all curricular areas. All grades, kindergarten through fifth, also have opportunities weekly to attend computer lab for directed instruction. In primary classes, there are also computer stations, as well as, roving computer carts with class sets of computers for check out to do whole class instruction with technology. Moving forward in the fall of 2016, Pioneer will be providing one to one Chromebooks for third grade students.

Character education is another deeply embedded element of our curriculum. This includes a focus on the pillars of Citizenship, Caring, Responsibility, Fairness, Respect, and Trustworthiness.We have a monthly pillar focus. During each month's focus we highlight that pillar and educate students on what the pillar means and ways they can exhibit that pillar. We also have incentives that

award students when they are demonstrating these character traits. We integrate a bully awareness and prevention program as an important part of our character education and highlight these programs with our positive behavior initiatives. This year we continue with our participation in PBIS, Positive Behavioral Interventions and Supports. This program helps to sustain our positive collaborative school culture and keep our staff and students focused on academic achievement. One focus of this program is to promote our school-wide expectations, PAWS, as a means to promote positive behaviors in both classroom and non-classroom settings. PAWS stands for Be Proud, Be Aware, Be Wise, and Be Safe. Student training for PBIS consists of a full training where students rotate around the campus to learn about how to put their best PAWS forward in non-classroom settings. In addition, there are follow up trimester assemblies and incentives when students show their "PAWS." We are pleased to announce that Pioneer was awarded the Bronze Medal Champion Model System for our PBIS program during the 2014-2015 school year. This year we have applied for the Silver Medal for PBIS. In addition, Pioneer was awarded the Bonner Center Character and Civic Education Award for the 2015-2016 school year for our outstanding school-wide Character and Civic Education Programs.

In addition to a strong academic and character building programs, Pioneer Elementary also focuses on health and the arts. Pioneer offers Physical Education, as well as, music, art, and band opportunities. Finally, Pioneer has many parent volunteers and an active Parent Teacher Club that has a high participation rate. Our school wide parent events include: Back to School Night, Spring Open House, Fall Festival, Donuts with Dad, Muffins with Mom, Fall Fundraiser, Jog-A-Thon, Winter Family Fun Night, Career Day, Wellness Committee, School Site Council, English Language Advisory Committee, and the District Parent Advisory Committee,

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Throughout the school year, teachers and administrators collaborate and methodically analyze the academic performance of all student groups, and consider the effectiveness of key elements of our instructional program. Performance data is considered for both whole group and disaggregated by significant subgroups. As a result, areas in need of improvement are identified and a plan of action is developed. The plan is approved by the District Advisory Council and the School Site Council who discuss and review the information to make recommendations and provide input before adopting the Single School Plan for Student Achievement including the school goals, related actions, and expenditures.

Pioneer Union Elementary School District purchased the Illuminate student information system in 2013. We use this program to assist us with organizing and analyzing student performance data to focus our curriculum and instruction. Ongoing training is provided to administrators, to all teachers, and select support staff on this system. We have early dismissal on Wednesdays to allow our teachers time to collaborate in their Professional Learning Communities. During that time, teachers utilize Illuminate information as a team analyzing reports, planning for student needs, and discussing the instructional program. We have adopted critical questions that help to focus our efforts: 1. What do we want our students to learn? 2. How will we know if each student has learned? 3. How will we respond when a student does not learn? and 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Current school-wide data shows that PES students continue to make academic progress in both English Language Arts and Mathematics. This year, in the first two trimesters, PES students showed gains in both ELA and Math on our district benchmark. Second grade, was the only grade level that did not make gains in ELA and Math from trimester one to trimester 2.

Data in the area of English Language Arts on District Benchmark assessments shows PES students in grades 3rd, 4th, and 5th made academic gains, with 11% of third grade students met benchmark (5% gain from trimester 1 with 26% nearly meeting standards), fourth grade students had 34% percent on grade level or exceeding (12% gain from trimester 1), and fifth grade students had 55% of students at or above grade level (34% gain). When looking at the PES significant sub-group's scale scores, whites scored consistently higher than other sub-groups in reading and math in all grade levels.

Data in the area of mathematics on District Benchmark Assessments shows us that between trimester 1 and trimester 2 that first graders made a gain of 1% (93% at or above), second grade students made a decrease of 6% (68% at or above) , third grade students made a 20% gain (48% at or above), followed by fourth grade students with a gain of 11% (61% at or above), and finally in fifth grade with a gain of 27% (52% at or above). PES significant subgroups also made progress. Specifically, White students consistently outperformed other subgroups in all grade level areas in mathematics. The socio-economically disadvantaged subgroup consistently scored lower than the non socio-economically challenged students in math. The English Language Learners sub-group improved in math during trimester two with a gain of 14.8 points to their scare scores.

2015-16 School-wide Benchmark Data Trimester 1 and Trimester 2 Comparison: English Language Arts

% at or above grade level	**Trimester 1**	**Trimester 2**
Second	63%	44%
Third	6%	11%
Fourth	22%	34%
Fifth	21%	55%

2015-16 School-wide Benchmark Data Trimester 1 and Trimester 2 Comparison: Mathematics

% at or above grade level	**Trimester 1**	**Trimester 2**
First	92%	93%
Second	73%	68%
Third	28%	48%
Fourth	50%	61%
Fifth	29%	52%

Professional development in technology is provided continually throughout the school year. We cover the Illuminate program and Google Classroom, as well as effective use of the many technology tools in the classroom such as: document cameras, projectors, student response devices, interactive white boards, wireless tablets, and the use of online supplemental programs. These technology resources help to enhance our core instructional programs in science, social studies, English language arts, and mathematics.

In 2012-2013, our school met all growth targets for API (Academic Performance Index) and earned a score of 900. We met 17 of the 17 AYP (Annual Yearly Progress) criteria. Our 2012-2013 growth was 32 points. During the 2012-2013 school year we concentrated our efforts and added an after school support program for those struggling students as well as focused on our subgroups (English Learners, Hispanics, and Socio-economically Disadvantaged).Currently, we have continued the after school support program with the iReady intervention program in both ELA and Math during 2014-15 and 2015-16 school years. During the 2013-2014 school year, Pioneer participated in the new state-wide Common Core Assessment called the SBAC. It was a pilot year. Hence, there were no performance results provided to individuals students or to school sites. In 2014-2015, we participated in the SBAC and results were as follows:

CAASPP Results 2014-2015

English Language Arts (% Meeting or Exceeding Standards)	**Mathematics (% Meeting or Exceeding Standards)**
3rd- 34%	3rd- 42%
4th- 54%	4th- 49%
5th- 58%	5th- 34%

In the Spring of 2014, Pioneer Elementary was awarded the California Distinguished Schools Award, as well as in Spring 2016 Pioneer was awarded the California Gold Ribbon Schools Award for academic and behavior intervention systems that have contributed to overall school success and closing of the achievement gap.

In addition to academics, attendance is a key factor that contributes to student success academically. Pioneer Elementary has consistently met all attendance goals and the benchmark of 96% or higher attendance rate.

Refer to attached Data Documents for school-wide benchmark and SBAC data for ELA and Math, as well as, the Pioneer Elementary School Winter 2015 Report Card, attendance, behavior, and English Learner Data reports.

B. Analysis of Current Instructional Program (See Appendix B)

Administration, teachers, and other staff carefully study the results of District Benchmark Assessments *(Illuminate)*, Fountas & Pinnell reading levels, STAR Reading Program, curriculum based measures, and in class formative and summative assessments as a means to progress monitor data. The data is then used in our Professional Learning Communities to inform teachers and the principal on student placement, support services, progress, response to interventions, and the effectiveness of instruction. This data is also used for our staff to make decisions regarding pacing and the need and use of supplemental programs.

V. Description of Barriers and Related School Goals

Pioneer's demographic changes has presented barriers to overcome as we continue to ensure our students are achieving. We have an increasing number of students whose families are struggling to make ends meet. Many of those families find it difficult to focus on providing homework support and basic skills practice to their children. The parents of our English Learner students often have limited English skills and therefore need additional support in assisting their children with being successful in school. Our special education student population has increased and we continue to be challenged with meeting the varied needs of those special learners. Additionally, our caseloads and class sizes continue to be larger as we take advantage of class size reduction flexibility during the fiscal crisis. These class sizes require teachers and staff to distribute their limited resources, time, and attention to more students and families. We are providing on-going training and support to our teachers as we are fully implementing the new California Common Core State Standards. This has been a significant change for our staff. Last, we continue to be challenged by the high targets for our school to meet state and federal growth targets.

VI. Planned Improvements in Student Performance

SCHOOL GOAL #1
(Based on conclusions from Analysis of Program Components and Student Data pages)

The percentage of all students school-wide performing at a proficient level in ***English Language Arts*** will increase from 49% to 54% by June 2016 as measured by CAASPP test results.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
ALL students with a focus on socioeconomically disadvantaged, Title I, students with disabilities, English learner, and Hispanic students (sub-groups and significant sub-groups).	In Spring 2015, all students in 3rd-5th grades participated in the SBAC test. Results showed that 49% of 3rd-5th grade students were at or exceeded grade level standards in ELA. Performance growth this year will be based on SBAC Results. The anticipation is that each grade level and school-wide 3rd-5th grade students will make a minimum of 5% gain or more of students who are meeting or exceeding grade level standards.

Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**
SBAC State Test Assessment Data, District trimester benchmark data, CELDT scores, and curriculum based measures. Disaggregation of data from these assessments by group and individual.	SBAC State Test data, Distric benchmark data, CELDT scores, and grade level/group reports.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Professional development, instructional aides training, training for administrators, new teacher trainings (BTSA), and parent trainings. Pioneer Elementary School will continue providing training and guidance to teachers and staff for our core instructional programs, use of technology tools, and supplementary programs. All teachers will participate in additional training and collaboration throughout this school year to plan for implementation of the Common Core State Standards. Trainings have included training in illuminate, Title 1 Consultant and Coach for Reading Instruction, TCOE training, and FCOE consultant for Google Classroom. Further release time to observe colleagues instructional practices and in-class coaching was provided to meet the individual needs of teachers along side weekly collaboration meetings in grade level teams.	August 2015 - June 2016	Professional development opportunities and coaching for teachers will include work on the use of data, technology tools, and Common Core Standards. Parents will be provided with training opportunities at Title I meetings, site School Site Council, English language advisory committee meetings, and on an individual basis by classroom teachers.		District/school funds, Trainings funded by SELPA, CA Diagnostic Center, and our Region VII Regional System of District and School Support. Program specific training will be included with the purchase of our Standards Plus Program.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Implementation of core instructional program with additional time and materials allotted for support programs including, Title I, deployment delivery model - small group explicit targeted instruction - supported by instructional aides, Standards Plus, and other supplementary programs such as Education City to meet the needs of our strategic and intensive learners. An after school support program using iReady Program (lessons) will be provided for our identified academically at risk students who are not performing at a proficient level in reading language arts and mathematics.	August 2015 - June 2016	Common Core Standards trainings,Title I instructor and aides, Instructional aides, Migrant and English Learner Instructor, iReady Diagnostic Testing, Education City, Technology equipment, and Accelerated Reader.		School block and other grants,Migrant funds,EL funds,Donations, Sharing of in-house expertise
On going progress monitoring and assessment using District Benchmarks, curriculum based measures to inform instruction, monitor student progress, and prescribe support.	August 2015 - June 2016	State Testing and Reporting Program (SBAC), District Benchmarks, Curriculum Based Assessments, CELDT		General funds, Title I funds, Migrant funds, English Learner funds, Lottery

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Purchase of supplemental instructional materials and programs to support the multi-tiered intervention system.	August 2015 - June 2016	Instructional materials including but not limited to: technology equipment and programs, Renaissance Enhanced Program (home connect), Rewards, Phonics for Reading, Education City, Standards Plus, Accelerated Reader, iReady, ESGI (Kinder), Reading Eggs, Star Reading, and others.		School block grant funds, instructional materials funds, donations, grants
Technology tools, resources, and implementation to assist with student instruction and engagement and also to utilize for providing timely data to teachers to monitor student progress, identify student needs, inform instruction, and determine effectiveness of instructional practices (i.e., Google Classroom, Chromebooks)	August 2015 - June 2016	Progress monitoring through iReady, teaching tools, technology programs and equipment		School block grant, donations

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Improve student and staff attendance to maximize the benefit of our instructional program.	August 2015 - June 2016	Participation in the local SARB (School Attendance and Review Board); School-wide Incentive Program		School block grant funds and donations
Migrant Program to provide additional instructional support and services to students who qualify for migrant services.	August 2015 - June 2016	Migrant support programs		Federal Migrant funds
English Learner Program to provide additional support and services to students learning English as their second language.	August 2015 - June 2016	ELL Program; EL Instructor		District General Fund

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Title I Program to provide supplemental support to students in reading for identified students.	August 2015 - June 2016	Title I Program including an instructor, aides, and materials Fountas & Pinnel Reading Intervention Program		Title I funds
Afterschool support in the area of Mathematics and ELA with iReady Program.	November 2015- May 2016	Instructional Aides		Hourly Program

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages)

The percentage of all students school-wide performing at a proficient level in ***Mathematics***will increase from 41% to 46% by June 2016 as measured by CAASPP test results.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
ALL students school-wide with a focus on socioeconomically disadvantaged, students with disabilities, English learner, and Hispanic students (sub-groups and significant sub-groups).	In Spring 2015, all students in 3rd-5th grades participated in the SBAC test. Results showed that 41% of 3rd-5th grade students were at or exceeded grade level standards in Mathematics. Performance growth this year will be based on SBAC Results. The anticipation is that each grade level and school-wide 3rd-5th grade students will make a minimum of 5% gain or more of students who are meeting or exceeding grade level standards.
Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**
SBAC State Test data, District benchmarks, curriculum based measures, and teacher assessments.	SBAC State Test scores, District trimester benchmarks, Curriculum based measures, classroom assessment scores.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Full implementation of our core mathematics program (Pearson Envision Math) with interventions designed to meet the needs of our strategic, intensive, and English language learners.	August 2015 - June 2016	Pearson Envision Math Materials		Math Curriculum Adoption (Pearson Envision); General Budget
We will Continue to support Xtra Math program to provide resources for all students to practice their foundational math skills and build their fluency with math facts.	August 2015 - June 2016	Copies of practice pages and tests		School discretionary funds

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Professional development for Teachers, Administrators, and Instructional Aides - training and collaboration. Training by FCOE Consultant in Google Classroom, Pearson Math Training, and Training for Illuminate was provided for PES Staff. Further classroom coaching and release time to observe colleagues' instructional practices and curriculum implementation for teachers with individual needs was provided. New teachers participated in BTSA and received coaching by their mentors and attended professional development sessions through TCOE. Further, teachers meet weekly for collaboration time with their grade level team.	August 2015 - June 2016	Professional Development Funds		District General Fund, School Discretionary Funds
Technology tools such as projectors, speakers, response devices, mimios, and document cameras. Train students in the use of our online resources such as iReady and Google Classroom.	August 2015 - June 2016	Repair/replacement expenses		District general fund
Title I Program to provide supplemental support to students in reading for identified students.	August 2015 - June 2016	Instructors, Aides, and materials		Title 1 Funds

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Increase student and staff attendance rate to maximize instructional opportunities for all students.	August 2015 - June 2016	Kings County School Attendance Review Board (SARB); School-wide Incentives		School block grant funds and donations
On going progress monitoring and assessment using District iReady Benchmarks and curriculum based measures to plan for instruction, identify the needs of students, and prescribe support.	August 2015 - June 2016	Benchmark Assessments		General fund
Afterschool support in the area of Mathematics with iReady Program.	November 2015- May 2016	Instructional Aides		Hourly Programs

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3
(Based on conclusions from Analysis of Program Components and Student Data pages)

The total number of disciplinary referrals school-wide will be within national benchmark standards of an average of less than .5 referrals per day per 100 students for the year as measured by disciplinary data in our AERIES student information system in June 2016. Reducing the number of discipline referrals will ensure that all students are educated in a safe, bully-free, and caring environment so that students are academically focused. PES will continue to implement the PBIS program with staff and students fully involved in the development of a positive school culture with school-wide expectations, opportunities for student leadership, and structured activities for students throughout the school day. The goal at PES is to create a positive, encouraging atmosphere among students, staff, and families. Thus far in two years of PBIS implementation, Pioneer Elementary has significantly reduced misconduct referrals and suspensions, instead, we utilize a variety strategies for teaching and learning opportunities for students.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All students.	The total number of disciplinary referrals school-wide will be within the national average of .5 referrals per day per 100 students for the year as measured by disciplinary data in our AERIES student information system in June 2016.

Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**
Review of disciplinary data, parent surveys, teacher and student interviews.	Data will be collected from AERIES system and Misconduct Reports generated for the site monthly for review.

SCHOOL GOAL #3

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
• Implementation of Character Counts program including bully awareness and education program. • Character traits will continue to be infused in referral forms, including the positive character form. • Character lane flag • PBIS (Positive Behavior Intervention Supports) & Character assemblies • School-wide PBIS Program Implementation ("PAWS"- Be Proud, Be Aware, Be Wise, Be Safe) • PBIS Committee • Pride Ticket program • School-wide Classroom Clip Charts • Panther Pride Rallies • Student Council • Panther Pal Helpers • Panther Store for 1st-2nd Grades • Treasure Boxes for Kinder • Panther Pride Trips for 3rd-5th Grades • End of the Year Awards • Upper grade lunch time structured activities (intramural sports) • Regularly review Behavior Data with Office Staff and Faculty to identify what behavior incidents are being reported and repeated in effort to determine necessary trainings needed for students.	August 2015 - June 2016	Character Lane flag replacement, printed forms and pride tickets, rally and PBIS prizes, clip charts, PBIS Banners around identified areas across campus		PEPTC donations, school discretionary funds

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Information and trainings to students, staff, and parents on PBIS & Character Counts. Information will be provided through the School bulletin, website, PEPTC meetings, School Site Council meetings, District Parent Advisory meetings, ELAC and migrant parent meetings	August 2015 - June 2016			School donation funds, PEPTC donations
Student Council Program, cross-age reading and tutor buddies, Panther Pals, Intramural Sports, Lunch Programs, and Student Council Advisers	August 2015 - June 2016			No special funding needed
Student incentive programs such as Panther Pride, Student Store,Pride tickets, and Treasure Box to increase student motivation and encourage every student to put forth their best effort. School-wide signs posted with PAWS expectations (cost vary due to replacement costs).	August 2015 - June 2016	Panther Pride activities, Student Store items, Treasure Box		PEPTC donations, School site funds
Monthly PBIS Committee Team Meetings. PBIS Committee will provide Agendas and Minutes.	September 2015- June 2016			No Special Funding

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 **(Based on conclusions from Analysis of Program Components and Student Data pages)** Parent Involvement correlates with increased student achievement. Parents will participate in regular two-way, meaningful communication involving student academic learning and other school activities.	
Student groups and grade levels to participate in this goal: ALL Students in grades TK/K to 5th Grade.	**Anticipated annual performance growth for each group:** Increased parent participation during Parent Conferences, School-wide Events, and increased numbers of regular Parent Volunteers as measured by office logs, the number of Parent Volunteer Applications, and Event Sign-in Sheets.
Means of evaluating progress toward this goal: *Review of Office Sign-in Logs (parent volunteers) * Review Annual Parent Conference Sign-in Sheets * Review Event Sign-in Sheets * Review the number of Parent Volunteer Applications and School Board Approvals * Review of Annual Parent Survey Results (feedback) * Review Sign-in Sheets and Parent input at School Site Council Meetings * Review the Parent Information Sent Home (fliers) and the number of Automated Phone Calls placed.	**Group data to be collected to measure academic gains:** Parent Involvement directly correlates with student achievement. So, if we can track Parent Involvement, student achievement and the potential to close the achievement gap should increase. We collected data on Parent Involvement by: * Review of Office Sign-in Logs (parent volunteers) * Review Annual Parent Conference Sign-in Sheets * Review Event Sign-in Sheets * Review the number of Parent Volunteer Applications and School Board Approvals * Review of Annual Parent Survey Results (feedback) * Review Sign-in Sheets and Parent input at School Site Council Meetings * Review Parent Information Sent home (fliers) and Review the number of Automated Announcements Placed.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
School Site Council met on regularly scheduled meetings to review student achievement data (district benchmarks, state assessment data, and CELDT data), the School Achievement Plan, and parents will give input into the yearly school goals.	August 2015- June 2016	Fliers sent home		General Funding
Annual Parent Teacher Conferences: Teachers meet with parents annually and through out the year to discuss individual student data, student progress and concerns.	October 2015	Fliers sent home		General Funding
Parents signed in at school-wide events such as Back to School Night, Donuts with Dad, Muffins with Mom, Grandparent's/Parent's Day, Movie Nights, Band Concerts, Winter Family Fun Night, Spring Open House, and other school activities.	August 2015-June 2016	Fliers sent home.		General Funding

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Regular Automated Announcements go out to all families to keep them informed of school-wide Parent Involvement opportunities.	August 2015-June 2016	None		None
Parent Volunteer Applications are reviewed and counted in order to see if we have increased number of parents applying annually at Pioneer and approved by the School Board.	August 2015- June 2016	Printing of Volunteer Packets		General Funding
Annual Parent Surveys are reviewed for feedback in order to make school-wide improvements, and the number of participants are counted.	Spring 2016 (May)	Printing of Parent Surveys		General Funding

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 **(Based on conclusions from Analysis of Program Components and Student Data pages)**	
Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	100	98	98.0	98	**2404.9**	16	17	38	29
Grade 4	90	90	100.0	90	**2481.5**	23	31	26	20
Grade 5	100	99	99.0	99	**2519.0**	25	33	20	21
All Grades	290	287	99.0	287		22	27	28	23

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	18	46	36	15	48	37	13	66	20	12	55	33
Grade 4	26	51	23	23	59	18	17	76	8	33	49	18
Grade 5	27	41	31	37	42	20	18	70	12	36	52	12
All Grades	24	46	30	25	49	25	16	70	14	27	52	21

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	100	97	97.0	97	**2425.3**	13	28	34	25
Grade 4	90	90	100.0	90	**2479.8**	10	39	39	12
Grade 5	100	99	99.0	99	**2497.8**	16	18	38	27
All Grades	290	286	98.6	286		13	28	37	22

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	29	41	30	12	59	29	22	57	22
Grade 4	24	46	30	22	43	34	24	53	22
Grade 5	16	43	40	14	55	31	18	47	34
All Grades	23	43	34	16	52	31	21	52	26

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	103	94	98
Percent with Prior Year Data	98.1%	94.7%	88.8%
Number in Cohort	101	89	87
Number Met	77	52	57
Percent Met	76.2%	58.4%	65.5%
NCLB Target	57.5	59.0	60.5
Met Target	**YES**	**NO**	**YES**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	71	11	86	37	97	30
Number Met	37	7	24	25	37	17
Percent Met	52.1%	63.6%	27.9%	67.6%	38.1%	56.7%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	**YES**	**YES**	**YES**	**YES**	**YES**	**YES**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	NA	NA	100%
Met Percent Proficient or Above	NA	NA	13%
Mathematics			
Met Participation Rate	NA	NA	100%
Met Percent Proficient or Above	NA	NA	15%

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			********	***					********	***	********
1	1	13	4	50	3	38					8
2	4	44			3	33	1	11	1	11	9
3			1	13	5	63	2	25			8
4	********	***			********	***					********
5	1	20	2	40					2	40	5
Total	8	22	9	25	12	33	3	8	4	11	36

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Administration, teachers, and other staff carefully study the results of District Benchmark Assessments,Fountas & Pinnell reading levels, STAR Reading Program, curriculum based measures, and in class formative and summative assessments as a means to progress monitor data. The data is then used in our Professional Learning Communities to inform teachers and the principal on student placement, support services, progress, response to interventions, and the effectiveness of instruction. This data is also used for our staff to make decisions regarding pacing and the need and use of supplemental programs. This year we will also participate in the Smarter Balanced assessment.

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

Pioneer administration and staff study and use data from iReady progress monitoring (after school program), District Benchmarks, classroom assessments, and classroom curriculum embedded measures to plan for instruction, support, and reteaching.

Subject matter in each grade level in all core subjects has been aligned with the Common Core State Standards. Teachers at each grade level meet in professional learning communities weekly to discuss curricular issues and work together to design instructional activities and lessons. They also analyze all assessment data and other informal teacher driven measures. Regular instruction includes art, physical education, handwriting, computers and technology in addition to core academics. Teachers study grade level standards and have created instructional pacing charts to insure the coverage of all standards. Site administration meets together with district staff several times a month to provide communication and collaboration over the spectrum of curricular issues in grades K-5 and to ensure fidelity at both

campuses. All K-5 teachers have received introductory training for the California Common Core State Standards and are addressing those standards using collaborative learning strategies into their program. All teachers are participated in additional professional development this school year on iReady, Illuminate, Google Classroom, and Title 1 Consultant for Reading Instruction coaching.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All Pioneer Elementary School staff currently meet the standards of being highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Pioneer Elementary School's principal has participated in several training opportunities for Common Core State Standards, the integration of technology in teaching, and the use of our adopted curricular programs. Administration has also participated in professional development on Response to Intervention, Instructional Rounds, Professional Learning Communities, and various research based programs, methods, and strategies.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All Pioneer Elementary School Teachers are properly credentialed and have participated in trainings on our adopted English Language Arts, mathematics, and other core curriculum.

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

Staff development is directly aligned to the core curriculum adoptions and District goals. Teachers provide input through feedback from their professional learning communities and the District Curriculum Council.

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

Pioneer Elementary School teachers participate in and receive professional development provided by the District, Kings County Office of Education, SELPA, TCOE, FCOE, and various other entities. On staff 'experts' share their expertise on District professional development days, grade level collaboration days, through curriculum council, and in their Professional Learning Communities. Occasionally, experts from the field are brought in to provide additional coaching, guidance, and training to teachers.

8. Teacher collaboration by grade level (EPC)

Pioneer Elementary School teachers have built strong Professional Learning Communities. Pioneer Elementary School teachers are provided with at least two Wednesday afternoons per month to work together collaboratively in planning instruction, examining data, and developing curricular materials and activities. These opportunities are provided through early dismissal days. The remaining two Wednesday afternoons are used to provide professional development to teachers, examine student performance data, review research based strategies and programs, and to participate in other valuable activities.

All training and curriculum development at Pioneer Union Elementary School District revolves around the California Common Core Standards, teaching strategies and techniques, the use of technology, culture building activities, and positive behavioral interventions.

Training topics and activities are determined through a collaborative effort of all teaching staff. Training needs are identified based upon assessment results, discussions with staff, the district curriculum council, District Focus Goals, and the school site plan.

Our new teachers participate in the BTSA Teacher Induction Program. It offers additional support and assistance to newly credentialed teachers. Pioneer Elementary School′s support staff receive job-related training from the Kings County Office Education, department supervisors, outside vendors, and qualified district personnel.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Curriculum at Pioneer Elementary School is carefully articulated with the California Common Core State Standards. We have developed an extensive roll out plan to train, develop, and transition to the Common Core Standards. On going calibration and collaboration with our other schools in the District as well as across grade levels provides for a smooth and seamless transition from one grade to the next and from elementary to middle school.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

A well thought out school schedule insures that all content areas are well developed and instructional minutes are sufficient to deliver quality instruction to our students.

11. Lesson pacing schedule (EPC)

Pioneer Union Elementary School District has clearly developed pacing schedules in all core instructional areas. We work throughout the year to keep them updated and accurate. Data is studied to ensure that additional instructional time is dedicated to areas where students are struggling.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All staff and students are provided with appropriate and up to date standards based instructional materials.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All core instructional materials have been approved by the California State Board of Education.

All teachers at Pioneer Elementary School are fully credentialed and meet the requirements of being 'highly qualified". The school maintains a culture of a professional learning community. The teachers analyze assessment data regularly for their own classrooms, their grade levels, and the school at large. They write annual goals as they relate to the California State Standards for Teaching. They are evaluated based on those standards and the goals they put in place with administration at the beginning of each school year.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Our core instructional programs include effective support components and are available for teachers to use in supporting struggling students with strategic and intensive needs. In addition, we have high quality special education, English Learner, Migrant, Section 504, and Title I programs to provide support to students who qualify for those programs.

15. Research-based educational practices to raise student achievement at this school (NCLB)

All of our core instructional programs are research based proven programs. All students are progress monitored with District Benchmark Assessments (Iluminate) and other curriculum based measures and teacher assessments.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Specialized Title I instructor and Title I Instructional Aides provide support to students who qualify for our Title I program. These services are delivered at a variety of times throughout the school day. The support is customized for individual students depending on their needs. Our District Director of Learning Support Services oversees the program in collaboration with site administration. She holds information parent meetings and provides guidance and ongoing training to our Title I staff.

17. Transition from preschool to kindergarten (Title I SWP)

Special Education staff work with preschool staff to provide for a smooth and seamless transition from preschool into kindergarten for students who receive special education support and services. General education preschool students benefit from experiences in our Pioneer Preschool that help them to be well prepared for kindergarten. In addition, our kindergarten staff provides an annual orientation for parents of preschool students who will be entering kindergarten. They provide resources and information to parents on how to help their children have a successful transition into kindergarten and how to prepare them for the initial academic and social experiences.

Involvement

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

Under achieving students are carefully monitored and supported by their classroom teacher with assistance of school administration, instructors, instructional aides, and support programs.

19. Strategies to increase parental involvement (Title I SWP)

Title I parent meetings are held to provide information and guidance to parents on how to help their children at home. Information is also provided on the types of support services, curriculum, and programs available to Title I students. Additionally, parents are invited to make an appointment with the classroom teacher or other staff at any time during the school year to address and discuss concerns. Our Parent Teacher Club (PEPTC) organizes many events and activities throughout the year to encourage parent involvement on campus. Parents feel comfortable on our campus and many choose to volunteer in classrooms to support our instructional programs. Our School Site Council provides further guidance and insight on school programs. They serve a critical role in providing opportunity for parents to participate in school decision making. We also have parent representation on our District Parent Advisory Council, English Language Advisory Council, Migrant Parent Committee, and the District Wellness Committee.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Our District Governing Board School Site Council, and the Pioneer School Site Council are involved in reviewing school programs and plans.

Family involvement is a critical part of the Pioneer community. In the district charter, parent involvement is listed as one of the four pillars of the charter. Parents are encouraged to serve at least 2 hours of volunteer time to the school during each year. They fulfill that obligation in a variety of ways. Some examples are: serving on our School Site Council, District Parent Advisory Council, English Language Advisory Committee, Title I Parent meetings, Pioneer Elementary Parent Teacher Club, Family fun nights, Volunteering in classrooms, Chaperoning field trips, serving on our District, and participating in our Migrant Program Parent meetings.

<u>Funding</u>

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Title I targeted assistance in English Language Arts and Mathematics for students in first through fifth grade are provided. In addition, PES has an after school program that provides iReady Lessons in Mathematics and English Language Arts for identified students who are struggling academically.

22. Fiscal support (EPC)

Funding for under-performing students is provided. Title I monies support the Title I instructor and Title I instructional aides who serve all Title I students and support teachers as they provide universal access to curriculum for all students. Title III monies support English Learners and Migrant students through the training and use of instructional aides and purchase of instructional materials.

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

	State Programs	Allocation
	California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	$
	Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	$
	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$
	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	$
	Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$
	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	$
	Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$
	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	$
	School Safety and Violence Prevention Act Purpose: Increase school safety.	$
	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	$
X	List and Describe Other State or Local funds (e.g., Gifted and Talented Education): **State:** General- $832,560.00, Block Grant- $78,960.23, Prop 20 $22,865.55, Lottery $90,531.37, SPED $107,163.49, EL -$11,242.67, Art & Music- 2,622.10, LCFF SUPP- $163,734.56, EPA-	$3,107,416.10
Total amount of state categorical funds allocated to this school		$3,107,416.10

	Federal Programs under No Child Left Behind (NCLB)	Allocation
	Title I, Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	$
	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
True	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$138,600.16
	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	$
X	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$24,655.00
	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$
	Title IV, Part A: Safe And Drug-Free Schools And Communities Purpose: Support Learning Environments That Promote Academic Achievement. This program is no longer funded begginning with the 2010-11 school-year.	$
	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	$
X	Other Federal Funds (list and describe* OTHER Federal Funding: SPED- $24,649.00 Federal Funding Included Above: Title II- Teacher Quality $24,655.00,Title I- $138,600.16	$24,649.00
Total amount of federal categorical funds allocated to this school		$187,904.16

Total amount of state and federal categorical funds allocated to this school	**$3,259,620.39**

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2013-14 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	0			
Carryover	0			
Indirect Costs				
Direct Costs				
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2013-14 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	**Description of Services**	**SIP Amount**	**Title I Amount**	**LEP Amount**	**Title V Amount**
1302	**Director of Special Programs:** Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	**Curriculum Specialist:** Provides support/staff development/modeling for new teachers, resource teachers.				
2422	**Secretarial:** Processes and maintains records, originates purchase orders, provides clerical support				
2442	**Technician:** Provides network support for language arts intervention programs				
2452	**Program Analyst**: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	**Warehouse Assistant:** Assists in district-wide book vendor fair, processes and orders library materials.				
2932	**Community Liaison:** Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	**Employee Benefits:** Certificate and classified benefits				
4000	**Supplies:** Programming curriculum materials, office supplies, computer software				
5000	**Conferences, Mileage:** Reimbursement for professional development, program in-services/conferences, mileage, printing				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

Appendix E - Recommendations and Assurances (Pioneer Elementary School)

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:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
X	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): PES School Site Council Vice-Chairperson	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on: 2-23-15

Attested:

Sharon Cronk		
Typed Name of School Principal	Signature of School Principal	Date
Lupita Fields		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Pioneer Union Elementary School District Student Pledge:

The student shall carry out the following responsibilities:

· Complete all work to the best of my ability.
· Model the 6 pillars of Character every day!
· Show respect to my parents, school staff, fellow students, and my community.
· Diligently pursue my studies at school and home.
· Respect school property and the property of others.
· Follow school rules and the dress code.
· Always do my BEST!

Parents Pledge:

Pioneer Union Elementary School District Parent Pledge:

The parent as partner in their child's education shall carry out the following responsibilities:

· Supervise and assist in the completion of homework assignments.
· Support and reinforce the school's conduct and dress code.
· Check and read all information sent home.
· Communicate promptly with the school regarding concerns about my child's performance, instruction, attendance and behavior.
· Regularly attend, volunteer, and support school events including Back-to-School-Night, parent/teacher conferences, parent club meetings, and school programs.
· Ensure that my child attends school daily, on time, and with all the tools necessary for learning.

Staff Pledge:

Pioneer Union Elementary School District Teacher Pledge:

The classroom teacher shall carry out the following responsibilities:

· Provide periodic reports on student progress.
· Consult with parents concerning student performance and behavior.
· Respond promptly to parent communications.
· Provide a rigorous, standards-based curriculum.
· Provide a warm, safe and secure learning environment with high expectations for all students.
· Encourage parent participation in school activities and provide opportunities for parents to volunteer at school and in the classroom.

Appendix G - School Site Council Membership: Pioneer Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sharon Cronk, Secretary	X				
Shamra Meek		X			
Darleen Herman, Vice Chairperson		X			
Gail Partin		X			
Antoinette Draxler			X		
Sam Rodriguez				X	
Brandi Rodriguez				X	
Larry Davis, Chairperson				X	
Alyssa Barcelos				X	
Shiela Culp				X	
Paul DeLaTorre, Assistant Principal				X	
			X		
Numbers of members of each category	**1**	**3**	**1**	**5**	**0**

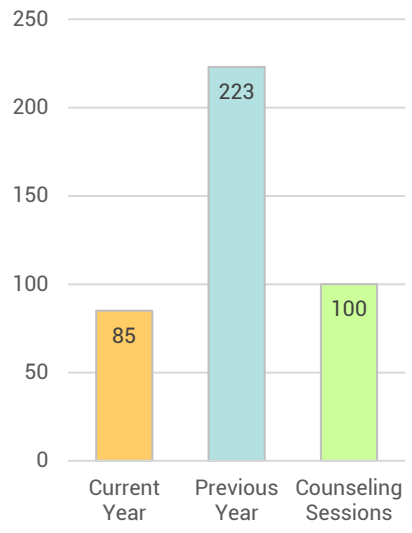
(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented 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.

2015-16 Student Misconduct Report

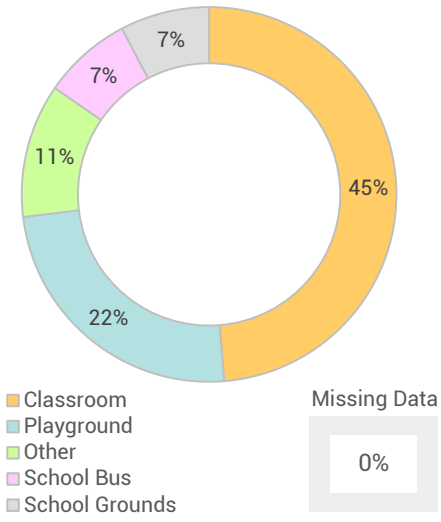
Pioneer Elementary School - March Report

8/12/2015 - 3/31/2016

Number of Referrals

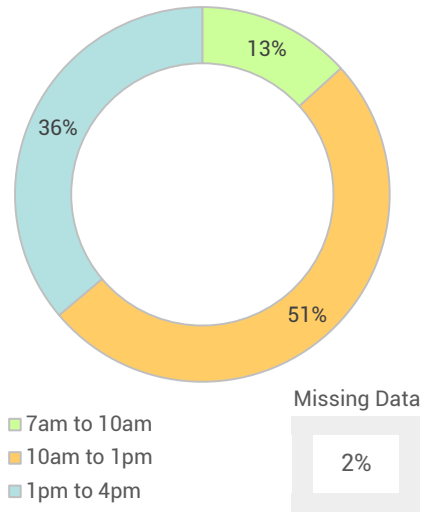


Location



Missing Data: 0%

Time of Day



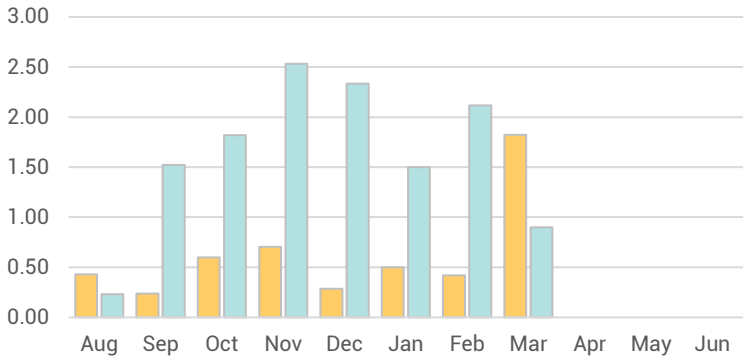
Missing Data: 2%

The data analyzed here are from the beginning of the school year through the end of March.

Average Daily Referrals (ADR)

Current Year	Previous Year
0.63	1.63

ADR by Calendar Month

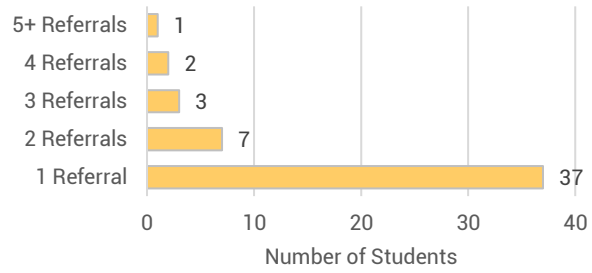


	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
C	0.43	0.24	0.60	0.71	0.29	0.50	0.42	1.82	0.00	0.00	0.00
P	0.23	1.52	1.82	2.53	2.33	1.50	2.12	0.90	0.00	0.00	0.00

Top Five Violations

1. Disrespectful behavior (29)
2. Not keeping hands, feet, and objects to self (20)
3. Caused, attempted, or threatened physical injury (8)
4. Defiance of authority (6)
5. Not following a school rule (5)

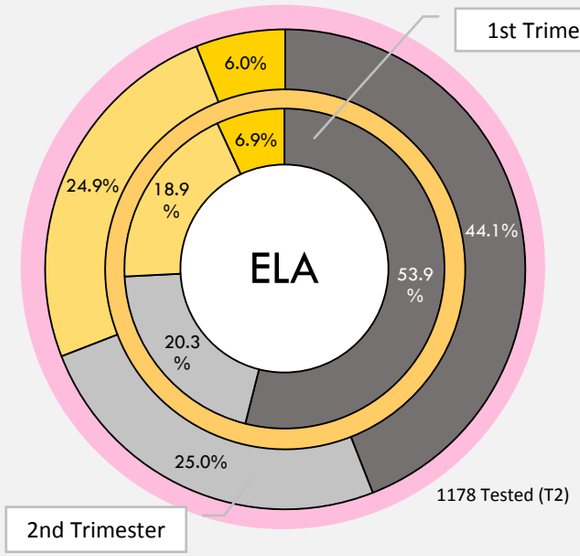
Referral Category



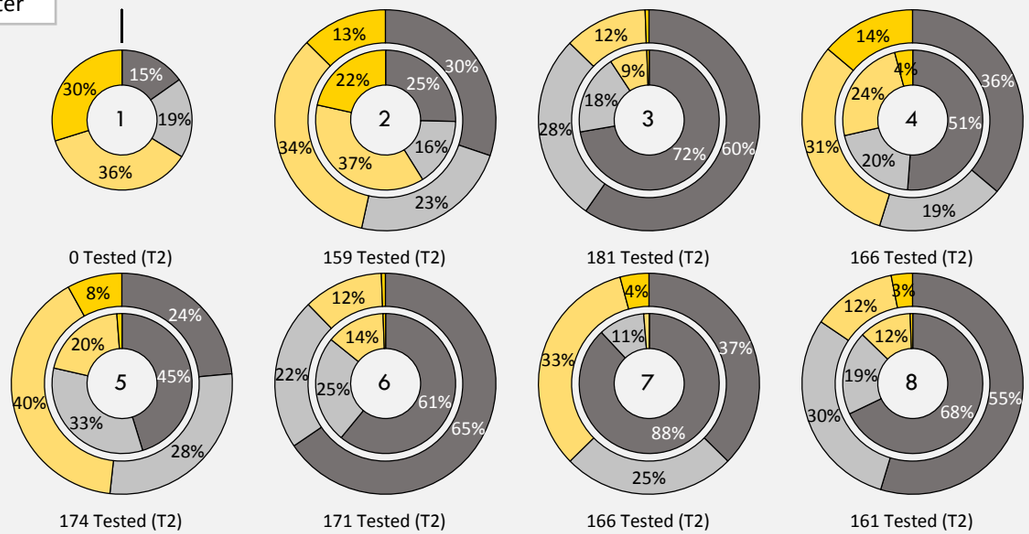
*C stands for Current Year and P stands for Previous Year

2015-2016 PUESD ILLUMINATE BENCHMARK ASSESSMENTS REPORT - Grades 1-8

DISTRICT OVERVIEW - 1st and 2nd Trimester Results



1178 Tested (T2)



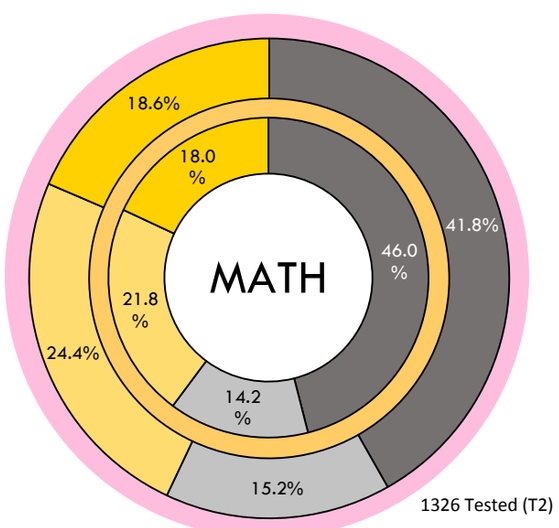
0 Tested (T2) | 159 Tested (T2) | 181 Tested (T2) | 166 Tested (T2)

174 Tested (T2) | 171 Tested (T2) | 166 Tested (T2) | 161 Tested (T2)

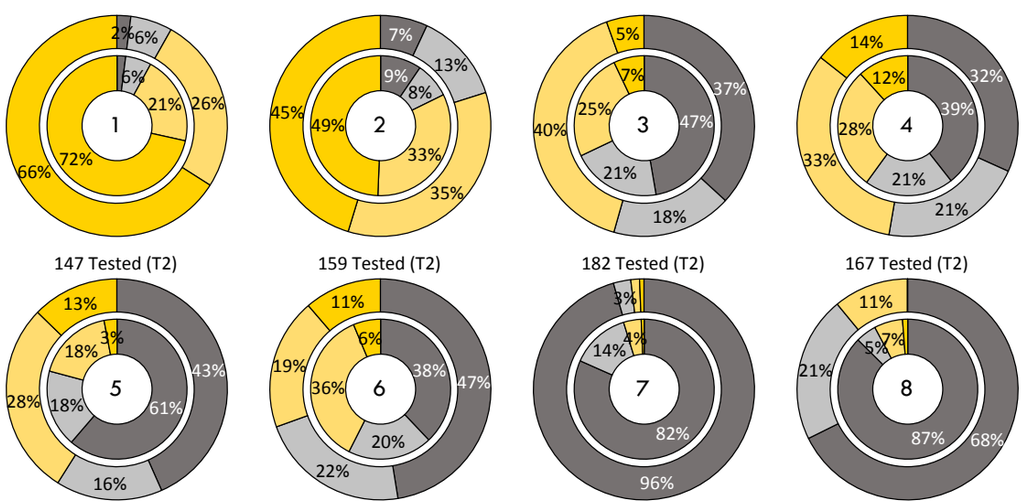
Inner-Chart: ORANGE BENCHMARK - T1

Outer-Chart: PINK BENCHMARK - T2

Pioneer Elementary					
T1	47%	20%	24%	10%	n= 464
T2	42%	25%	26%	7%	n= 389
Frontier Elementary					
T1	39%	24%	26%	12%	n= 365
T2	32%	24%	33%	10%	n= 291
Pioneer Middle					
T1	72%	18%	9%		n= 493
T2	53%	26%	19%	3%	n= 498



1326 Tested (T2)



147 Tested (T2) | 159 Tested (T2) | 182 Tested (T2) | 167 Tested (T2)

173 Tested (T2) | 177 Tested (T2) | 157 Tested (T2) | 164 Tested (T2)

Exceeds Standard

Meets Standard

Approaching Standard

Below Standard

Pioneer Elementary					
T1	32%	16%	26%	26%	n= 466
T2	22%	15%	39%	25%	n= 479
Frontier Elementary					
T1	34%	14%	23%	29%	n= 365
T2	30%	15%	24%	30%	n= 349
Pioneer Middle					
T1	68%	13%	16%	3%	n= 488
T2	69%	16%	11%	4%	n= 498

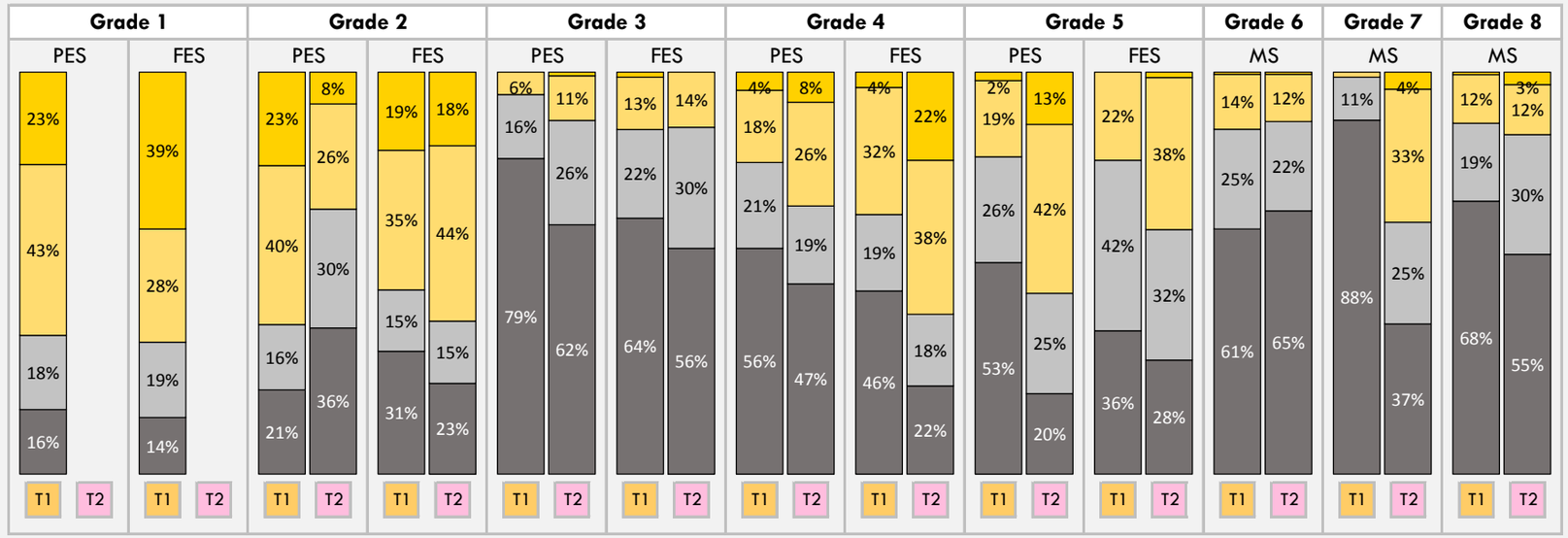
BY GRADE LEVEL AND SITE

ELA

ORANGE BENCHMARK - T1

PINK BENCHMARK - T2

- Exceeds Standard
- Meets Standard
- Approaching Standard
- Below Standard

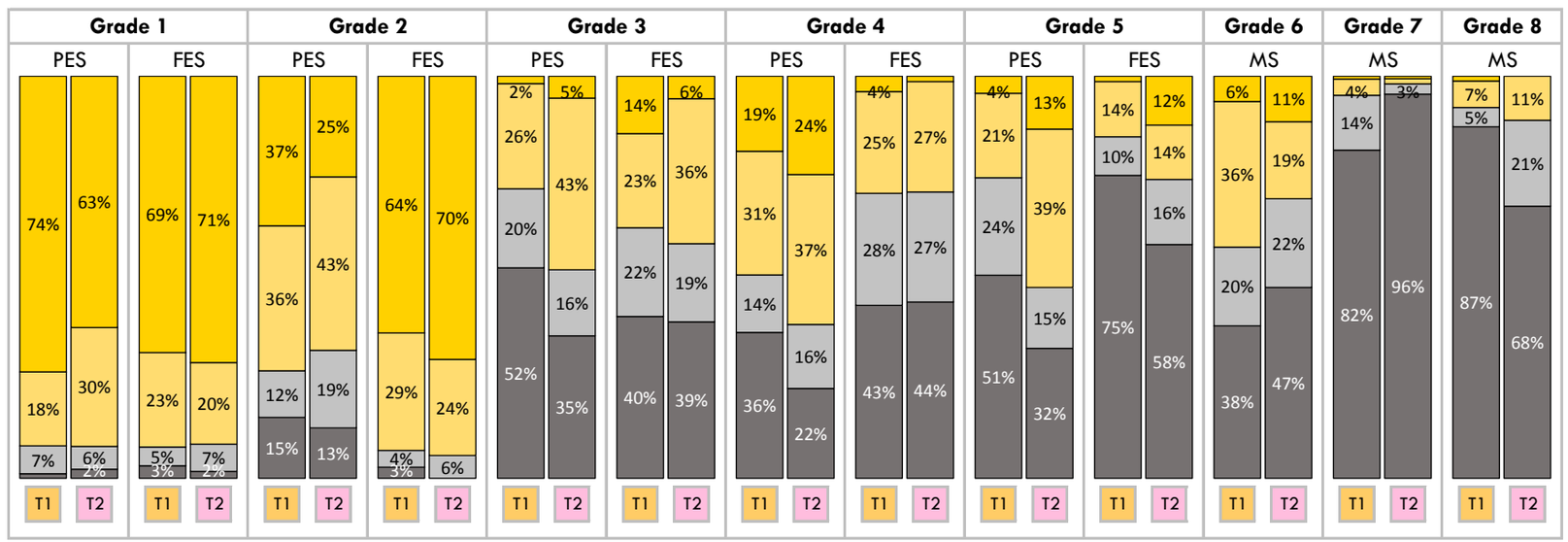


MATH

ORANGE BENCHMARK - T1

PINK BENCHMARK - T2

- Exceeds Standard
- Meets Standard
- Approaching Standard
- Below Standard



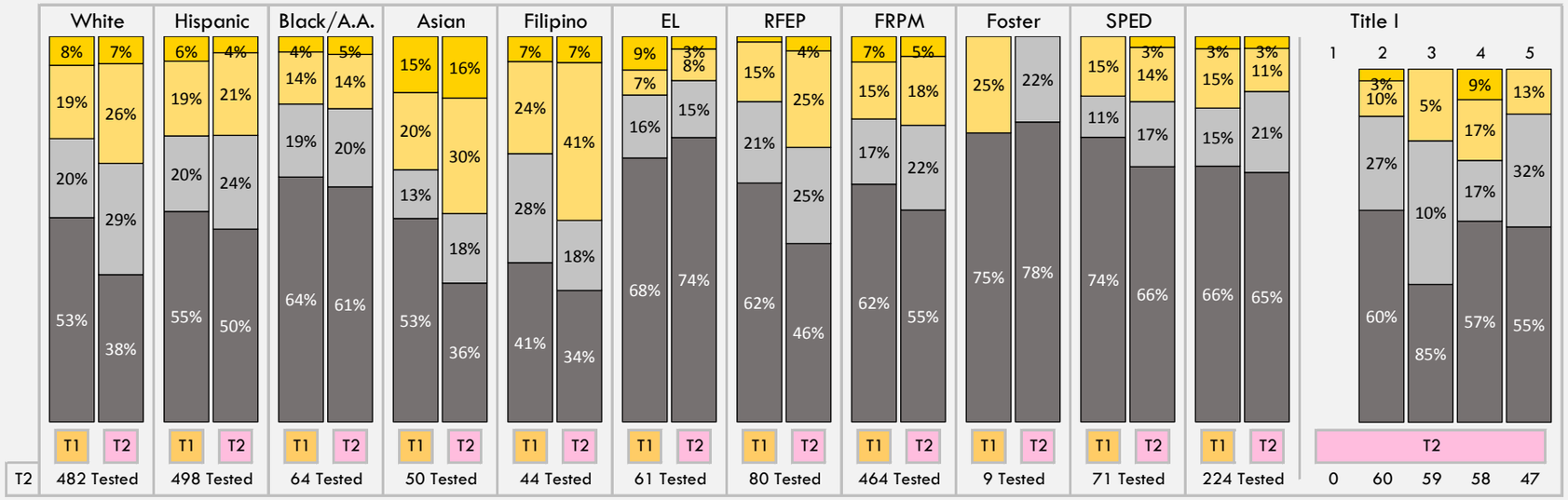
BY SUBGROUP

ELA

ORANGE BENCHMARK - T1

PINK BENCHMARK - T2

- **Exceeds Standard**
- **Meets Standard**
- **Approaching Standard**
- **Below Standard**

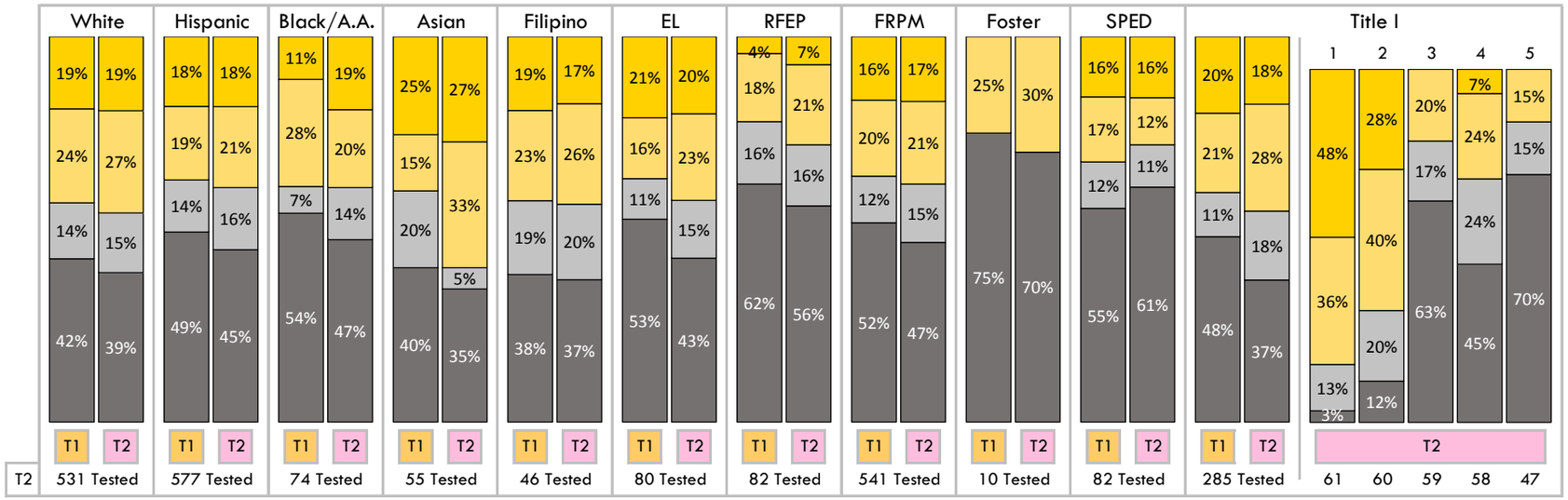


MATH

ORANGE BENCHMARK - T1

PINK BENCHMARK - T2

- **Exceeds Standard**
- **Meets Standard**
- **Approaching Standard**
- **Below Standard**



2014-15

STUDENT MISCONDUCT REPORT

PIONEER ELEMENTARY

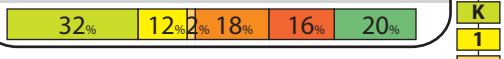
A total of 261student referrals were reported by Pioneer Elementary during the 2014-15 school year.

TOP 5 POOR BEHAVIOR CHOICES

1. Caused, Attempted, or Threatened Physical Injury (87)

Gender Composition	
96% Male	4% Female

Grade Level Composition



2. Disrespectful Behavior (3)

Gender Composition	
85% Male	15% Female

Grade Level Composition

3. Not Keeping Hands, Feet, and Objects to Self (7)

Gender Composition	
92% Male	8% Female

Grade Level Composition

4. Classroom/School Environment Disruption (10)

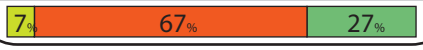
Gender Composition	
91% Male	9% Female

Grade Level Composition

5. Repeatedly Clipped Down Behavior Chart (2)

Gender Composition	
100% Male	0% Female

Grade Level Composition



*Note: (#) is the offense code; compositions and counts include duplicates

Demographics of **STUDENTS**

Gender Composition

Male 84%
Female 16%

Grade Level Counts

Grade K 35
Grade 1 26
Grade 2 14
Grade 3 44
Grade 4 79
Grade 5 63

Offense Code Counts

Code 87 50
Code 3 41
Code 7 38
Code 10 22
Code 2 15
Code 4 13
Code 21 12
Code 1 11
Code 29 10
Code 6 9
Code 26 9
Code 68 9
Code 97 9
Code 96 4
Code 92 3
Code 28 2
Code 17 1
Code 23 1
Code 74 1
Code 98 1

Reference Table for Offense Codes

Code 1 = Cheating
Code 2 = Repeatedly clipped down behavior chart
Code 3 = Disrespectful behavior
Code 4 = Inappropriate language
Code 6 = Lying to an adult
Code 7 = Not keeping hands, feel, objects to self
Code 10 = Classroom/school environment disruption
Code 17 = Bus violation
Code 21 = Rough play
Code 23 = Unprepared for class
Code 26 = Teasing/name calling
Code 28 = Unsafe behavior choice
Code 29 = Not following a school rule
Code 68 = Property theft
Code 74 = Possession of a knife or dangerous object
Code 87 = Caused, attempted, or threatened physical injury
Code 92 = Harassment or intimidation
Code 96 = Obscene acts, profanity, and vulgarity
Code 97 = Disruption, defiance
Code 98 = Property damage

2015-2016 District & Site Attendance Report

Through Attendance Month 8
(8/12/15 - 4/8/16)

*Includes attendance data for active and inactive students

Pioneer Union Elementary School District

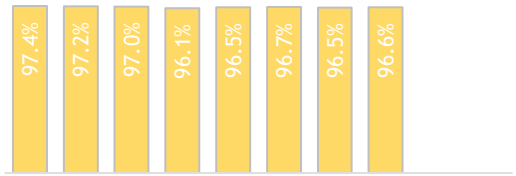
District Attendance Rate

96.8%

210585 Days Present

217637 Days Enrolled

District Attendance Rate by Attendance Month



Truancy & Absenteeism

Truant(s)	379 or	22.8%
Chronic Truant(s)	5 or	0.3%
Chronic Absentee(s)	91 or	5.5%

Dropouts (7-8)

0 or 0%

Pioneer Elementary

School Attendance Rate: 96.7%

Attendance Month		Present	Enrolled
1	97.2%	10105	10394
2	96.9%	10676	11020
3	97.0%	10108	10425
4	96.4%	8849	9180
5	96.7%	11167	11545
6	96.7%	10210	10554
7	96.2%	10721	11139
8	96.6%	7396	7656
9		0	0
10		0	0

Truant(s)	163 or	25.8%
Potential Truant(s)	89 or	14.1%
Chronic Truant(s)	1 or	0.2%
Potential Chronic Truant(s)	7 or	1.1%
Chronic Absentee(s)	32 or	5.1%

Frontier Elementary

School Attendance Rate: 97.0%

Attendance Month		Present	Enrolled
1	97.7%	7701	7881
2	97.7%	8140	8335
3	97.2%	7693	7913
4	96.2%	6675	6940
5	96.7%	8316	8599
6	96.7%	7541	7799
7	96.8%	8006	8267
8	97.1%	5508	5673
9		0	0
10		0	0

Truant(s)	93 or	19.8%
Potential Truant(s)	69 or	14.7%
Chronic Truant(s)	3 or	0.6%
Potential Chronic Truant(s)	4 or	0.9%
Chronic Absentee(s)	19 or	4.1%

Pioneer Middle

School Attendance Rate: 96.6%

Attendance Month		Present	Enrolled
1	97.3%	9228	9485
2	97.1%	9775	10065
3	96.9%	9228	9519
4	95.7%	8046	8408
5	96.2%	10106	10504
6	96.6%	9159	9479
7	96.4%	9637	9999
8	96.2%	6594	6858
9		0	0
10		0	0

Truant(s)	123 or	22.0%
Potential Truant(s)	60 or	10.7%
Chronic Truant(s)	1 or	0.2%
Potential Chronic Truant(s)	8 or	1.4%
Chronic Absentee(s)	40 or	7.2%

1) Truant - A pupil subject to compulsory full-time education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof; 2) Potential Truant - 2 unexcused absences; 3) Chronic Truant - A pupil subject to compulsory full-time education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date; 4) Potential Chronic Truant - 10 to 17 unexcused absences; 5) Chronic Absentee - A pupil who is absent 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

2015-16

ENGLISH LANGUAGE DEVELOPMENT

Program Overview

Program Population

On Census Day (October 7th, 2015), our school district had...

136 English Learners

- **53** at FES
- **58** at PES
- **25** at PMS

3 English Language Development Teachers

58 Reclassified Fluent English Proficient

- **8** at FES
- **11** at PES
- **39** at PMS

As a district, we had 1549 students. This means that approximately 9% of our Census Day enrollment were English learners (those who participate in the English Language Development (ELD) program) and 4% were Reclassified Fluent English Proficient students (former English learners).

Demographics of **ENGLISH LEARNERS**

Gender Composition

Male	51%
Female	49%

Ethnic Composition

Hispanic	65%
Asian	18%
White	5%
Filipino	4%
African A.	4%
P. Islander	4%

Grade Level Counts

Grade TK	4
Grade K	24
Grade 1	17
Grade 2	20
Grade 3	19
Grade 4	16
Grade 5	11
Grade 6	12
Grade 7	7
Grade 8	6

Home Languages

Spanish	65%
Arabic	13%
O.N.E.L.	6%
Tagalog	4%
Hmong	3%
Vietnamese	2%
Punjabi	2%
Other	4%

*O.N.E.L. = Other Non-English Language

Program Participation

On 3/1/2016, there were 109 English learners and 83 Reclassified Fluent English Proficient students enrolled at Pioneer Union Elementary School District (PUESD).

2.7 Years in the English Language Development Program

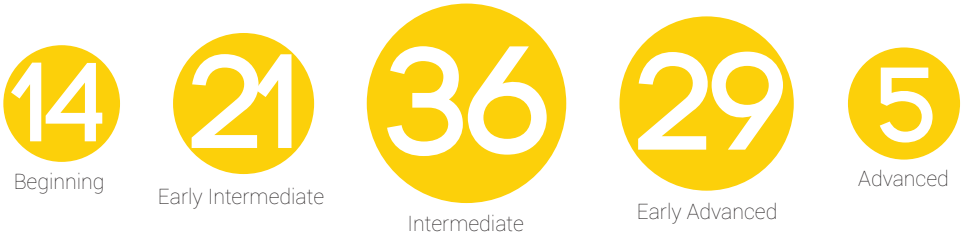
On average, our current English learners have been participating in the ELD program for 2.7 years, down from last year's average of 2.9.

Program Participation Cont'd

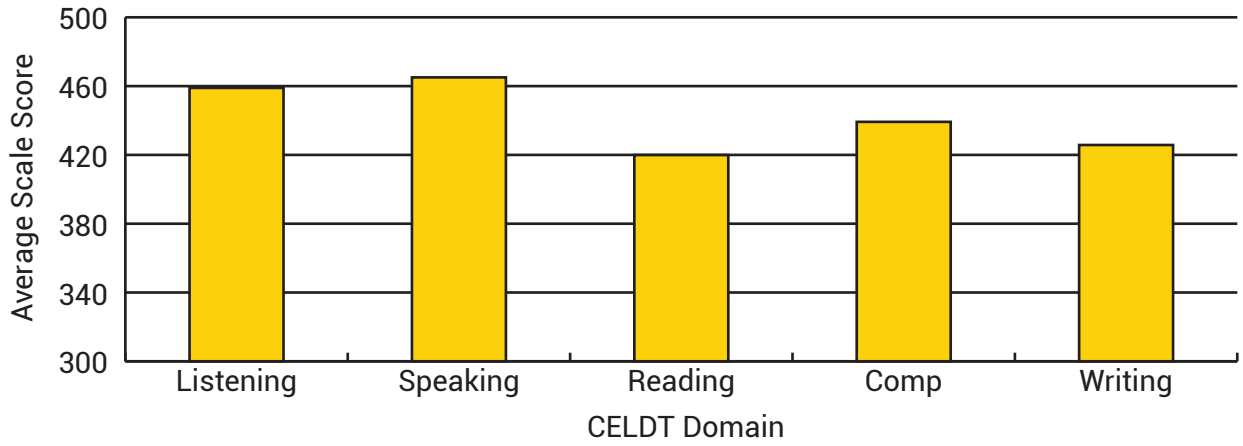
13 Long-Term English Learners (4 less than last year)

A long-term English learner is someone who has not been reclassified in 5 or more years.

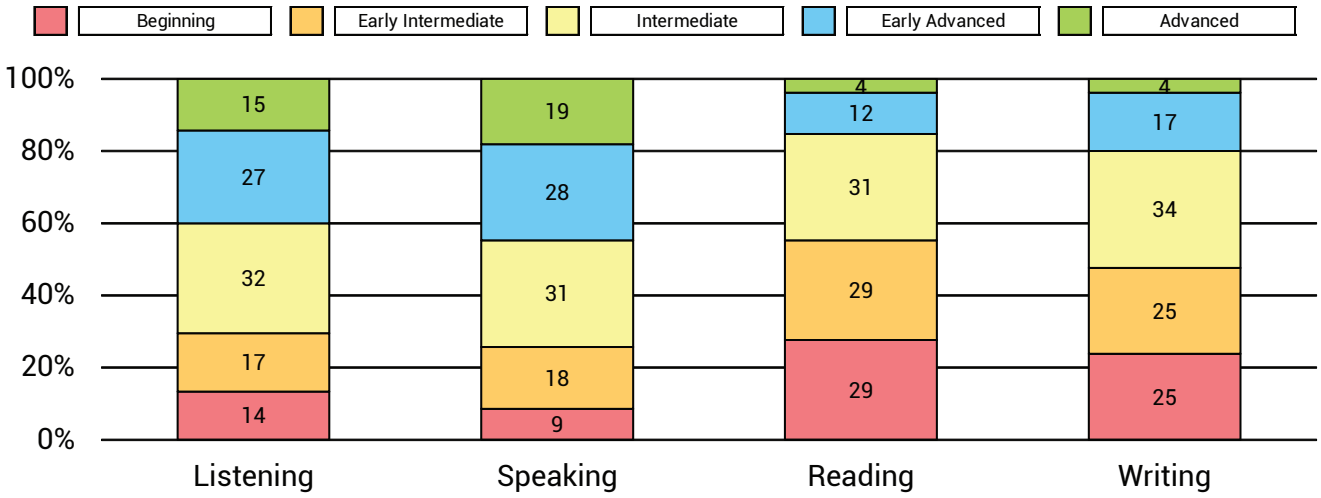
California English Language Development Test (CELDT)



During the 2015-16 school year, 105 out of 109 English learners were administered the CELDT at PUESD. The numbers above represent the number of students placed within each overall proficiency level. Going from left to right, 14 students tested at Beginning, 21 students tested at Early Intermediate, 36 students tested at Intermediate, 29 students tested at Early Advanced, and 5 students tested at Advanced.



The CELDT results show that the average scale score for the reading domain is much lower than the other four domains.



The above chart shows the performance level distribution for each domain.

Listening					
	1	2	3	4	5
Grade TK	2	2	0	0	0
Grade K	5	8	6	4	0
Grade 1	0	1	8	4	3
Grade 2	0	1	2	9	6
Grade 3	2	1	3	4	1
Grade 4	1	3	2	2	3
Grade 5	2	0	3	1	1
Grade 6	0	0	5	1	1
Grade 7	0	1	2	2	0
Grade 8	2	0	1	0	0
Total	14	17	32	27	15

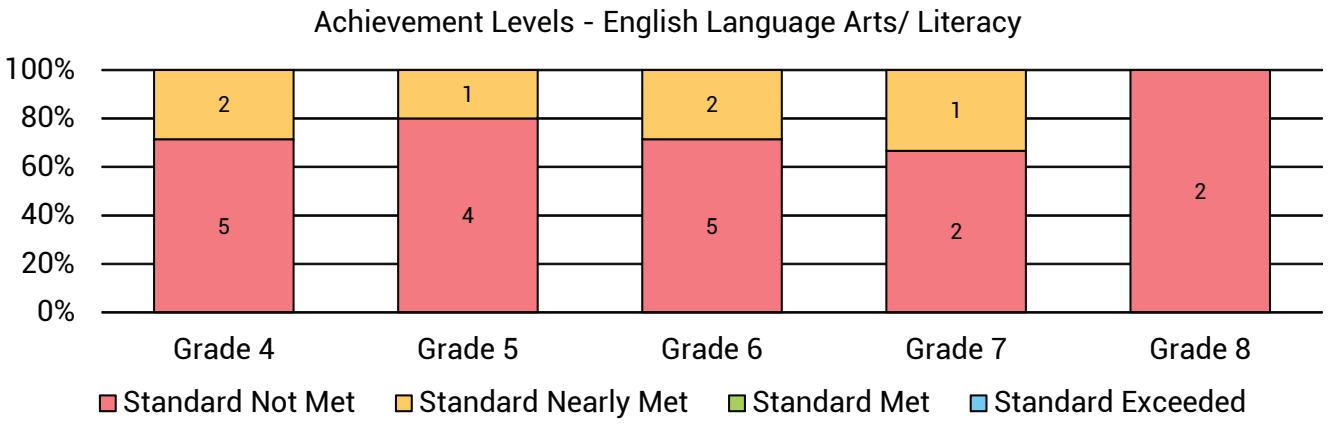
Speaking					
	1	2	3	4	5
Grade TK	2	2	0	0	0
Grade K	4	8	9	1	1
Grade 1	0	3	7	4	2
Grade 2	0	1	6	7	4
Grade 3	0	0	3	4	4
Grade 4	1	0	1	4	5
Grade 5	2	1	1	1	2
Grade 6	0	1	2	3	1
Grade 7	0	0	1	4	0
Grade 8	0	2	1	0	0
Total	9	18	31	28	19

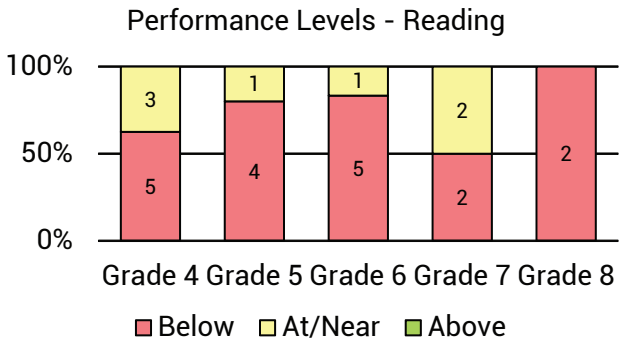
Reading					
	1	2	3	4	5
Grade TK	3	1	0	0	0
Grade K	3	7	11	2	0
Grade 1	7	2	1	3	3
Grade 2	3	9	4	2	0
Grade 3	3	3	5	0	0
Grade 4	6	1	3	1	0
Grade 5	2	1	2	1	1
Grade 6	1	0	5	1	0
Grade 7	1	2	0	2	0
Grade 8	0	3	0	0	0
Total	29	29	31	12	4

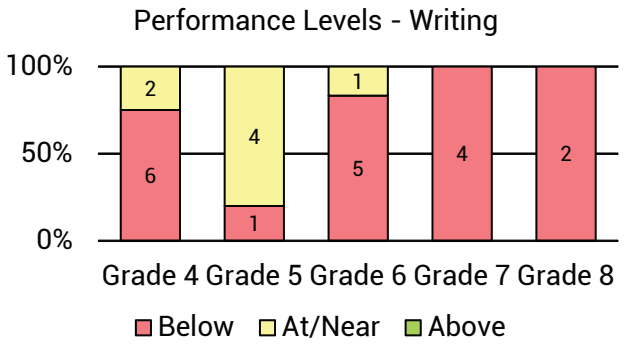
Writing					
	1	2	3	4	5
Grade TK	4	0	0	0	0
Grade K	7	8	6	2	0
Grade 1	5	2	6	3	0
Grade 2	1	7	7	2	1
Grade 3	2	3	4	2	0
Grade 4	2	3	4	2	0
Grade 5	2	1	2	0	2
Grade 6	0	0	3	3	1
Grade 7	0	0	2	3	0
Grade 8	2	1	0	0	0
Total	25	25	34	17	4

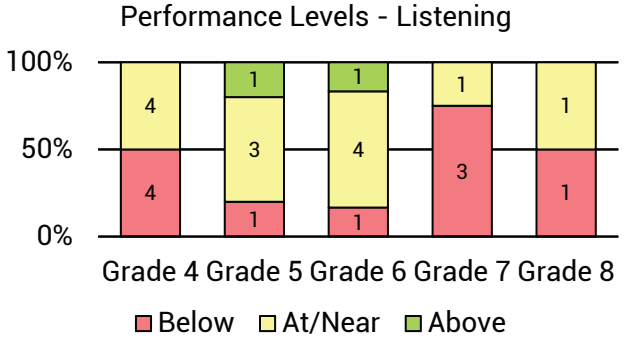
The above tables show a breakdown of the performance levels (e.g. Advanced) by grade level for each domain.

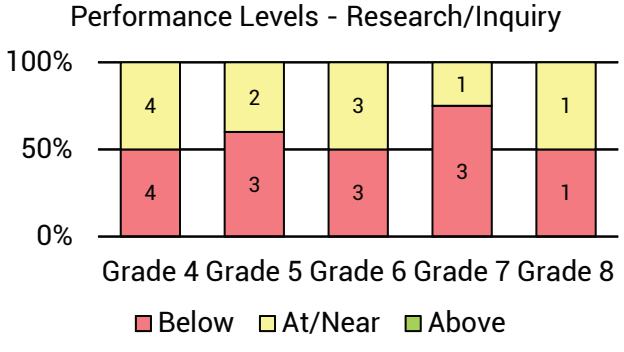
2014-15 SBAC English Language Arts/Literacy (4-8)











2015-16 Fountas & Pinnell Reading Assessment Results (TK-2)

	2nd Administration				3rd Administration			
	Intensive	Strategic	Benchmark	Advanced	Intensive	Strategic	Benchmark	Advanced
Grade TK	4	0	0	0	4	0	0	0
Grade K	6	6	4	7	8	5	5	6
Grade 1	14	0	1	4	9	2	2	5
Grade 2	10	1	3	5	6	1	6	5
Total	34	7	8	16	27	8	13	16

The above tables show a breakdown of the performance bands (e.g. Advanced) by grade level for each administration window.

Regular School Day Attendance Rate (English Learner & English Only)

97.0% EL **97.2%** EO — **10/7/2015**

97.2% EL **96.6%** EO — **3/1/2016**

Reclassified Fluent English Proficient

The ultimate goal of the ELD program is to help students achieve proficiency in English. This year alone the district was responsible for reclassifying 23 students. Of those students, seven were reclassified in grade 3, two in grade 4, three in grade 5, five in grade 6, two in grade 7, and four in grade 8.

Reclassifying a student is a rigorous three-step process which involves the CELDT, state and local summative assessments, and teacher recommendation based on in-classroom performance.

On average, it takes a student, who entered the ELD program for the first time at PUESD and continued receiving services from the district without any enrollment breaks, approximately 4.7 years to be reclassified as Fluent English Proficient.

TWENTY THREE

Reclassifications

so far in 2015-16

4.7 years to achieve proficiency in English

SMARTER BALANCED MATH INTERIM BLOCK SUMMARY

2015-2016 Academic Year

District: Pioneer Union Elementary School District
Subject: Mathematics
Test: Grades 3-8 Math Interim Assessment Blocks

Interim Block Score Levels:
Below Standard | At/Near Standard | Above Standard

Category	Group	Block	Percent of Students at Each Level	Number of Students at Each Level		
				Below	At/Near	Above
District	ALL	-	32% / 49% / 19%	294	454	180
	GR.3	OA	21% / 60% / 19%	38	110	35
	GR.4	NBT	16% / 52% / 31%	27	86	51
	GR.5	NF	42% / 42% / 16%	72	72	28
Pioneer Middle	GR.6	G	39% / 48% / 13%	53	65	18
	GR.7	EE	49% / 41% / 11%	37	31	8
	GR.8	EE	39% / 44% / 18%	33	37	15
	GR.8	F	30% / 47% / 23%	32	51	25
Frontier Elementary	GR.3	OA	19% / 66% / 15%	15	53	12
	GR.4	NBT	17% / 64% / 19%	13	48	14
	GR.5	NF	42% / 43% / 15%	31	32	11
Pioneer Elementary	GR.3	OA	22% / 55% / 22%	23	57	23
	GR.4	NBT	16% / 43% / 42%	14	38	37
	GR.5	NF	42% / 41% / 17%	41	40	17

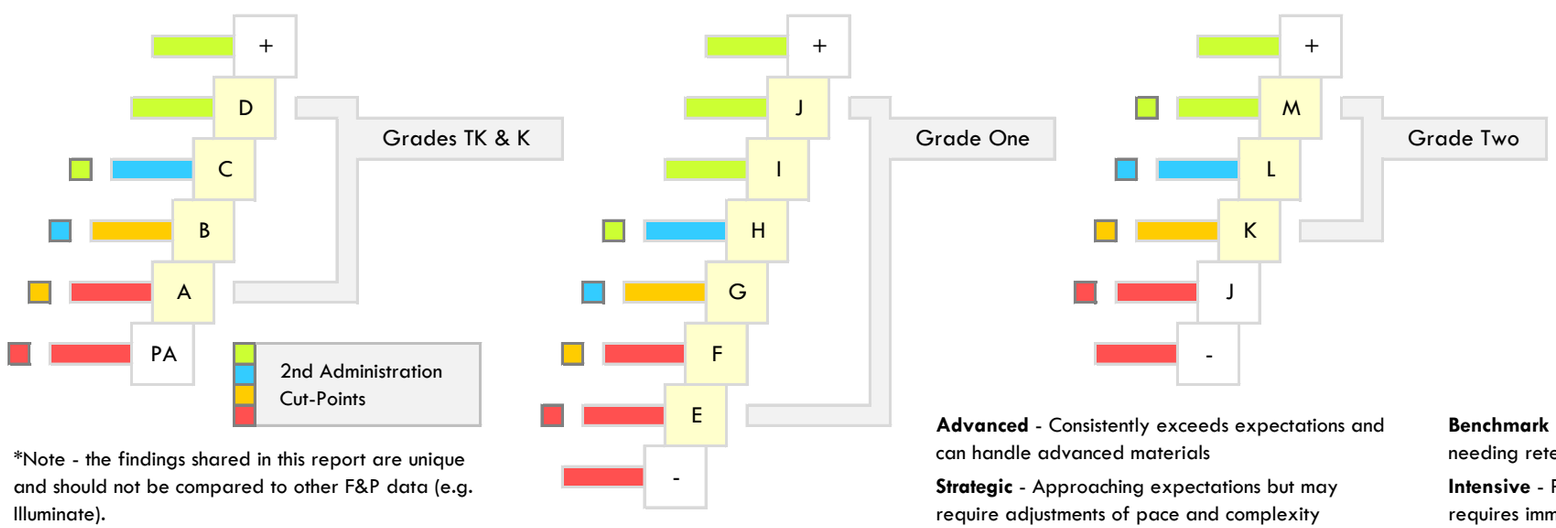
2015-2016 PUESD FOUNTAS & PINNELL 3RD ADMINISTRATION (3A) REPORT for Grades TK-2

DISTRICT (12/16/2015 to 3/4/2016)

Fountas & Pinnell Results		2ND ADMINISTRATION																3RD ADMINISTRATION															
		*Grade TK				*Grade K				Grade 1				Grade 2				Grade TK				Grade K				Grade 1				Grade 2			
Level		ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R
Advanced	%	0%	0%	0%	0%	38%	0%	30%	35%	38%	10%	21%	30%	48%	30%	26%	37%	0%	0%	0%	0%	35%	0%	25%	25%	52%	13%	28%	40%	49%	30%	28%	36%
	n	0	0	0	0	52	0	7	25	57	1	4	21	75	3	5	25	0	0	0	0	50	0	6	19	77	1	5	28	77	3	5	25
Benchmark	%	11%	0%	0%	7%	15%	0%	17%	11%	15%	10%	5%	10%	15%	20%	16%	16%	11%	0%	0%	13%	23%	0%	21%	21%	11%	13%	11%	10%	26%	40%	33%	30%
	n	4	0	0	1	21	0	4	8	23	1	1	7	23	2	3	11	4	0	0	2	32	0	5	16	16	1	2	7	41	4	6	21
Strategic	%	20%	0%	0%	21%	25%	67%	26%	26%	5%	0%	0%	6%	8%	20%	5%	7%	22%	0%	0%	27%	21%	67%	21%	25%	12%	0%	11%	13%	9%	0%	6%	14%
	n	7	0	0	3	35	2	6	19	8	0	0	4	12	2	1	5	8	0	0	4	30	2	5	19	17	0	2	9	15	0	1	10
Intensive	%	69%	100%	100%	71%	22%	33%	26%	28%	41%	80%	74%	54%	30%	30%	53%	40%	67%	100%	100%	60%	21%	33%	33%	28%	25%	75%	50%	37%	16%	30%	33%	20%
	n	24	1	4	10	30	1	6	20	61	8	14	38	47	3	10	27	24	1	4	9	29	1	8	21	37	6	9	26	25	3	6	14
Total	n	35	1	4	14	138	3	23	72	149	10	19	70	157	10	19	68	36	1	4	15	141	3	24	75	147	8	18	70	158	10	18	70

*ALL = all assessed students; SPED = students with disabilities; EL = English learners; F&P = students eligible for free or reduced meals; *Grade TK or K = not required to administer assessment

Fountas & Pinnell Text Level Ladder of Progress + 3rd Administration Cut-Points (district created)



*Note - the findings shared in this report are unique and should not be compared to other F&P data (e.g. Illuminate).

Advanced - Consistently exceeds expectations and can handle advanced materials

Strategic - Approaching expectations but may require adjustments of pace and complexity

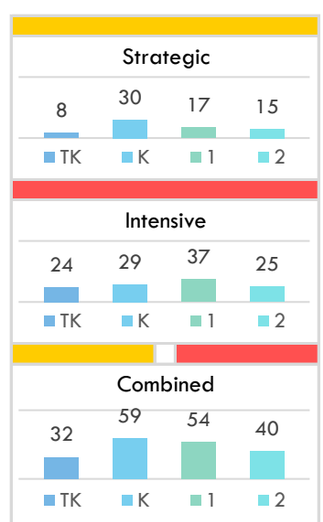
Benchmark - Meets expectations, occasionally needing reteaching

Intensive - Performs at chronically low levels and requires immediate intensive assistance

Foster Youth - 3A

	TK	K	1	2	∑
	0	0	0	0	0
	0	1	1	0	2
	0	1	0	0	1
	1	0	0	1	2

Totals - 3A



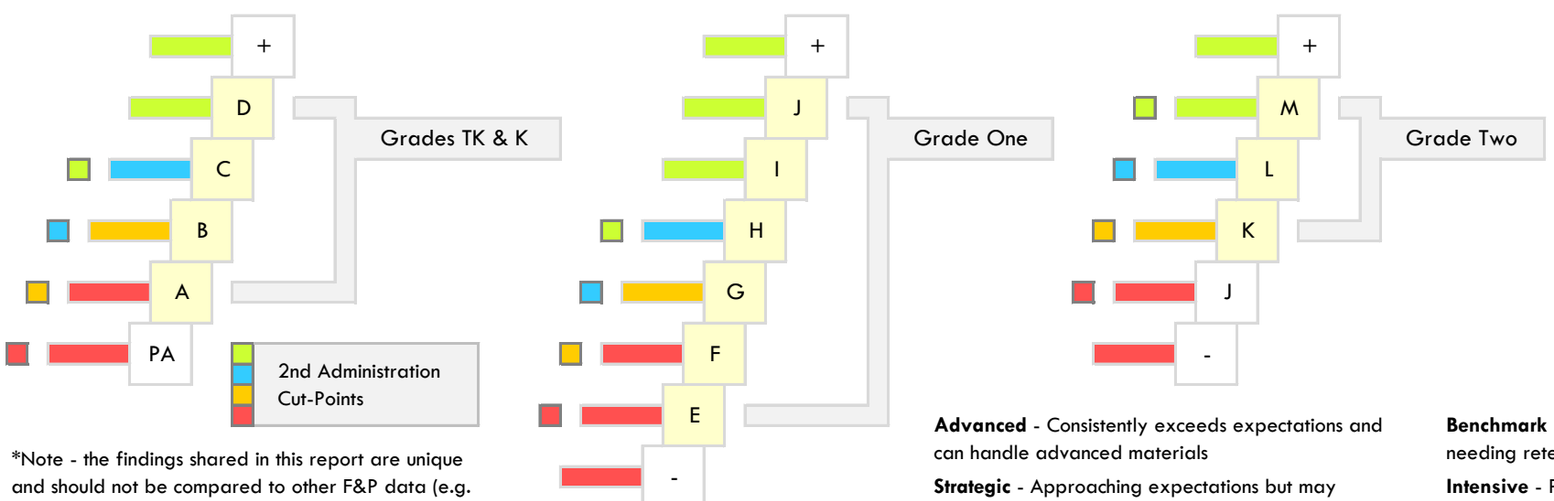
2015-2016 PUESD FOUNTAS & PINNELL 3RD ADMINISTRATION (3A) REPORT for Grades TK-2

FRONTIER ELEMENTARY SCHOOL (12/16/2015 to 3/4/2016)

Fountas & Pinnell Results		2ND ADMINISTRATION																3RD ADMINISTRATION															
		*Grade TK				*Grade K				Grade 1				Grade 2				Grade TK				Grade K				Grade 1				Grade 2			
Level		ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R
Advanced	%	0%	0%	0%	0%	41%	0%	30%	42%	39%	13%	36%	38%	46%	33%	36%	34%	0%	0%	0%	0%	26%	0%	20%	17%	48%	14%	45%	33%	49%	25%	36%	34%
	n	0	0	0	0	21	0	3	10	24	1	4	11	33	1	4	10	0	0	0	0	13	0	2	4	28	1	5	9	35	1	4	10
Benchmark	%	6%	0%	0%	0%	12%	0%	10%	13%	11%	13%	0%	3%	15%	0%	9%	21%	6%	0%	0%	0%	26%	0%	10%	25%	10%	14%	9%	11%	26%	0%	18%	34%
	n	1	0	0	0	6	0	1	3	7	1	0	1	11	0	1	6	1	0	0	0	13	0	1	6	6	1	1	3	19	0	2	10
Strategic	%	12%	0%	0%	0%	25%	0%	30%	21%	2%	0%	0%	0%	11%	0%	0%	10%	12%	0%	0%	20%	22%	0%	20%	25%	10%	0%	0%	11%	6%	0%	9%	10%
	n	2	0	0	0	13	0	3	5	1	0	0	0	8	0	0	3	2	0	0	1	11	0	2	6	6	0	0	3	4	0	1	3
Intensive	%	82%	100%	100%	100%	22%	100%	30%	25%	48%	75%	64%	59%	28%	67%	55%	34%	82%	100%	100%	80%	26%	100%	50%	33%	31%	71%	45%	44%	19%	75%	36%	21%
	n	14	1	3	5	11	1	3	6	29	6	7	17	20	2	6	10	14	1	3	4	13	1	5	8	18	5	5	12	14	3	4	6
Total	n	17	1	3	5	51	1	10	24	61	8	11	29	72	3	11	29	17	1	3	5	50	1	10	24	58	7	11	27	72	4	11	29

*ALL = all assessed students; SPED = students with disabilities; EL = English learners; F&P = students eligible for free or reduced meals; *Grade TK or K = not required to administer assessment

Fountas & Pinnell Text Level Ladder of Progress + 3rd Administration Cut-Points (district created)



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Strategic - Approaching expectations but may require adjustments of pace and complexity

Benchmark - Meets expectations, occasionally needing reteaching

Intensive - Performs at chronically low levels and requires immediate intensive assistance

Foster Youth - 3A

	TK	K	1	2	∑
	0	0	0	0	0
	0	0	0	0	0
	0	1	0	0	1
	1	0	0	0	1

Totals - 3A

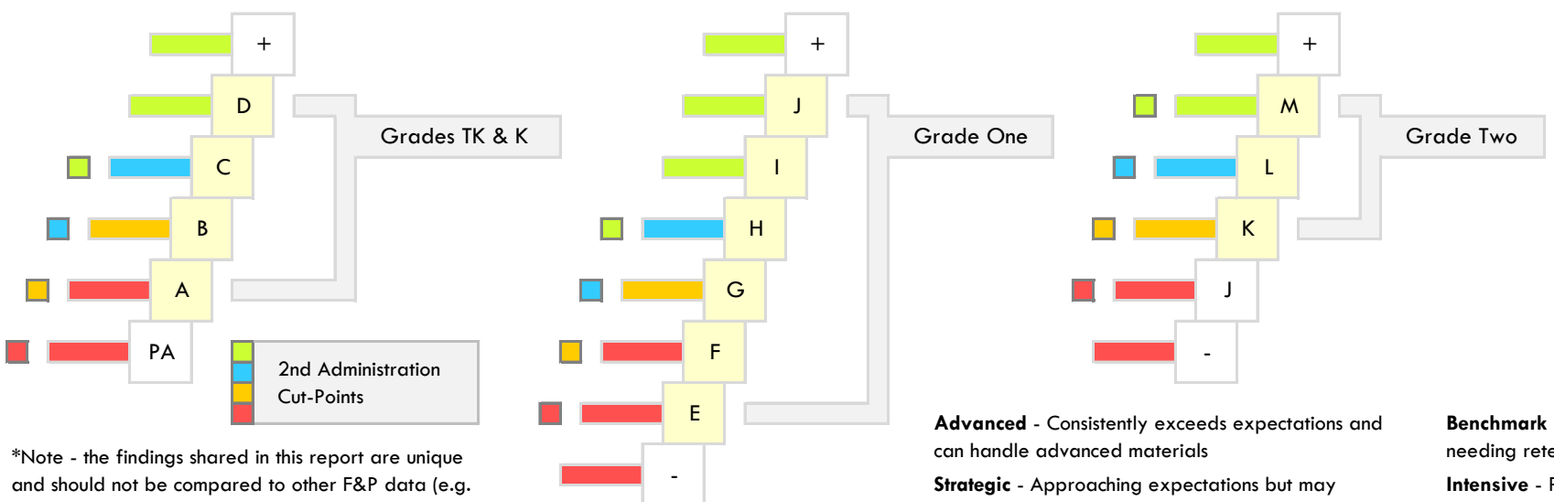
2015-2016 PUESD FOUNTAS & PINNELL 3RD ADMINISTRATION (3A) REPORT for Grades TK-2

PIONEER ELEMENTARY SCHOOL (12/16/2015 to 3/4/2016)

Fountas & Pinnell Results			2ND ADMINISTRATION																3RD ADMINISTRATION													
			*Grade TK				*Grade K				Grade 1				Grade 2				Grade TK				Grade K				Grade 1				Grade 2			
Level			ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R	ALL	SPED	EL	F&R
Advanced		%	0%	NA	0%	0%	36%	0%	31%	31%	38%	0%	0%	24%	49%	29%	13%	38%	0%	NA	0%	0%	41%	0%	29%	29%	55%	0%	0%	44%	49%	33%	14%	37%
		n	0	0	0	0	31	0	4	15	33	0	0	10	42	2	1	15	0	0	0	0	37	0	4	15	49	0	0	19	42	2	1	15
Benchmark		%	17%	NA	0%	11%	17%	0%	23%	10%	18%	0%	13%	15%	14%	29%	25%	13%	16%	NA	0%	20%	21%	0%	29%	20%	11%	0%	14%	9%	26%	67%	57%	27%
		n	3	0	0	1	15	0	3	5	16	0	1	6	12	2	2	5	3	0	0	2	19	0	4	10	10	0	1	4	22	4	4	11
Strategic		%	28%	NA	0%	33%	25%	100%	23%	29%	8%	0%	0%	10%	5%	29%	13%	5%	32%	NA	0%	30%	21%	100%	21%	25%	12%	0%	29%	14%	13%	0%	0%	17%
		n	5	0	0	3	22	2	3	14	7	0	0	4	4	2	1	2	6	0	0	3	19	2	3	13	11	0	2	6	11	0	0	7
Intensive		%	56%	NA	100%	56%	22%	0%	23%	29%	36%	100%	88%	51%	32%	14%	50%	44%	53%	NA	100%	50%	18%	0%	21%	25%	21%	100%	57%	33%	13%	0%	29%	20%
		n	10	0	1	5	19	0	3	14	32	2	7	21	27	1	4	17	10	0	1	5	16	0	3	13	19	1	4	14	11	0	2	8
Total		n	18	0	1	9	87	2	13	48	88	2	8	41	85	7	8	39	19	0	1	10	91	2	14	51	89	1	7	43	86	6	7	41

*ALL = all assessed students; SPED = students with disabilities; EL = English learners; F&P = students eligible for free or reduced meals; *Grade TK or K = not required to administer assessment

Fountas & Pinnell Text Level Ladder of Progress + 3rd Administration Cut-Points (district created)



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Foster Youth - 3A

	TK	K	1	2	∑
	0	0	0	0	0
	0	1	1	0	2
	0	0	0	0	0
	0	0	0	1	1

Totals - 3A

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Official WINTER District Report Card for 2015-2016

This report provides a descriptive overview of the student population, performance on state and local assessments, regular school day attendance, student referrals, and historical data. Much of the data shared in this report comes from the 2015-2016 academic year.

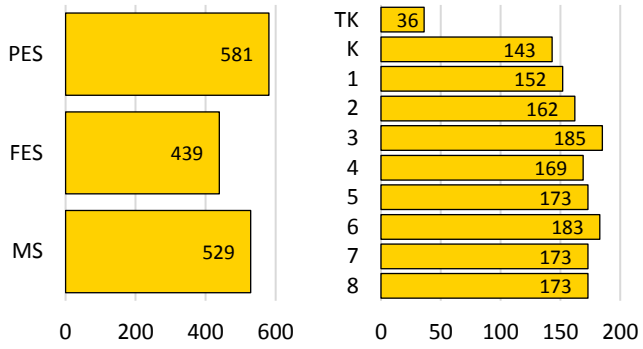
STUDENT POPULATION (2015-2016 Census Day Data)

Students at PUESD

1549

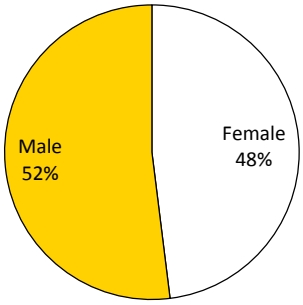
1 FIGURE = 100 STUDENTS

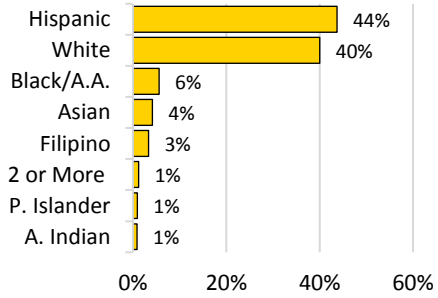
Student Population by Site and Grade Level



Five hundred and eighty one students or 38% attend Pioneer elementary school (PES), 439 students or 28% attend Frontier elementary school (FES), and 529 students or 34% attend Pioneer middle school (MS). Of 1549 students, 2% are in transitional kindergarten, 9% are in kindergarten, 10% are in grade 1, 10% are in grade 2, 12% are in grade 3, 11% are in grade 4, 11% are in grade 5, 12% are in grade 6, 11% are in grade 7, and 11% are in grade 8.

Gender and Ethnicity/Race Compositions





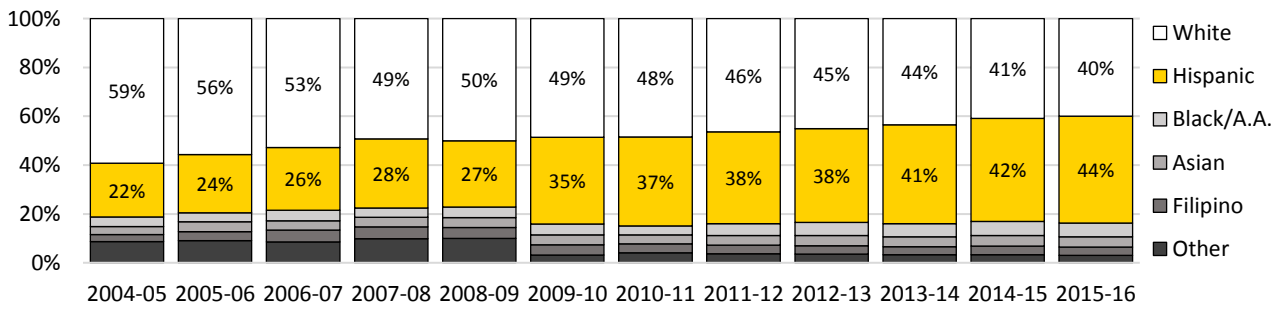
Inter-District Transfers

178 students

or

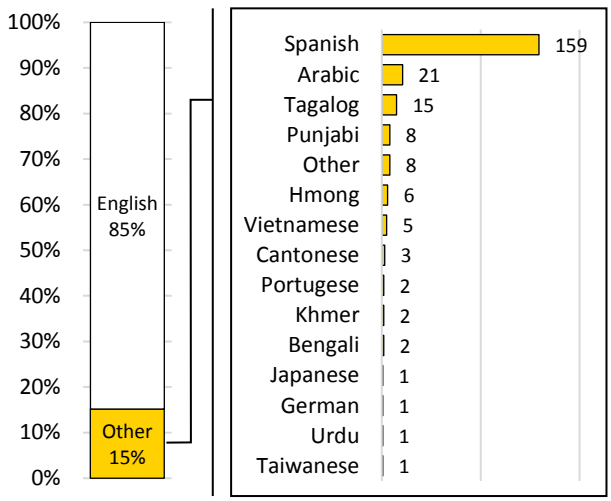
11% of population

Ethnicity/Race Data Over the Past 12 Years

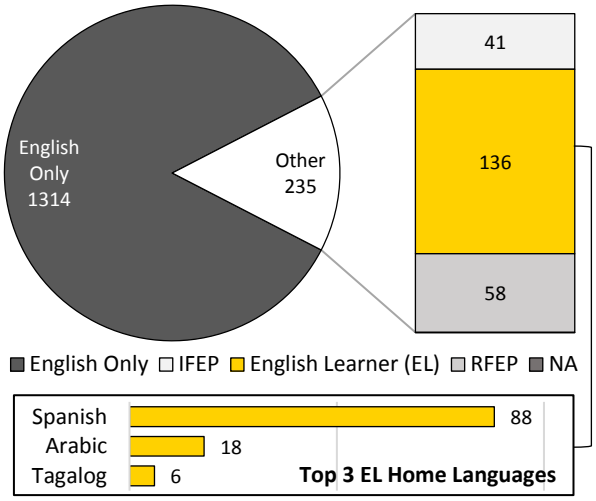


Home Language and English Language Acquisition Status

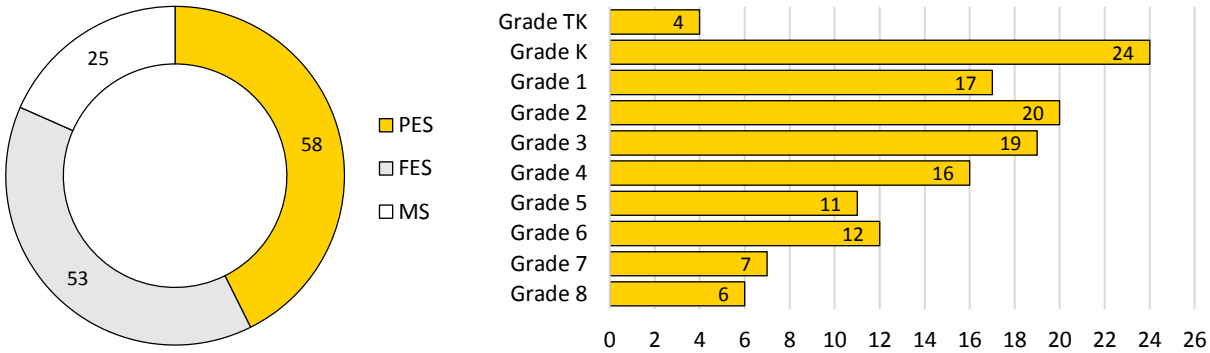
Primary Language Spoken at Home



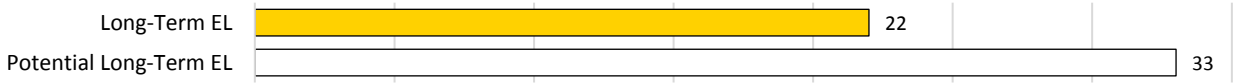
English Language Acquisition Status



Number of English Learners by Site and Grade Level



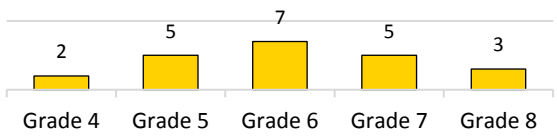
Long-Term and Potential Long-Term English Learners



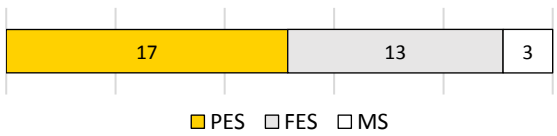
**Long-term means 5 or more years in the English Language Development (ELD) program; Potential Long-Term means 3 to 4 years.*

Long-Term English Learners by Site

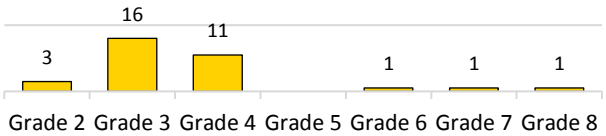
Long-Term English Learners by Grade Level



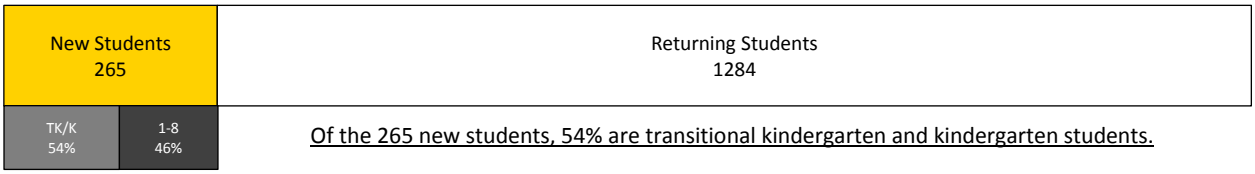
Potential Long-Term English Learners by Site



Potential Long-Term English Learners by Grade Level



Number of Students Entering the District for the First Time

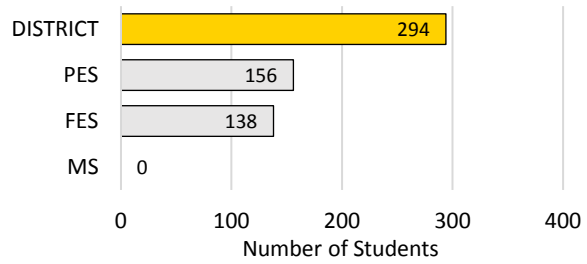


Of the 265 new students, 54% are transitional kindergarten and kindergarten students.

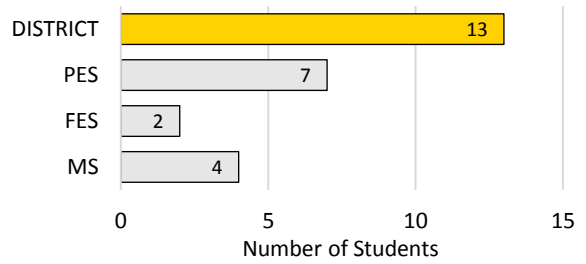
Student Participation in District Programs

District programs operate at all sites except for the NCLB Title I Part A and Transitional Kindergarten programs which are only offered at the elementary schools. Percentages were added to the free and reduced lunch program chart.

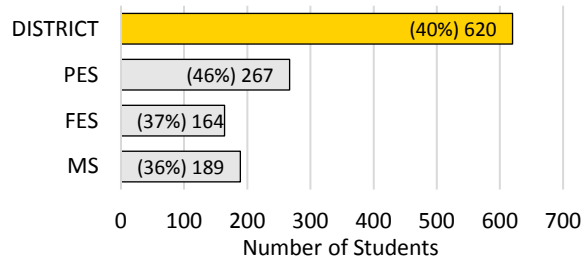
NCLB Title I Part A Program



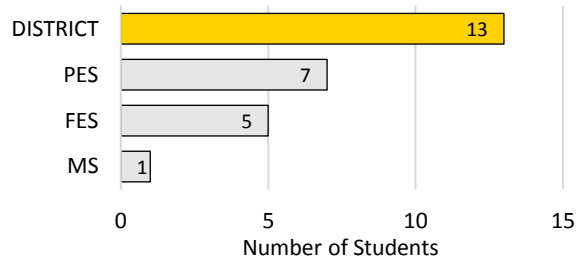
Title I Part C Migrant Program



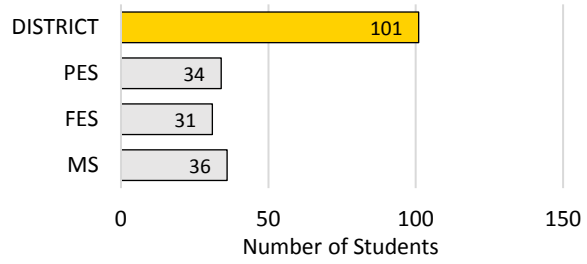
Free or Reduced Lunch Program



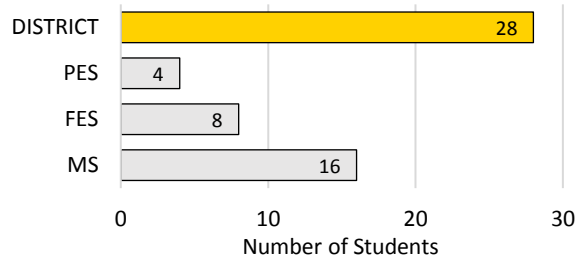
Foster Youth Program



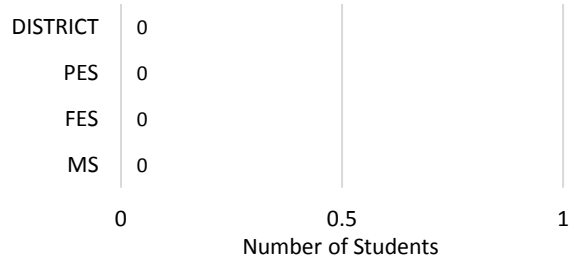
Special Education Program



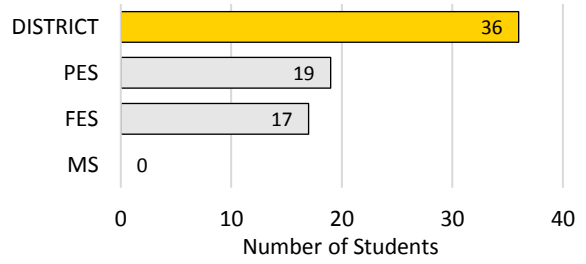
Section 504 Accommodation Program



Homeless Program



Transitional Kindergarten Program



STUDENT PERFORMANCE ON STATE ASSESSMENT

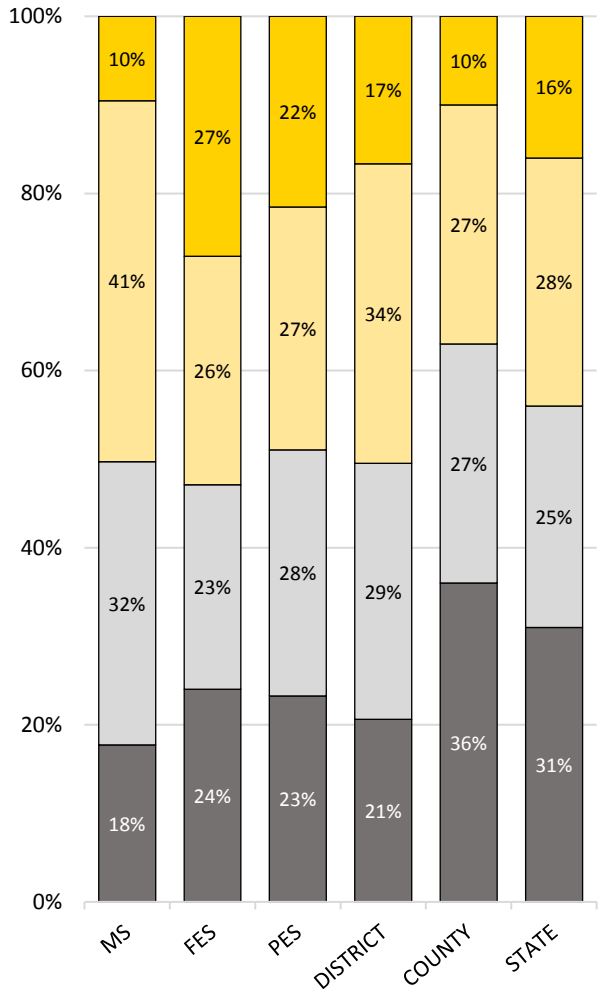
2014-2015 Smarter Balanced Summative Assessment Results (Grades 3-8)

The following charts display the results from the analysis of the 2014-2015 summative assessment scores. The assessment was administered to students in grades 3 through 8. At PUESD, 1038 students completed the English language arts/literacy test, and 1037 students completed the mathematics test. Charts displaying overall scores show the percentage of students in each of the four achievement levels and charts displaying claim scores show the percentage of students in each of the three performance levels.

Achievement Level Distribution (OVERALL SCORE) by Site, District, County, and State

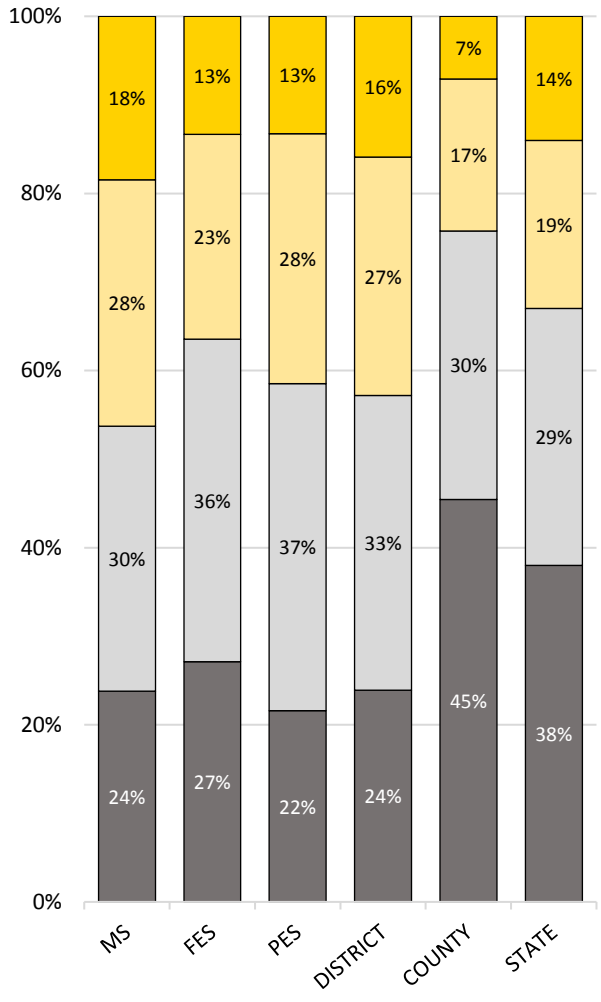
Achievement Levels Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded

ENGLISH LANGUAGE ARTS/LITERACY



MS	n= 525	DISTRICT	n= 1038
FES	n= 225	COUNTY	n= 14539
PES	n= 288	STATE	n= 3154463

MATHEMATICS



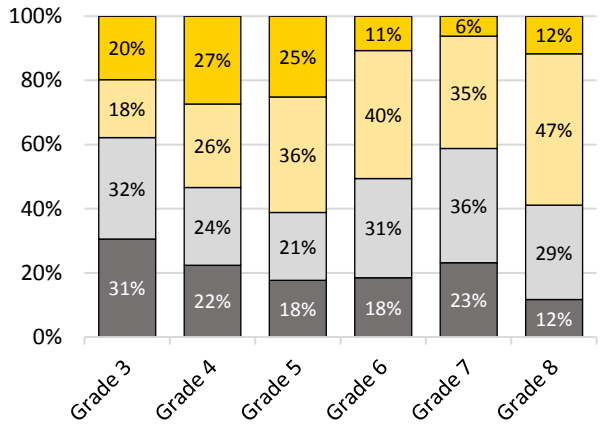
MS	n= 525	DISTRICT	n= 1037
FES	n= 225	COUNTY	n= 14506
PES	n= 287	STATE	n= 3169239

Achievement Level Distribution (OVERALL SCORE) by Grade Level

Achievement Levels Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded

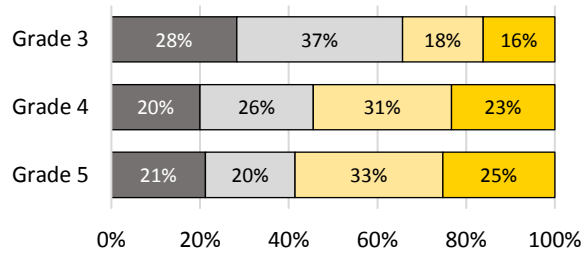
ENGLISH LANGUAGE ARTS/LITERACY

District

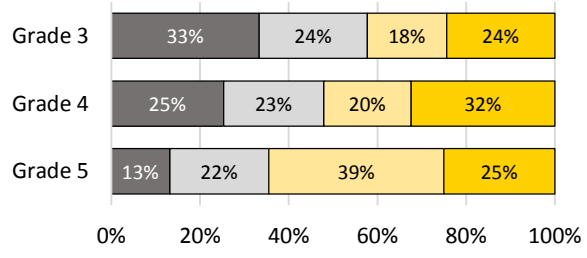


Grade 3	n= 177	Grade 6	n= 168
Grade 4	n= 161	Grade 7	n= 177
Grade 5	n= 175	Grade 8	n= 180

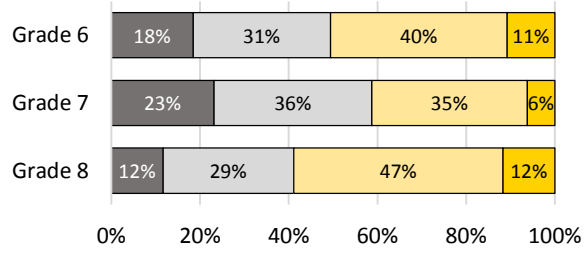
Pioneer Elementary School



Frontier Elementary School

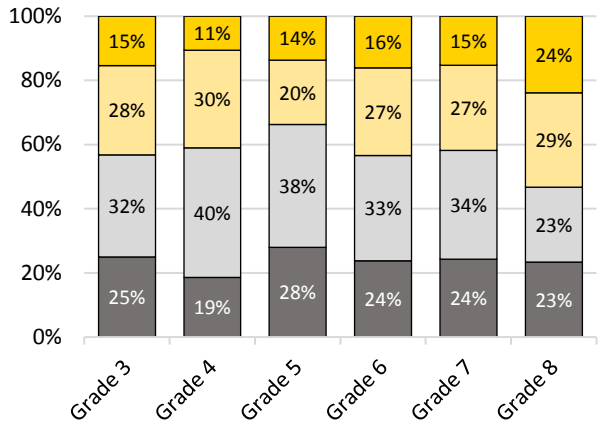


Pioneer Middle School



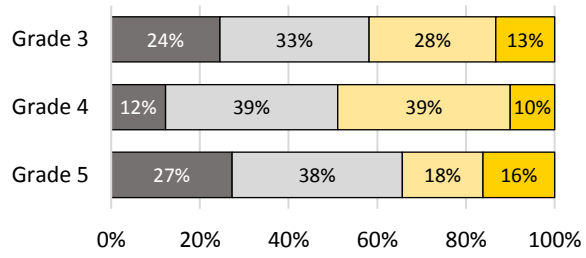
MATHEMATICS

District

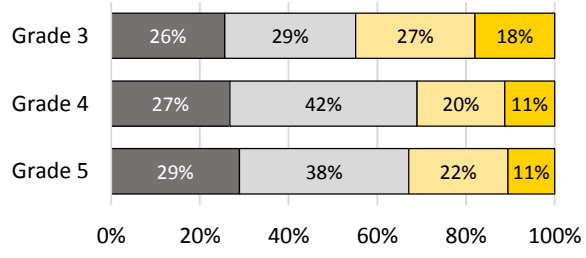


Grade 3	n= 176	Grade 6	n= 168
Grade 4	n= 161	Grade 7	n= 177
Grade 5	n= 175	Grade 8	n= 180

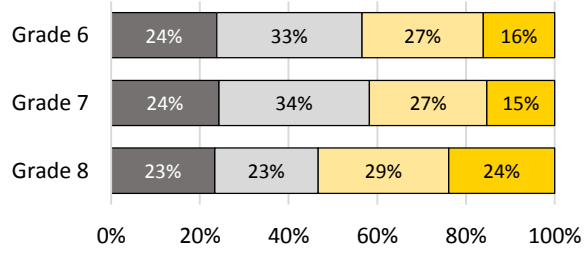
Pioneer Elementary School



Frontier Elementary School



Pioneer Middle School

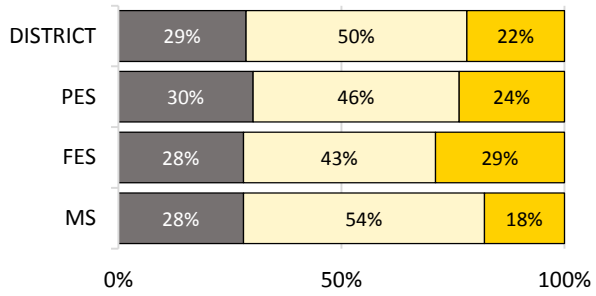


Performance Level Distribution (CLAIM SCORE) by District and Site

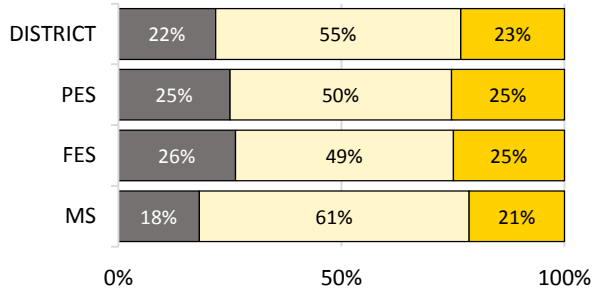
Performance Levels — Below Standard | At/Near Standard | Above Standard

ENGLISH LANGUAGE ARTS/LITERACY

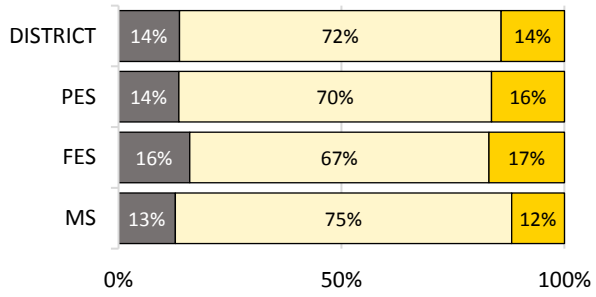
Reading



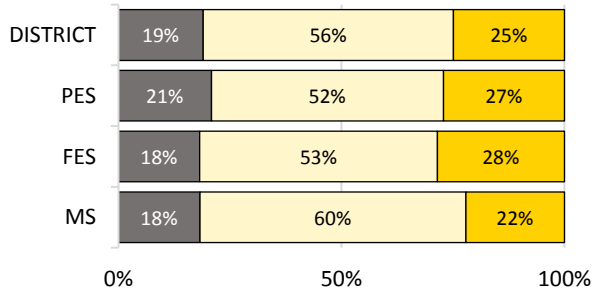
Writing



Listening

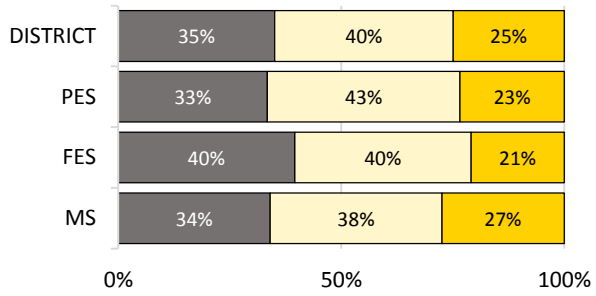


Research/Inquiry

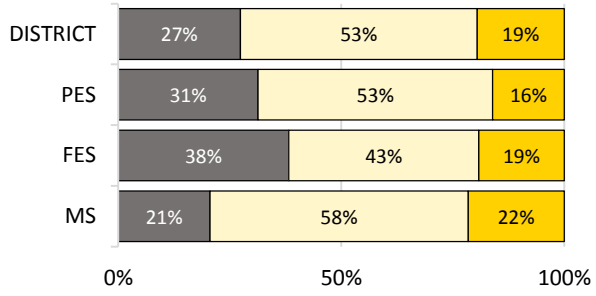


MATHEMATICS

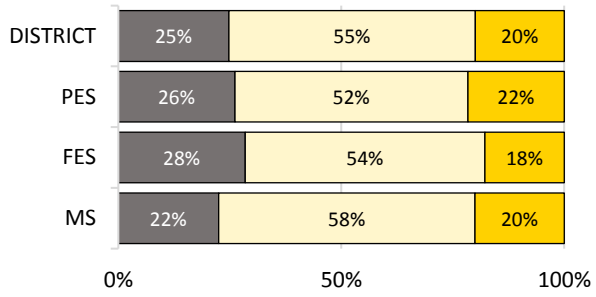
Concepts and Procedures



Problem Solving/Modeling & Data Analysis



Communicating Reasoning

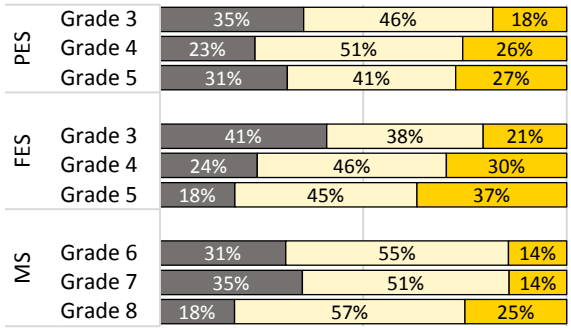


Performance Level Distribution (CLAIM SCORE) by Site and Grade Level

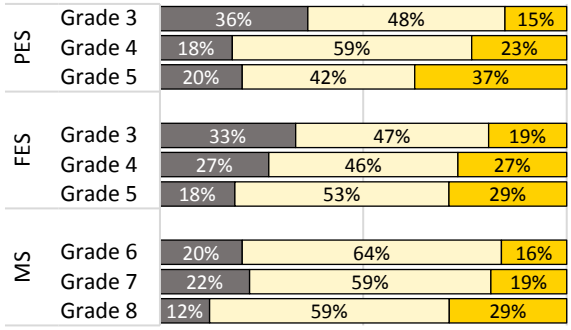
Performance Levels — Below Standard | At/Near Standard | Above Standard

ENGLISH LANGUAGE ARTS/LITERACY

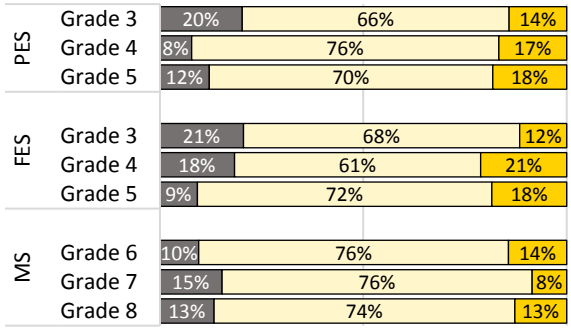
Reading



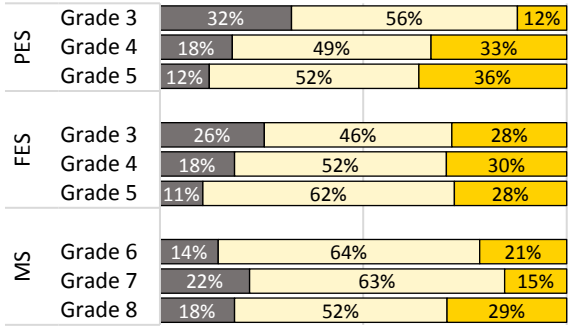
Writing



Listening

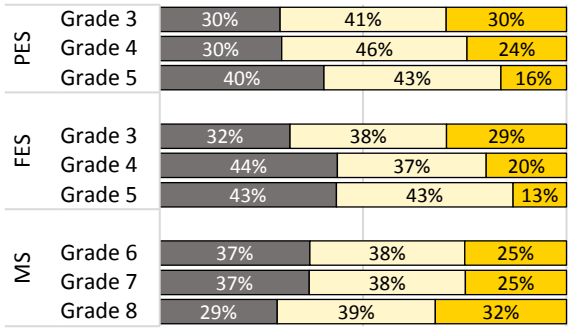


Research/Inquiry

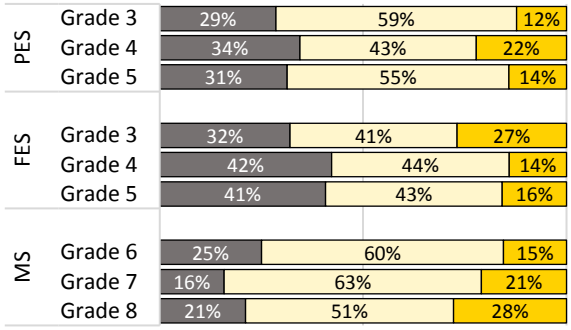


MATHEMATICS

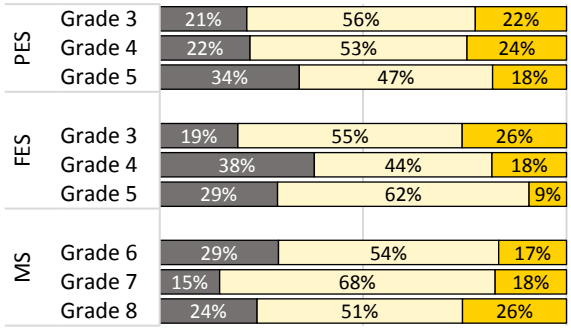
Concepts and Procedures



Problem Solving/Modeling & Data Analysis



Communicating Reasoning

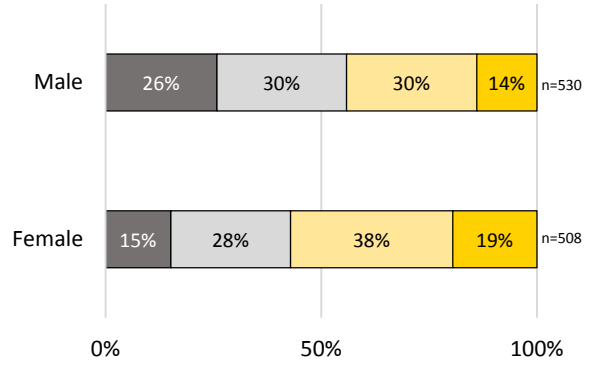


Achievement Level Distribution (OVERALL SCORE) by Gender and Ethnicity/Race

Achievement Levels Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded

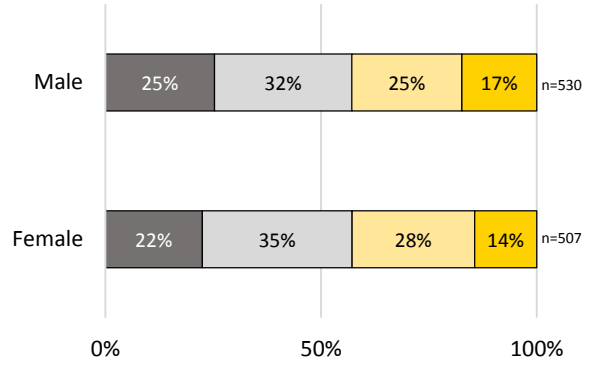
ENGLISH LANGUAGE ARTS/LITERACY

Gender

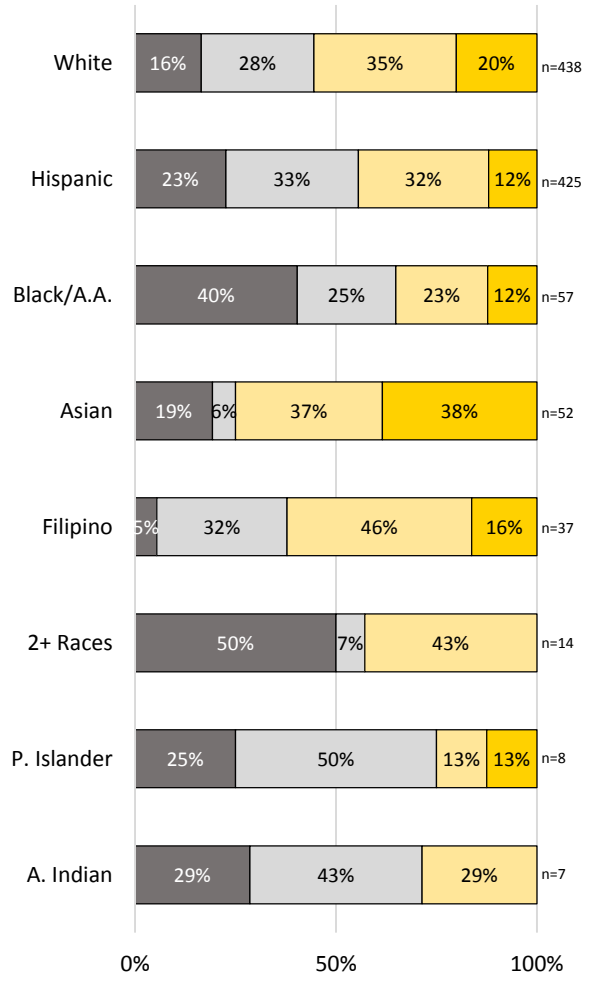


MATHEMATICS

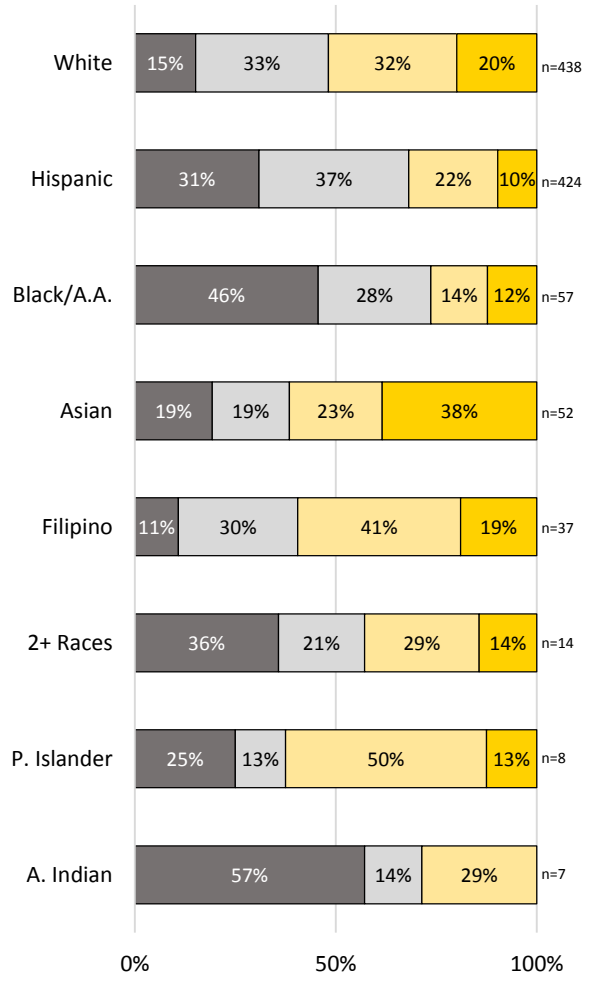
Gender



Ethnicity/Race



Ethnicity/Race

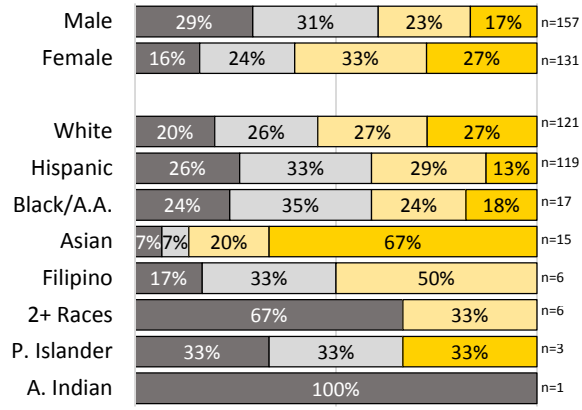


Achievement Level Distribution (OVERALL SCORE) by Gender and Ethnicity/Race for Each Site

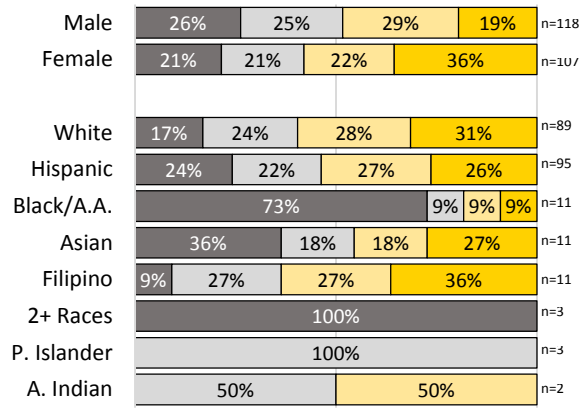
Achievement Levels Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded

ENGLISH LANGUAGE ARTS/LITERACY

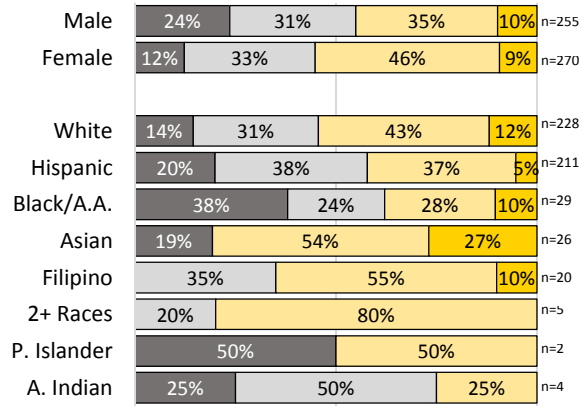
Pioneer Elementary School



Frontier Elementary School

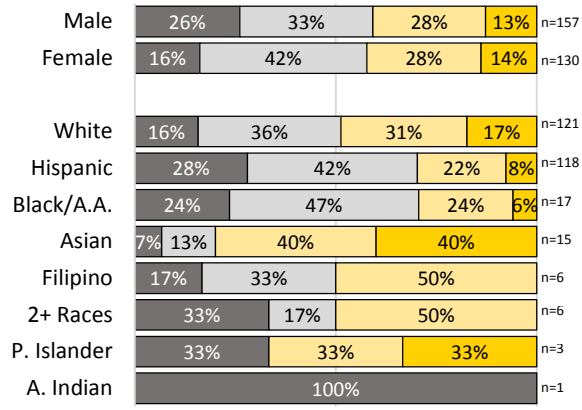


Pioneer Middle School

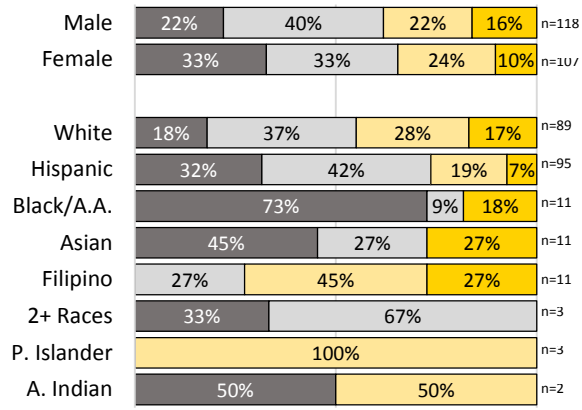


MATHEMATICS

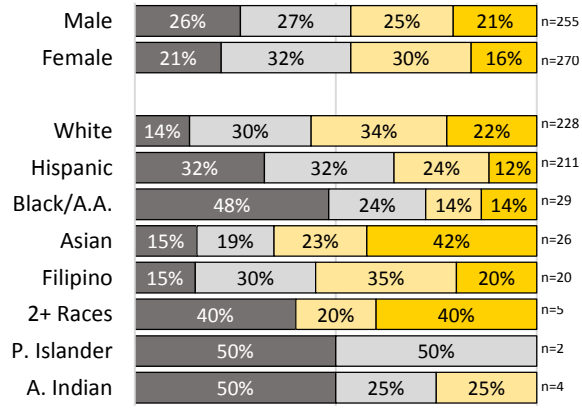
Pioneer Elementary School



Frontier Elementary School



Pioneer Middle School

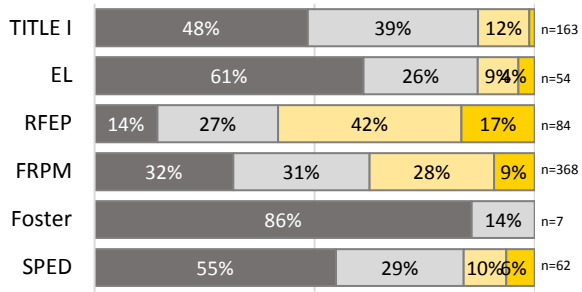


Achievement Level Distribution (OVERALL SCORE) by Subgroup for the District and Each Site

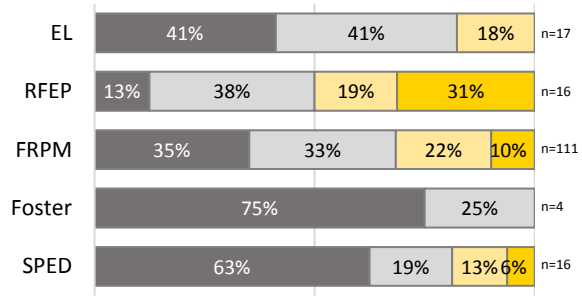
Achievement Levels Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded

ENGLISH LANGUAGE ARTS/LITERACY

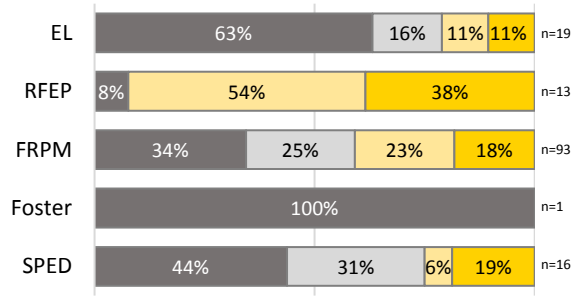
District



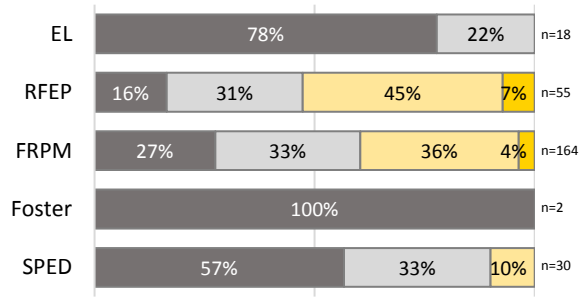
Pioneer Elementary School



Frontier Elementary School

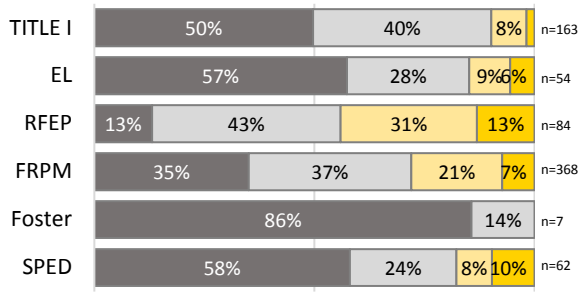


Pioneer Middle School

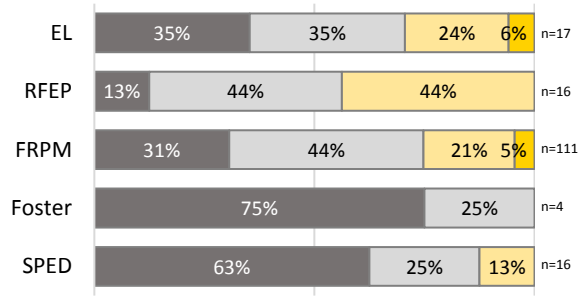


MATHEMATICS

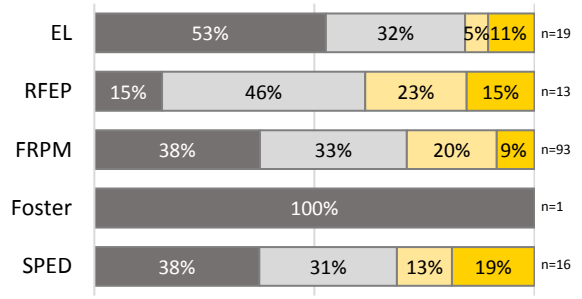
District



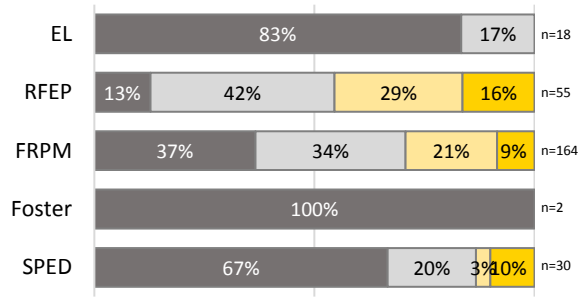
Pioneer Elementary School



Frontier Elementary School



Pioneer Middle School



*EL means English learner; RFEP means reclassified fluent English proficient; FRPM means free or reduced price meals and is a low income indicator; SPED means special education.

STUDENT PERFORMANCE ON LOCAL ASSESSMENT

2015-2016 Illuminate Pink Benchmark Assessment Results (Grades 1-8)

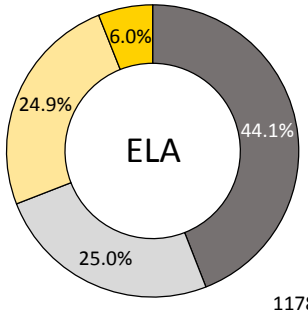
At the end of trimester two, the district administered a Common Core aligned benchmark assessment that closely mimics test questions on the state summative assessment. The assessment tested students on content knowledge and mastery of standards in English language arts and mathematics.

Performance Band Distribution (OVERALL SCORE) by District, Site, and Grade Level

Performance Bands Below Standard | Approaching Standard | Meets Standard | Exceeds Standard

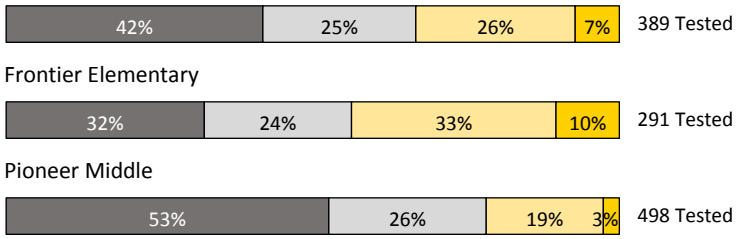
ENGLISH LANGUAGE ARTS

District

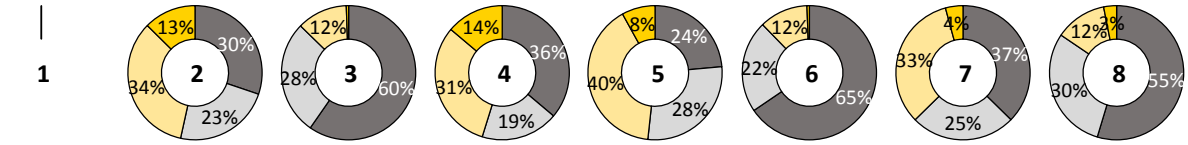


1178 Tested

Sites

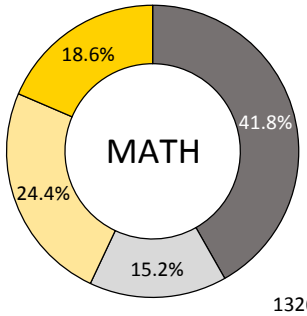


Grade Levels



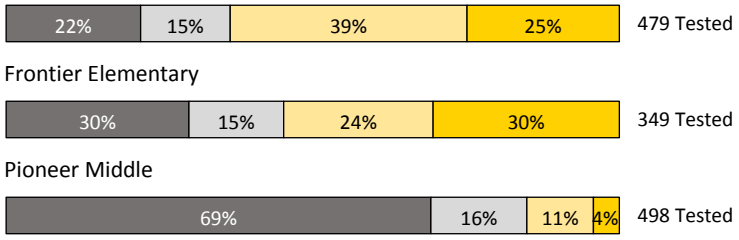
MATHEMATICS

District

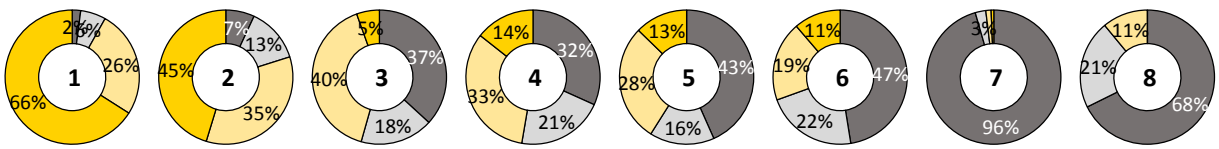


1326 Tested

Sites



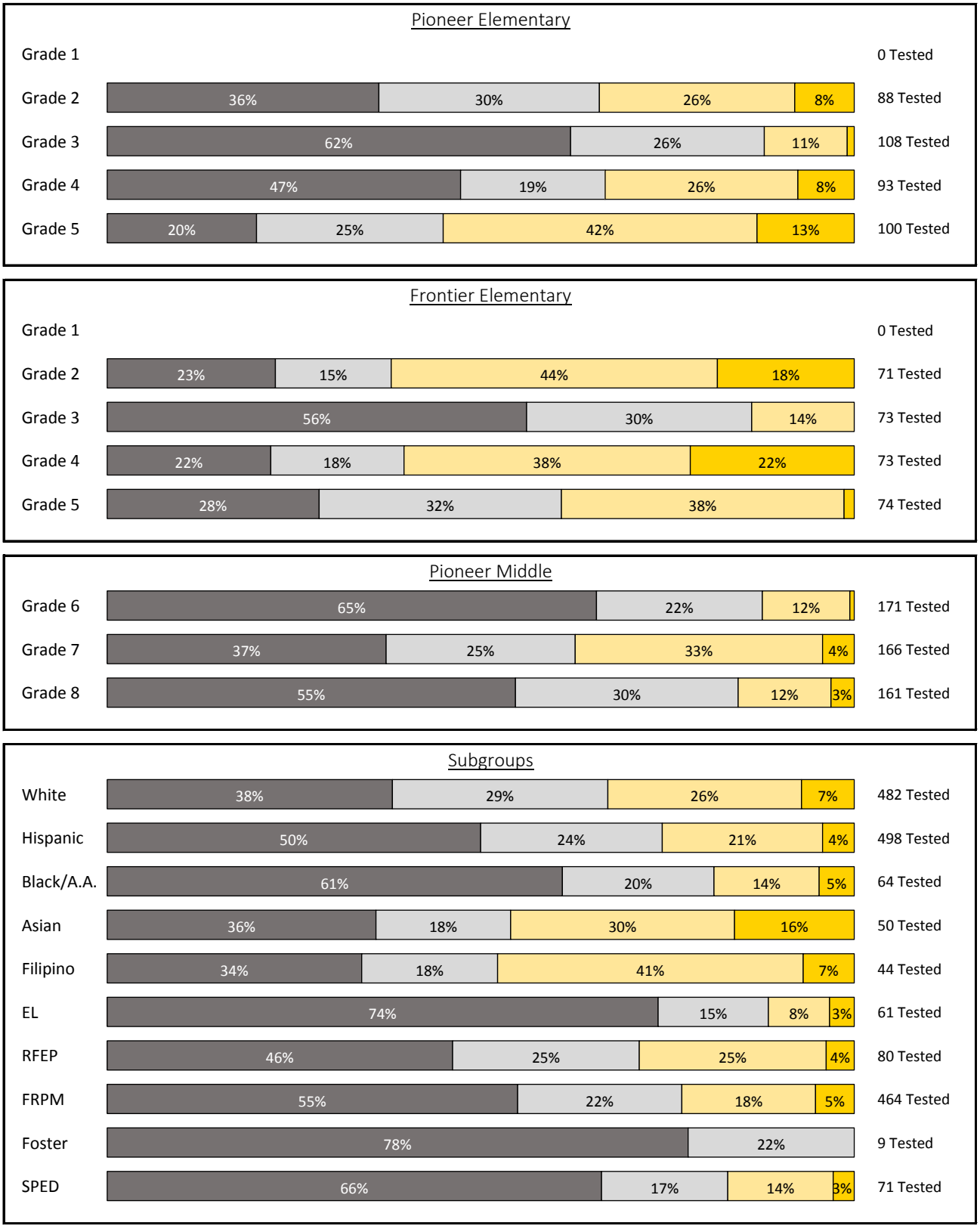
Grade Levels



Performance Band Distribution (OVERALL SCORE) by Grade Level for Each Site + Subgroups

Performance Bands Below Standard | Approaching Standard | Meets Standard | Exceeds Standard

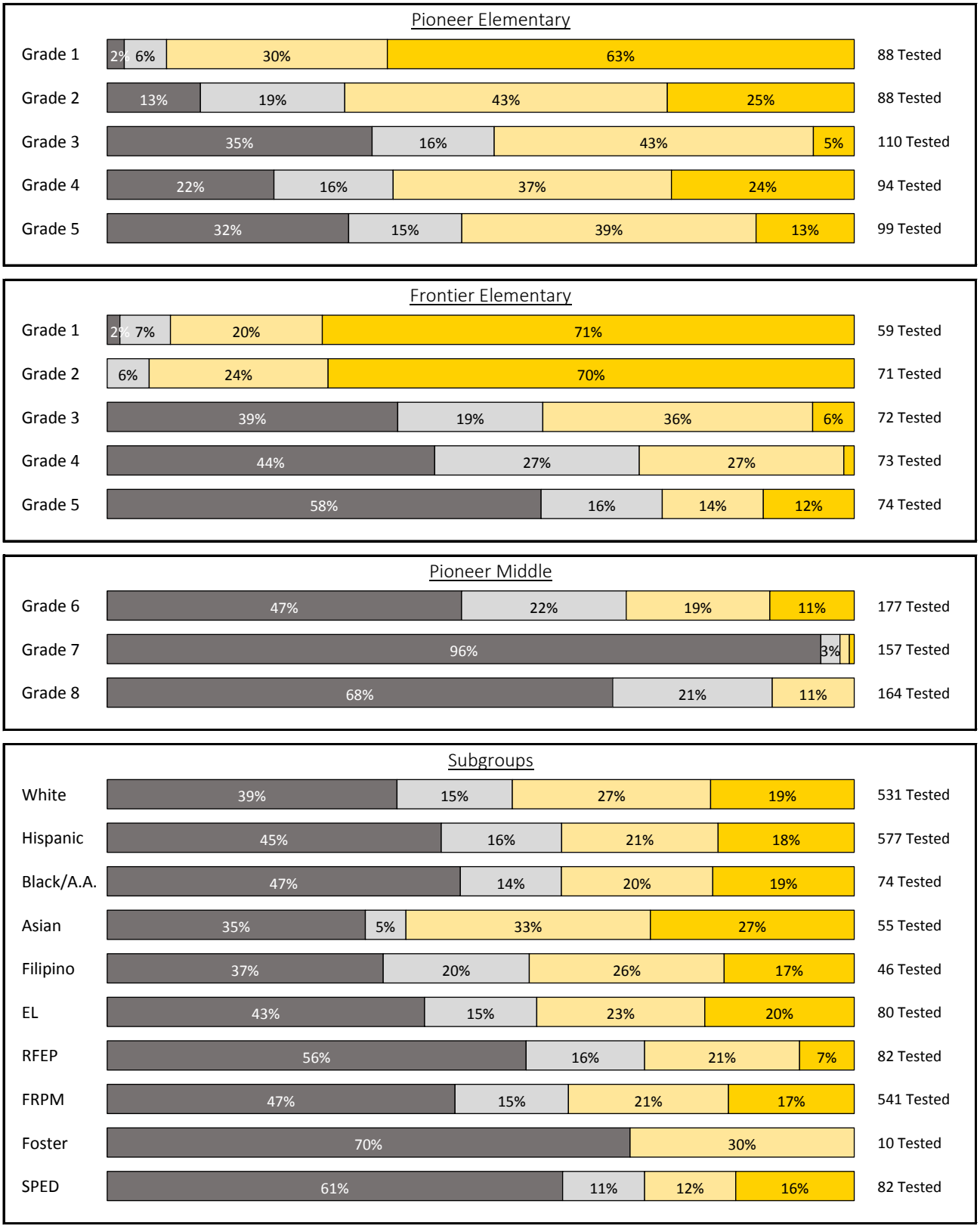
ENGLISH LANGUAGE ARTS



Performance Band Distribution (OVERALL SCORE) by Grade Level for Each Site + Subgroups

Performance Bands Below Standard | Approaching Standard | Meets Standard | Exceeds Standard

MATHEMATICS



STUDENT ATTENDANCE

Pioneer Union Elementary School District

8/12/2015 - 2/12/2016

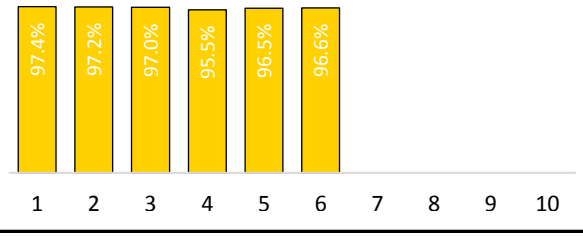
District Attendance Rate

96.7%

*through attendance month 3

162556	Days Present
168048	Days Enrolled

Attendance Rate by Attendance Month



District Truancy

Truant(s)
284
Chronic Truant(s)
4

Pioneer Elementary

School Attendance Rate

96.8%

Attendance Month		Present	Enrolled
1	97.2%	10105	10394
2	96.9%	10676	11020
3	97.0%	10108	10425
4	96.4%	8849	9180
5	96.7%	11167	11545
6	96.7%	10210	10554
7		0	0
8		0	0
9		0	0
10		0	0

Truant(s)
118
Potential Truant(s)
76
Chronic Truant(s)
1
Potential Chronic Truant(s)
4

Frontier Elementary

School Attendance Rate

97.0%

Attendance Month		Present	Enrolled
1	97.7%	7701	7881
2	97.7%	8140	8335
3	97.2%	7693	7913
4	96.2%	6675	6940
5	96.7%	8316	8599
6	96.6%	11740	12153
7		0	0
8		0	0
9		0	0
10		0	0

Truant(s)
72
Potential Truant(s)
57
Chronic Truant(s)
3
Potential Chronic Truant(s)
4

Pioneer Middle

School Attendance Rate

96.4%

Attendance Month		Present	Enrolled
1	97.3%	9231	9485
2	97.1%	9774	10065
3	96.9%	9227	9519
4	93.9%	7893	8408
5	96.1%	10099	10504
6	96.6%	9155	9482
7		0	0
8		0	0
9		0	0
10		0	0

Truant(s)
94
Potential Truant(s)
56
Chronic Truant(s)
0
Potential Chronic Truant(s)
5

1) Truant - A pupil subject to compulsory full-time education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof; 2) Potential Truant - 2 unexcused absences; 3) Chronic Truant - A pupil subject to compulsory full-time education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date; 4) Potential Chronic Truant - 10 to 17 unexcused absences. *Includes attendance data for active and inactive enrollments.

STUDENT REFERRALS

Pioneer Union Elementary School District

8/12/2015 - 2/29/2016

Current Number of Referrals: **492**

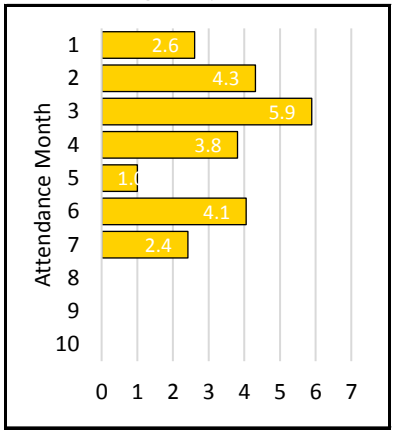
Previous Year Number of Referrals: **782**

Suspensions	Expulsions
37	0

High Ed. Codes	Low Ed. Codes
62	430

*through attendance month 3

Average Daily Referrals



Top Five Violations

1. Gum	89
2. Classroom/sch. disruption	85
3. Disrespectful behavior	81
4. Off task in class	45
5. Not keeping H.F.O. to self	40

Referrals by Grade Level

Grade K	18	Grade 5	35
Grade 1	15	Grade 6	86
Grade 2	11	Grade 7	101
Grade 3	12	Grade 8	194
Grade 4	19		

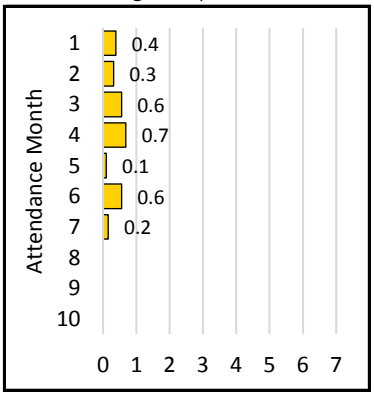
Pioneer Elementary

Current Year Number of Referrals: **54**

Previous Year Number of Referrals: **205**

Suspensions: **4**

Average Daily Referrals



Top Five Violations

1. Disrespectful behavior	15
2. Not keeping H.F.O. to self	14
3. Defiance of authority	6
4. C.A.T. physical injury	4
5. Inappropriate language	3

Referrals by Grade Level

Grade K	5	Grade 3	8
Grade 1	3	Grade 4	8
Grade 2	9	Grade 5	21

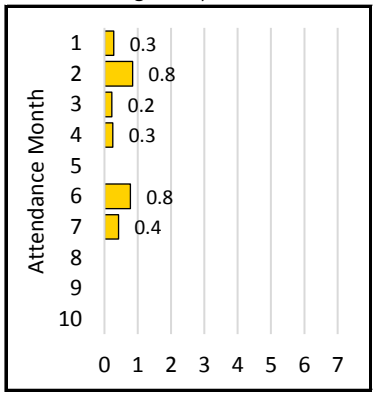
Frontier Elementary

Current Year Number of Referrals: **57**

Previous Year Number of Referrals: **68**

Suspensions: **2**

Average Daily Referrals



Top Five Violations

1. Not keeping H.F.O. to self	20
2. Lying to an adult	7
3. Classroom/sch. disruption	6
4. C.A.T. physical injury	4
5. Not following a school rule	4

Referrals by Grade Level

Grade K	13	Grade 3	4
Grade 1	12	Grade 4	11
Grade 2	2	Grade 5	14

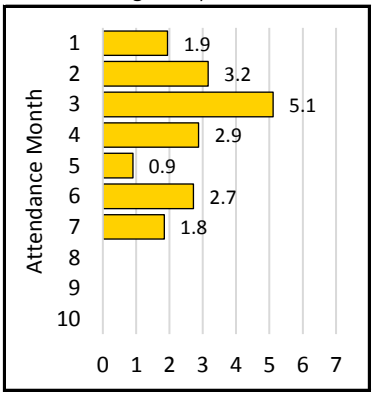
Pioneer Middle

Current Year Number of Referrals: **381**

Previous Year Number of Referrals: **509**

Suspensions: **31**

Average Daily Referrals



Top Five Violations

1. Gum	89
2. Classroom/sch. disruption	78
3. Disrespectful behavior	63
4. Off task in class	45
5. C.A.T. physical injury	21

Referrals by Grade Level

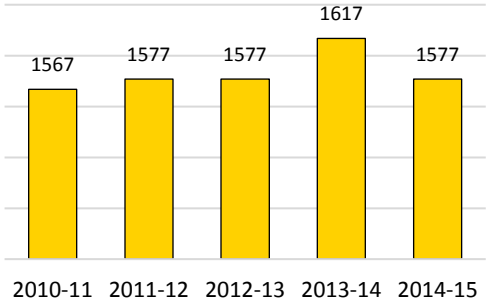
Grade 6	86
Grade 7	101
Grade 8	194

*HFO means hands, feet, objects; CAT means caused, attempted, threatened.

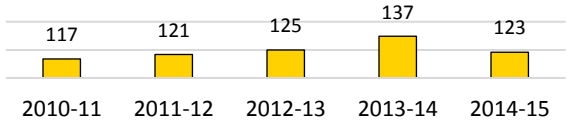
HISTORICAL DATA

District Enrollment/English Learners/Reclassification Rate

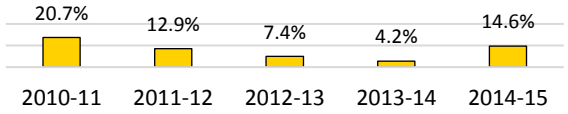
Enrollment (Census Day)



Number of English Learners (Census Day)

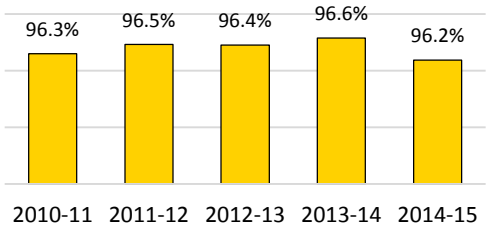


Reclassification Rates (Census Day)

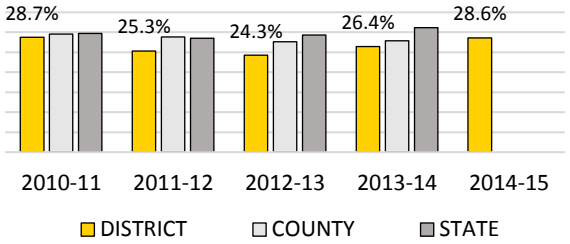


Metrics Related to State Priority 5 - Pupil Engagement

Attendance Rates (EOY)



Truancy Rates (EOY)



Number of Days Enrolled

2010-11	2011-12	2012-13	2013-14	2014-15
281369	282447	284146	289523	282878

Number of Days Present

2010-11	2011-12	2012-13	2013-14	2014-15
270946	272453	274053	279604	272088

Number of Days Missed

2010-11	2011-12	2012-13	2013-14	2014-15
10423	9994	10093	9919	10790

Chronic Truancy Rates (EOY)

2010-11	2011-12	2012-13	2013-14	2014-15
NA	NA	NA	0.3%	0.4%

Chronic Absenteeism Rates (EOY)

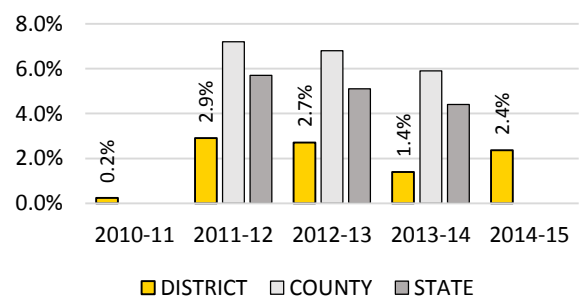
2010-11	2011-12	2012-13	2013-14	2014-15
5.6%	4.6%	4.1%	4.5%	5.1%

Dropout Rates (MS only, EOY)

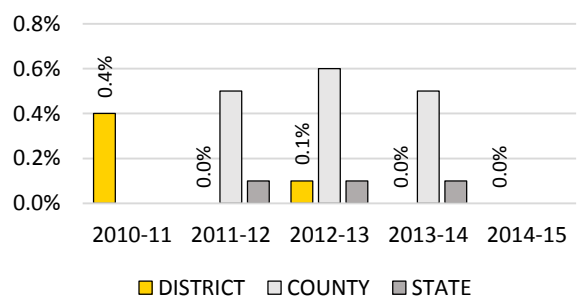
2010-11	2011-12	2012-13	2013-14	2014-15
0.1%	0.1%	0.2%	0.0%	0.0%

Metrics Related to State Priority 6 - School Climate

Suspension Rates (EOY)



Expulsion Rates (EOY)



*EOY means End of Year; missing columns mean either: 1) the data does not exist; or 2) pending release to public (through DataQuest)

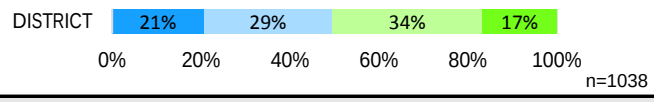
2014-2015 Smarter Balanced Summative Assessment Report

Shared in this report are **final results** from the 2014-2015 Smarter Balanced Summative Assessment for Pioneer Union Elementary School District. Each chart displays the **percentage of students in each achievement level**. Charts on the left show English language arts results. Charts on the right show mathematics results.

Achievement Levels
- % Standard Exceeded
- % Standard Met
- % Standard Nearly Met
- % Standard Not Met

English Language Arts

Grades 3-8



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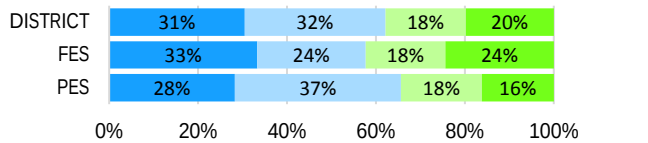
Grade 3



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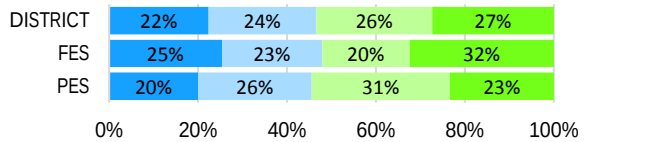
Grade 4



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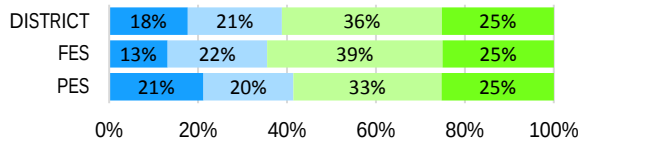
Grade 5



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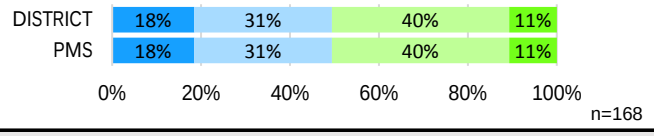
Grade 6



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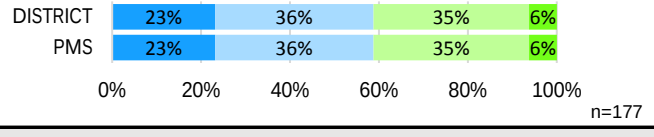
Grade 7



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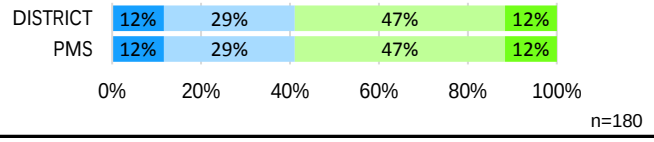
Grade 8



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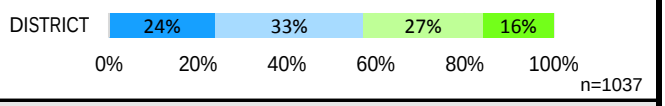
Mathematics

Grades 3-8



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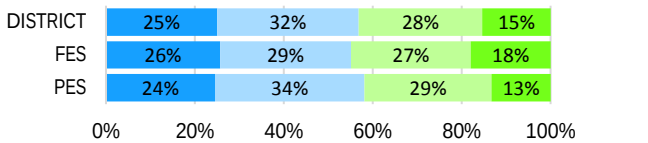
Grade 3



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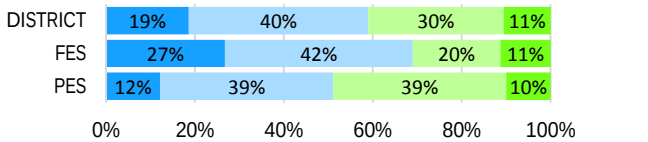
Grade 4



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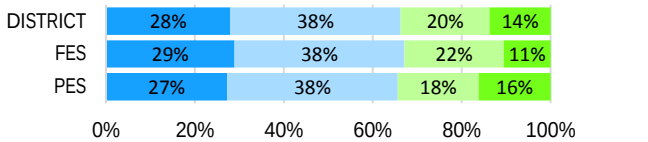
Grade 5



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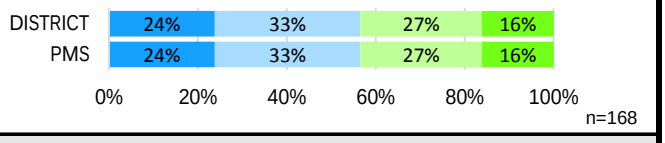
Grade 6



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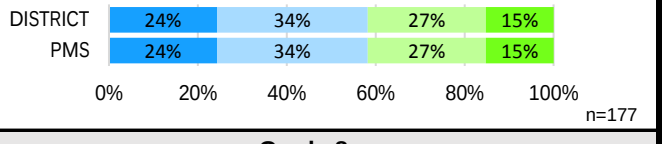
Grade 7



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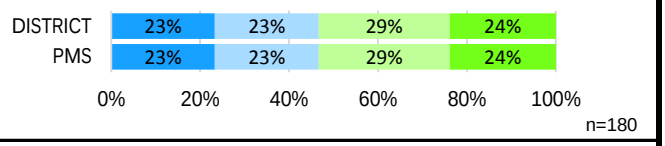
Grade 8



n=180

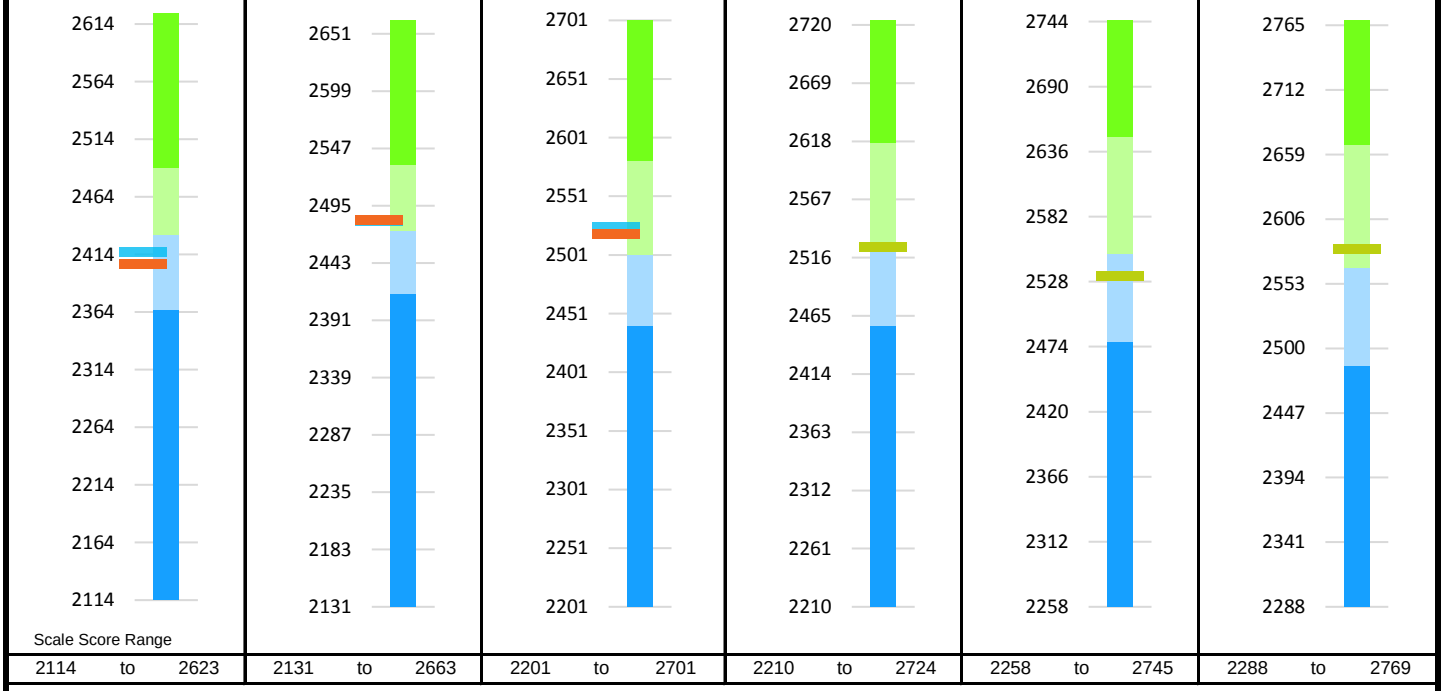
2014-2015 Smarter Balanced Summative Assessment Report

The **average scale scores** displayed in the charts below are broken down by subject (e.g. English Language Arts) and grade level. The average scale score is shown as a colored marker (e.g. blue for Frontier elementary) and placed along a continuum of scores.

School Sites
- FES
- PES
- PMS

Achievement Levels
- % Standard Exceeded
- % Standard Met
- % Standard Nearly Met
- % Standard Not Met

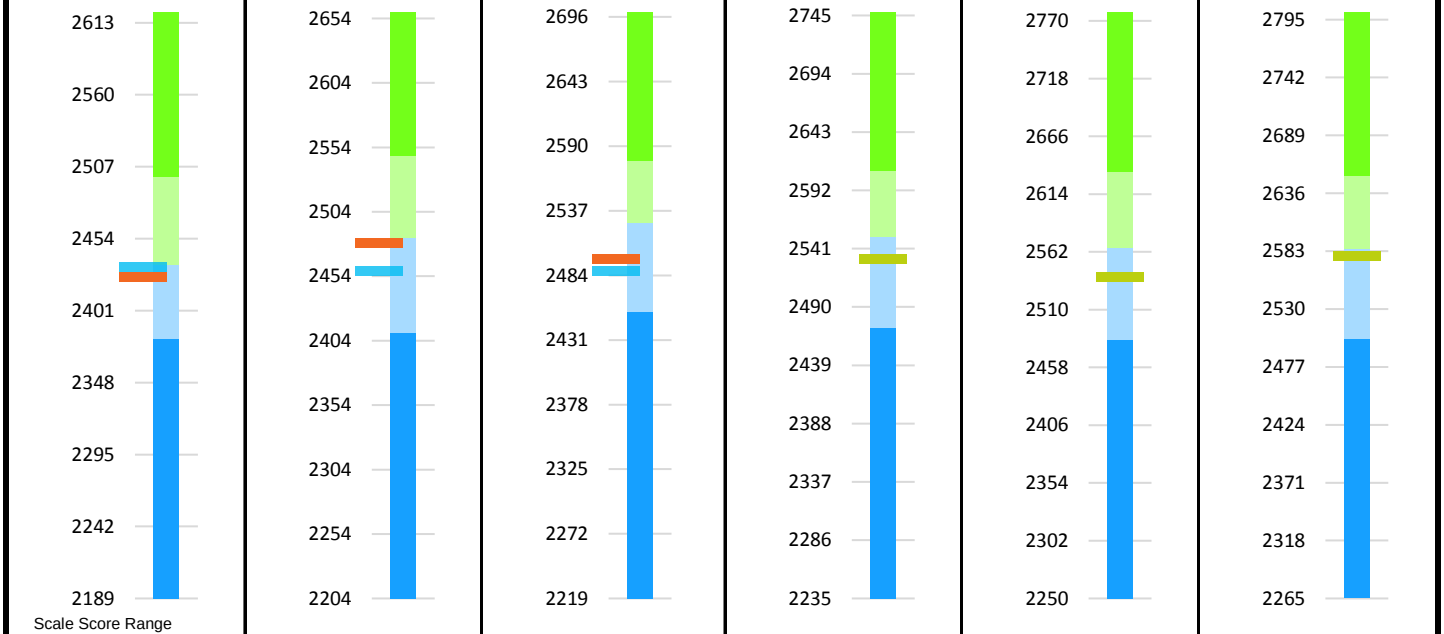
English Language Arts



Scale Score Range

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2114 to 2623	2131 to 2663	2201 to 2701	2210 to 2724	2258 to 2745	2288 to 2769

Mathematics



Scale Score Range

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2189 to 2621	2204 to 2659	2219 to 2700	2235 to 2748	2250 to 2778	2265 to 2802

Pioneer Union Elementary School District

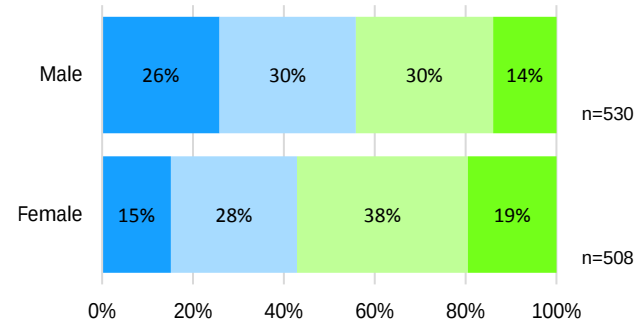
2014-2015 Smarter Balanced Summative Assessment Report

The results below are broken down **by subject**, **gender**, **and ethnicity.** Each chart displays the percentage of students in each achievement level. Charts on the left show English language arts results. Charts on the right show mathematics results.

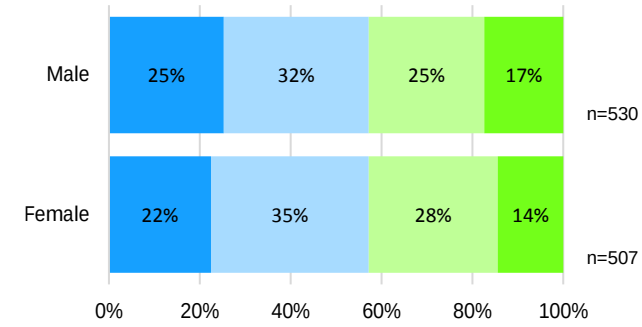
Achievement Levels
- % Standard Exceeded
- % Standard Met
- % Standard Nearly Met
- % Standard Not Met

Gender

English Language Arts

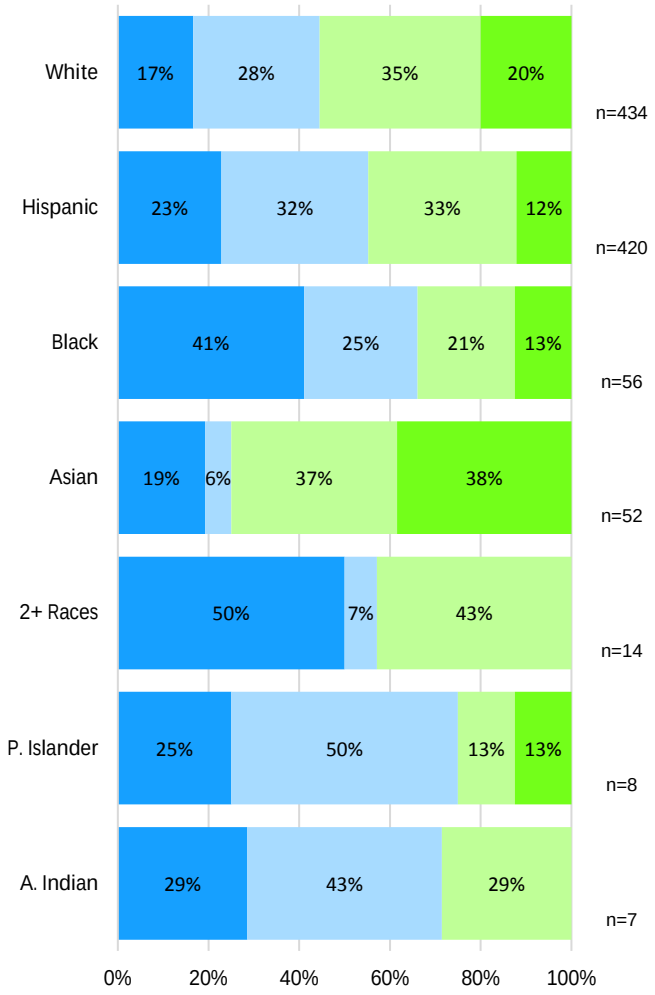


Mathematics

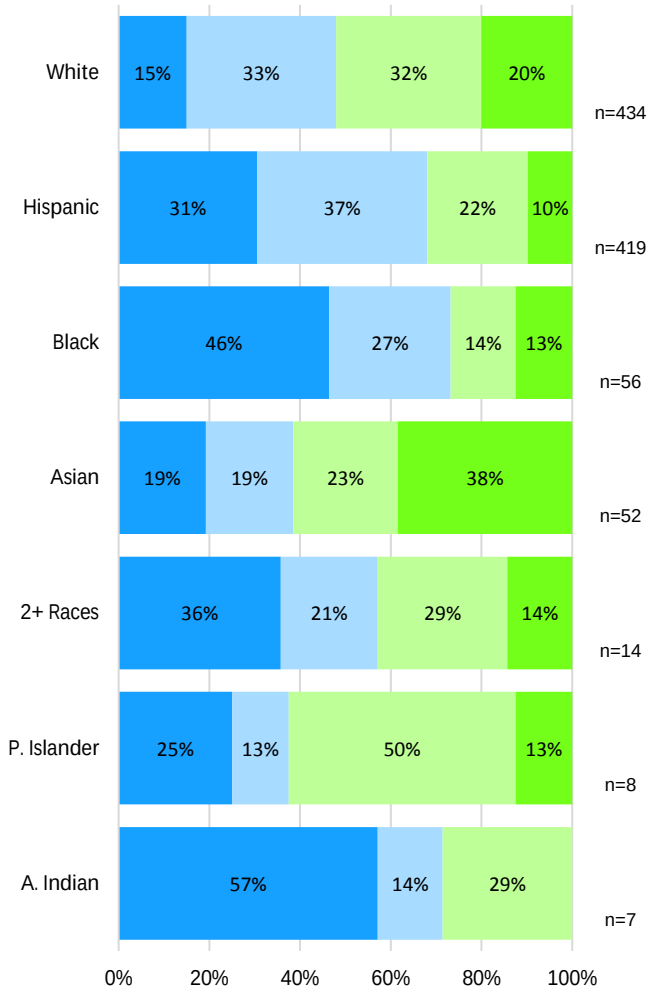


Ethnicity

English Language Arts



Mathematics



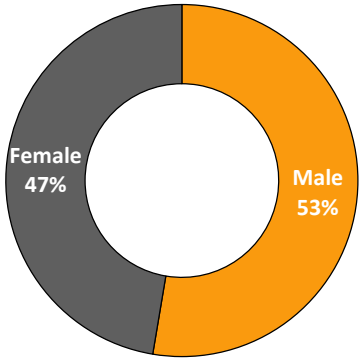
PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Official WINTER Pioneer Elementary School Report Card for 2015-2016

This report provides a descriptive overview of Pioneer elementary school's student population, performance on state and local assessments, regular school day attendance, and student referrals. Much of the data presented in this report comes from the 2015-2016 academic year.

A. STUDENT POPULATION

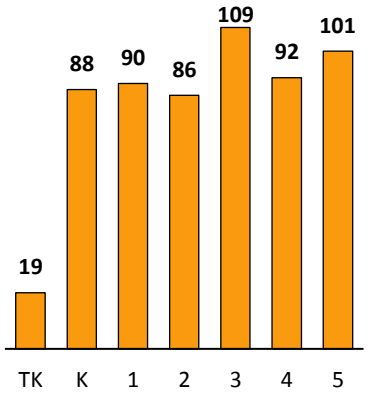
As of 2/29/2016



Gender Distribution

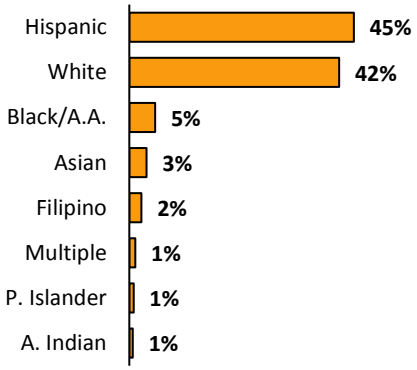
585

students

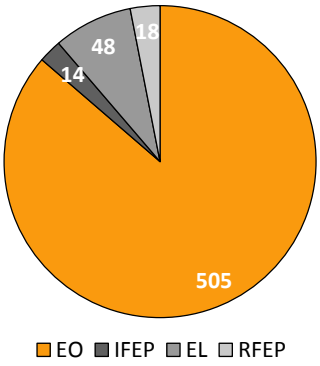


Grade Level Distribution

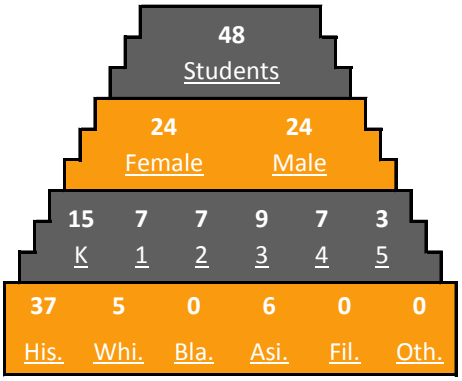
Pioneer elementary school reported a total enrollment of 585 students on February 29th, 2016.



Ethnicity/Race Composition



English Language Acquisition Status

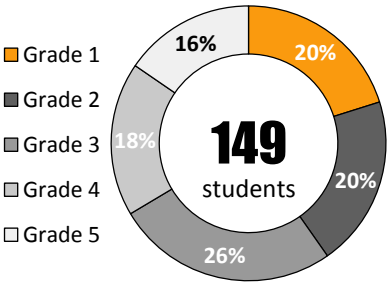


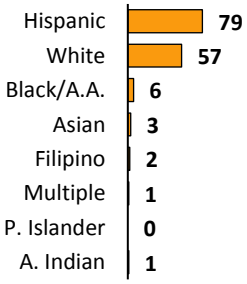
English Learner Summary Statistics

*The kindergarten count includes TKs

PROGRAM PARTICIPATION

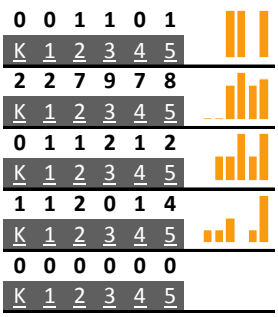
NCLB Title I Part A Program





Other Programs

Title I Part C Migrant	3
Special Education	35
Section 504 Accommodation	7
Foster Youth	9
Homeless	0



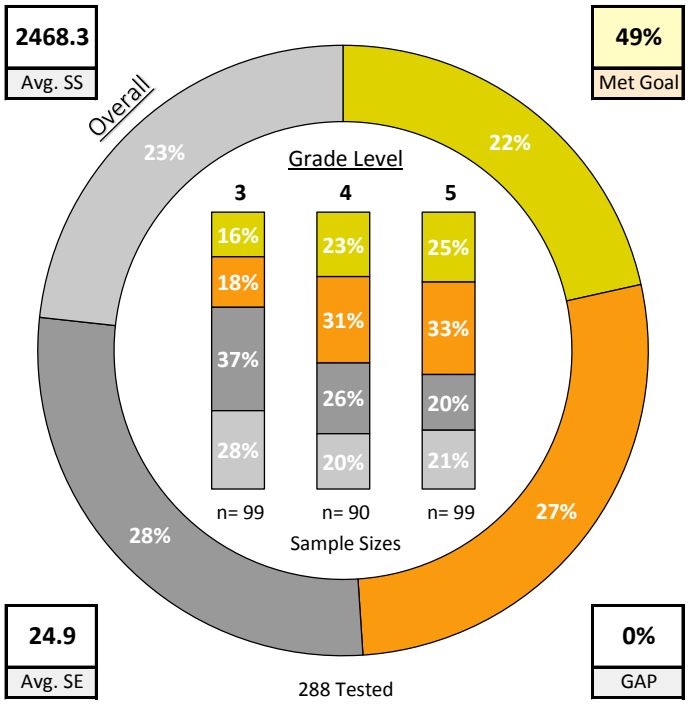
B. STUDENT PERFORMANCE ON 2014-2015 STATE ASSESSMENT

The following charts show how well students performed on the 2014-2015 CAASPP Summative Assessment. This end-of-year assessment was administered to students in grades 3 through 5. Overall scores fall into one of four achievement levels: standard exceeded, standard met, standard nearly met, and standard not met. Claim scores fall into one of three performance levels: above standard, at/near standard, and below standard.

ACHIEVEMENT LEVEL DISTRIBUTION - OVERALL SCORE

Achievement Levels Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met

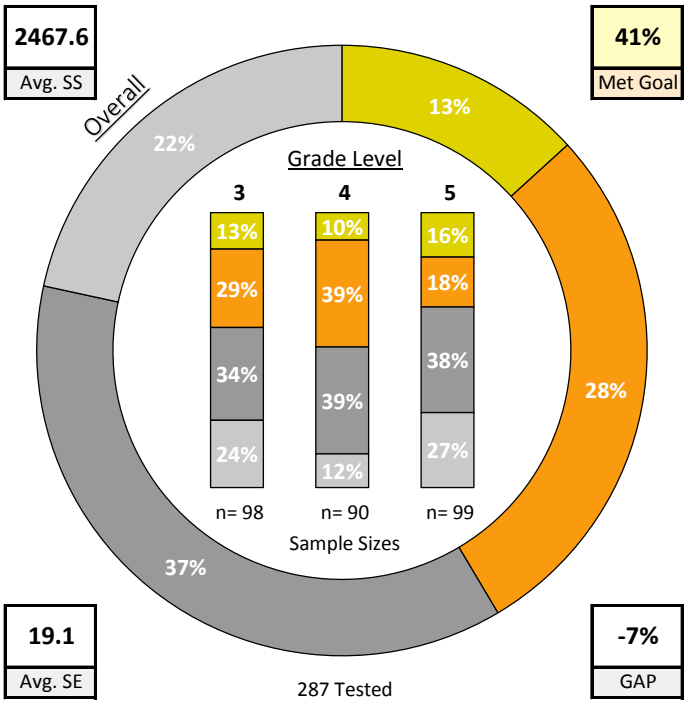
ENGLISH LANGUAGE ARTS/LITERACY



Analysis of Subgroups Valid Sample Size (>=30)

Subgroup					n	GAP
Hispanic	13%	29%	33%	26%	119	-13%
White	**27%**	**27%**	**26%**	**20%**	**121**	**0%**
Black/A.A.	18%	24%	35%	24%	17	-13%
Asian	67%	20%	7%	7%	15	32%
Filipino	0%	50%	33%	17%	6	-5%
2+ Races	0%	33%	0%	67%	6	-21%
P. Islander	33%	0%	33%	33%	3	-21%
A. Indian	0%	0%	0%	100%	1	-55%
EL	0%	18%	41%	41%	17	-37%
FRPM	10%	22%	33%	35%	111	-23%
Foster	0%	0%	25%	75%	4	-55%
SPED	6%	13%	19%	63%	16	-36%
Title I	0%	13%	42%	45%	92	-42%

MATHEMATICS



Analysis of Subgroups Valid Sample Size (>=30)

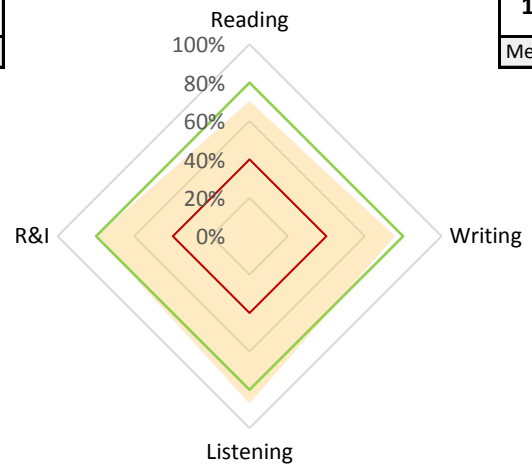
Subgroup					n	GAP
Hispanic	8%	22%	42%	28%	118	-19%
White	**17%**	**31%**	**36%**	**16%**	**121**	**0%**
Black/A.A.	6%	24%	47%	24%	17	-19%
Asian	40%	40%	13%	7%	15	31%
Filipino	0%	50%	33%	17%	6	1%
2+ Races	0%	50%	17%	33%	6	1%
P. Islander	33%	33%	0%	33%	3	18%
A. Indian	0%	0%	0%	100%	1	-49%
EL	6%	24%	35%	35%	17	-19%
FRPM	5%	21%	44%	31%	111	-24%
Foster	0%	0%	25%	75%	4	-49%
SPED	0%	13%	25%	63%	16	-36%
Title I	2%	7%	47%	45%	92	-40%

PERFORMANCE LEVEL DISTRIBUTION - CLAIM SCORE

Performance Levels Above Standard | At/Near Standard | Below Standard

ENGLISH LANGUAGE ARTS/LITERACY

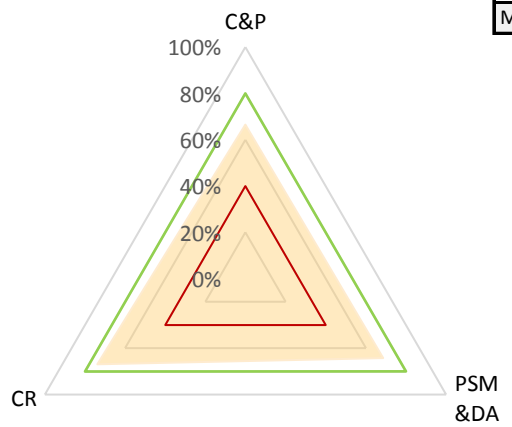
4 Claims	1 / 4 Met Goal



Claim Performance | 80% Target Goal | 40% Warning

MATHEMATICS

3 Claims	0 / 3 Met Goal

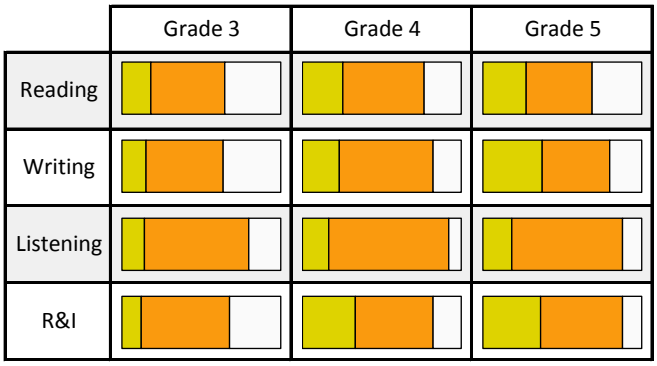


Claim Performance | 80% Target Goal | 40% Warning

Claim Performance = Percent of Students Above Standard + Percent of Students At/Near Standard

The two charts above are called a radar chart. This type of chart plots the values of three or more variables on axes that start from the same point. English language art and literacy consists of four core areas called claims: 1) **reading**; 2) **writing**; 3) **listening**; and 4) **research/inquiry (R&I)**. Mathematics consists of three claims: 1) **concepts and procedures (C&P)**; 2) **problem solving/modeling & data analysis (PSM&DA)**; and 3) **communicating reasoning (CR)**.

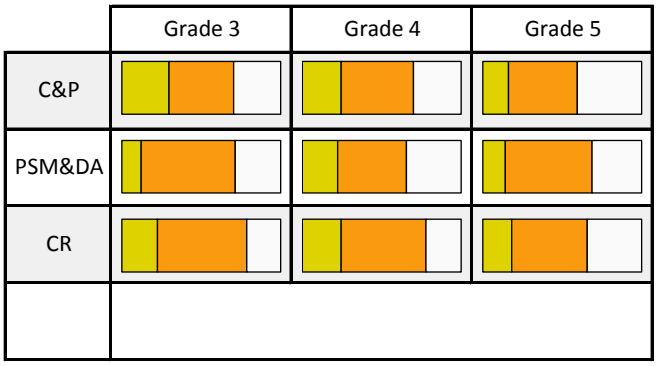
Performance Level Distribution by Grade Level



Table

	Grade 3			Grade 4			Grade 5		
Reading	18%	46%	35%	26%	51%	23%	27%	41%	31%
Writing	15%	48%	36%	23%	59%	18%	37%	42%	20%
Listening	14%	66%	20%	17%	76%	8%	18%	70%	12%
R&I	12%	56%	32%	33%	49%	18%	36%	52%	12%

Performance Level Distribution by Grade Level



Table

	Grade 3			Grade 4			Grade 5		
C&P	30%	41%	30%	24%	46%	30%	16%	43%	40%
PSM&DA	12%	59%	29%	22%	43%	34%	14%	55%	31%
CR	22%	56%	21%	24%	53%	22%	18%	47%	34%

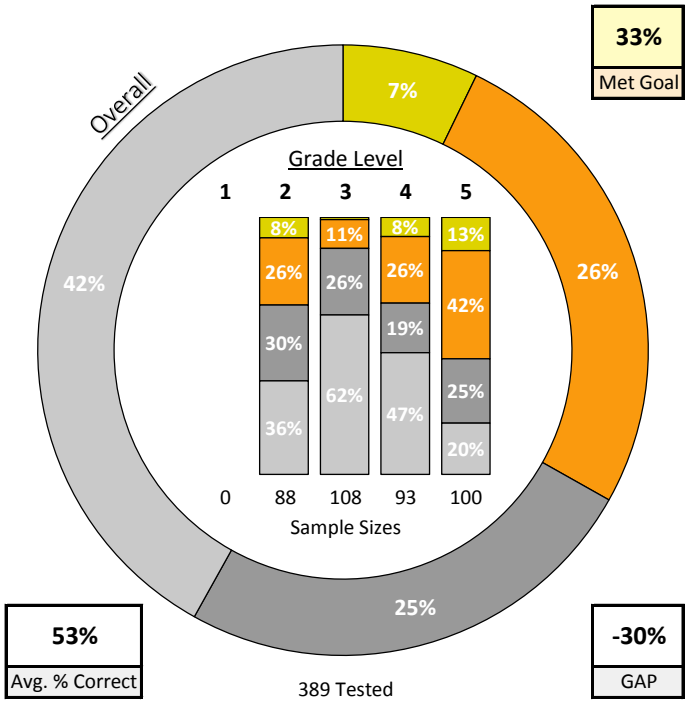
C. STUDENT PERFORMANCE ON 2015-2016 LOCAL ASSESSMENT

The following charts show how well students performed on the Illuminate Pink benchmark assessment. This second trimester assessment was administered to students in grades 1 through 5. Overall scores fall into one of four performance bands: exceeds standard, meets standard, approaching standard, and below standard.

PERFORMANCE BAND DISTRIBUTION

Performance Bands Exceeds Standard | Meets Standard | Below Standard | Approaching Standard

ENGLISH LANGUAGE ARTS



33% Met Goal

53% Avg. % Correct

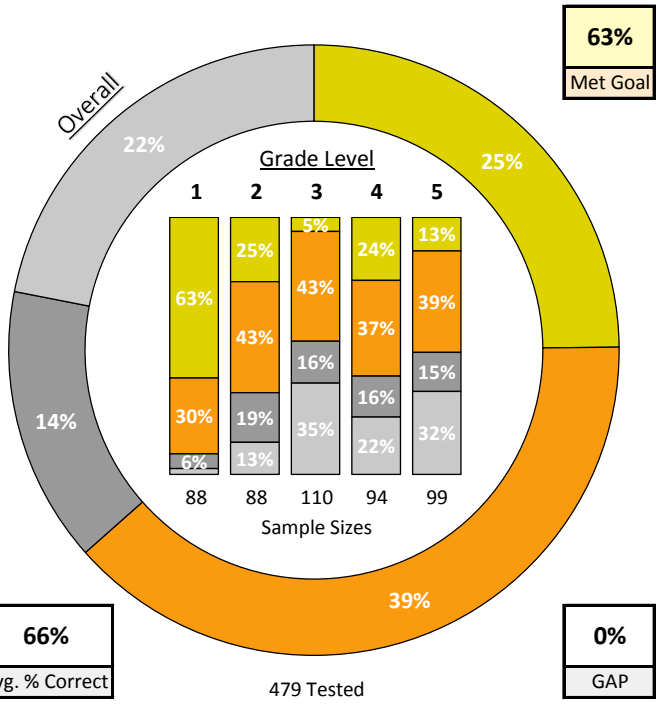
389 Tested

-30% GAP

Analysis of Subgroups Valid Sample Size (>=30)

Subgroup					n	GAP
Hispanic	4%	23%	25%	48%	170	-9%
White	**9%**	**27%**	**26%**	**38%**	**160**	**0%**
Black/A.A.	0%	19%	33%	48%	21	-17%
Asian	36%	29%	14%	21%	14	28%
Filipino	0%	58%	8%	33%	12	22%
2+ Races	17%	17%	17%	50%	6	-3%
P. Islander	0%	50%	50%	0%	4	14%
A. Indian	0%	50%	50%	0%	2	14%
EL	0%	4%	19%	77%	26	-32%
FRPM	5%	19%	25%	51%	176	-12%
Foster	0%	0%	33%	67%	6	-36%
SPED	3%	16%	23%	58%	31	-17%

MATHEMATICS



63% Met Goal

66% Avg. % Correct

479 Tested

0% GAP

Analysis of Subgroups Valid Sample Size (>=30)

Subgroup					n	GAP
Hispanic	21%	34%	16%	29%	217	-16%
White	**30%**	**41%**	**15%**	**14%**	**195**	**0%**
Black/A.A.	24%	32%	16%	28%	25	-15%
Asian	47%	47%	0%	7%	15	22%
Filipino	8%	46%	23%	23%	13	-17%
2+ Races	0%	50%	0%	50%	6	-21%
P. Islander	0%	100%	0%	0%	4	29%
A. Indian	25%	75%	0%	0%	4	29%
EL	12%	27%	21%	39%	33	-32%
FRPM	21%	32%	17%	30%	220	-18%
Foster	0%	43%	0%	57%	7	-28%
SPED	16%	22%	6%	56%	32	-34%

PERFORMANCE BAND DISTRIBUTION by CLASSROOM

Performance Bands Exceeds Standard | Meets Standard | Below Standard | Approaching Standard

ENGLISH LANGUAGE ARTS

Individual Class Performance

	Classroom	%					n	GAP
Grade 1	A	NA	NA	NA	NA	NA	0	0%
	B	NA	NA	NA	NA	NA	0	0%
	C	NA	NA	NA	NA	NA	0	0%
	D	NA	NA	NA	NA	NA	0	0%
Grade 2	E	50%	8%	17%	29%	46%	24	-42%
	F	54%	8%	19%	35%	38%	26	-40%
	G	58%	8%	28%	32%	32%	25	-31%
	H	**69%**	**8%**	**58%**	**17%**	**17%**	**12**	**0%**
Grade 3	I	42%	4%	4%	25%	68%	28	-19%
	J	40%	0%	0%	26%	74%	27	-26%
	K	49%	0%	18%	32%	50%	28	-8%
	L	**48%**	**0%**	**26%**	**22%**	**52%**	**23**	**0%**
Grade 4	M	57%	11%	25%	32%	32%	28	-46%
	N	39%	0%	23%	4%	73%	26	-59%
	0	49%	0%	21%	21%	57%	28	-60%
	P	**74%**	**36%**	**45%**	**18%**	**0%**	**11**	**0%**
Grade 5	Q	58%	7%	41%	26%	26%	27	-39%
	R	62%	21%	29%	29%	21%	28	-37%
	S	**73%**	**20%**	**67%**	**7%**	**7%**	**15**	**0%**
	T	60%	7%	46%	29%	18%	28	-33%
Cohort A	U	34%	0%	0%	20%	80%	5	

* % = Percent Corrent

MATHEMATICS

Individual Class Performance

	Classroom	%					n	GAP
Grade 1	A	81%	70%	22%	0%	7%	27	-7%
	B	83%	65%	31%	4%	0%	26	-4%
	C	77%	44%	40%	16%	0%	25	-16%
	D	**90%**	**80%**	**20%**	**0%**	**0%**	**10**	**0%**
Grade 2	E	66%	25%	29%	29%	17%	24	-38%
	F	70%	23%	50%	15%	12%	26	-19%
	G	70%	28%	40%	20%	12%	25	-24%
	H	**74%**	**25%**	**67%**	**8%**	**0%**	**12**	**0%**
Grade 3	I	57%	4%	43%	21%	32%	28	-14%
	J	61%	7%	44%	15%	33%	27	-8%
	K	55%	0%	39%	21%	39%	28	-21%
	L	**60%**	**12%**	**48%**	**8%**	**32%**	**25**	**0%**
Grade 4	M	75%	46%	32%	18%	4%	28	-21%
	N	49%	0%	41%	11%	48%	27	-59%
	0	59%	11%	39%	25%	25%	28	-50%
	P	**87%**	**64%**	**36%**	**0%**	**0%**	**11**	**0%**
Grade 5	Q	47%	4%	30%	11%	56%	27	-60%
	R	59%	7%	46%	21%	25%	28	-40%
	S	**79%**	**47%**	**47%**	**7%**	**0%**	**15**	**0%**
	T	60%	11%	41%	19%	30%	27	-41%
Cohort A	U	23%	0%	0%	0%	100%	5	

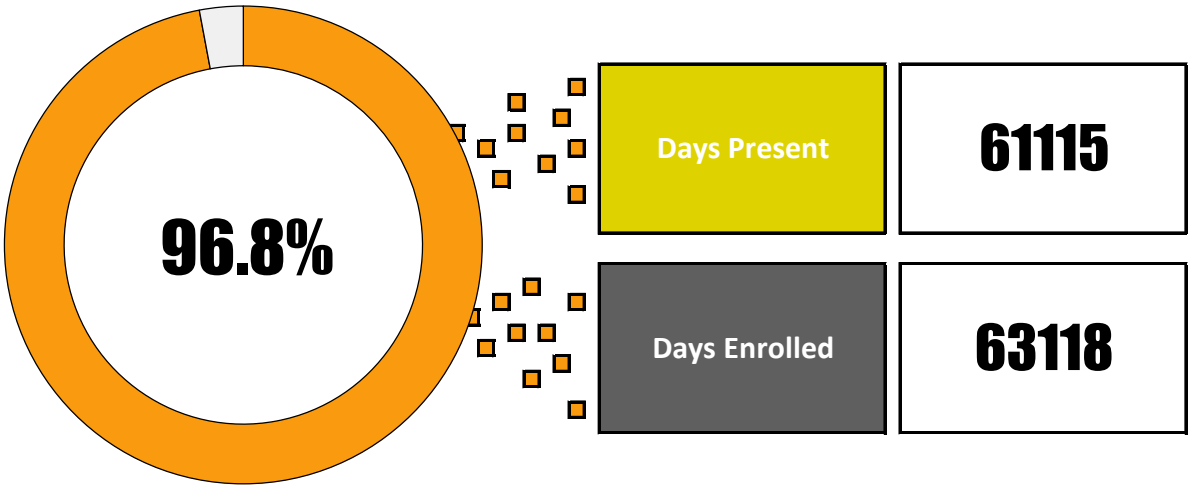
* % = Percent Corrent

D. REGULAR SCHOOL DAY ATTENDANCE

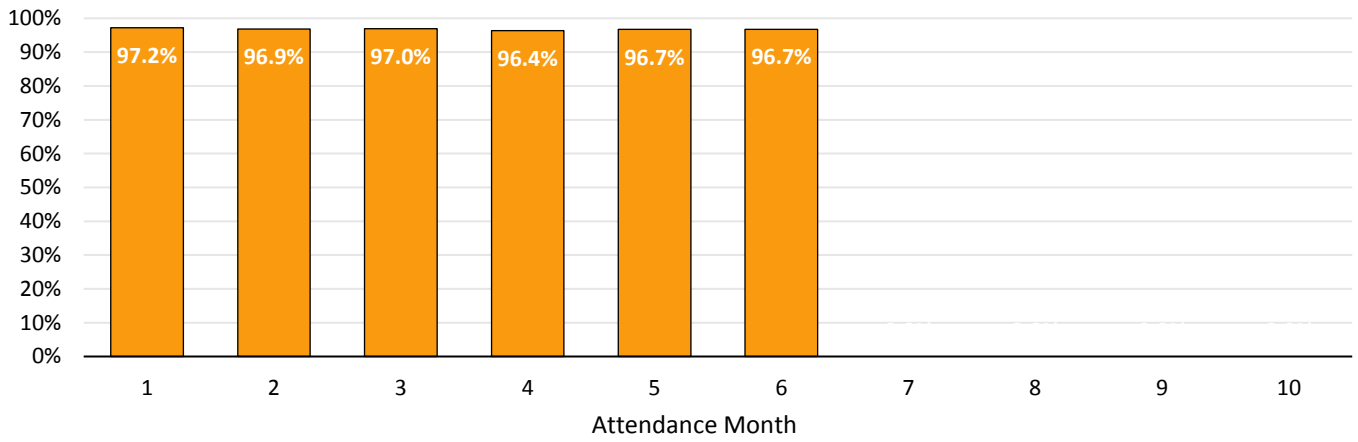
8/12/2015-2/12/2016

The data analyzed below are from the beginning of the school year through the end of attendance month 6.

School Attendance Rate



Below is the attendance rate for each attendance month. Typically an attendance month covers a span of 15 to 20 days.



Truancy Data

Truant(s)	Potential Truant(s)
118	76
Chronic Truant(s)	**Potential Chronic Truant(s)**
1	4

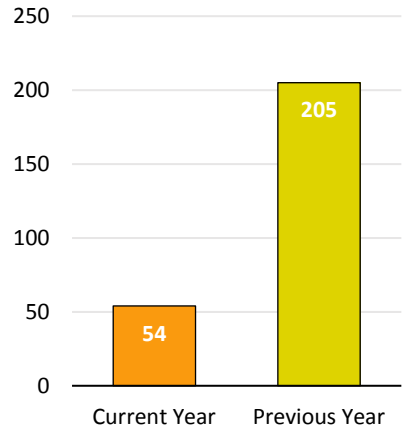
1) Truant - A pupil subject to compulsory full-time education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof; 2) Potential Truant - 2 unexcused absences; 3) Chronic Truant - A pupil subject to compulsory full-time education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date; 4) Potential Chronic Truant - 10 to 17 unexcused absences.

E. STUDENT REFERRALS

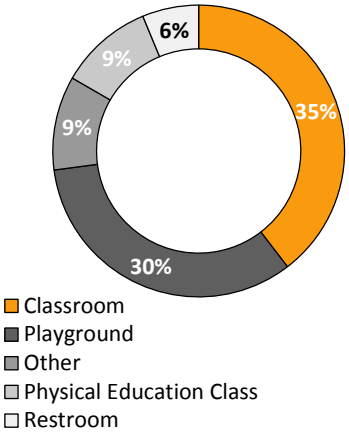
8/12/2015-2/29/2016

The data analyzed below are from the beginning of the school year through the end of February.

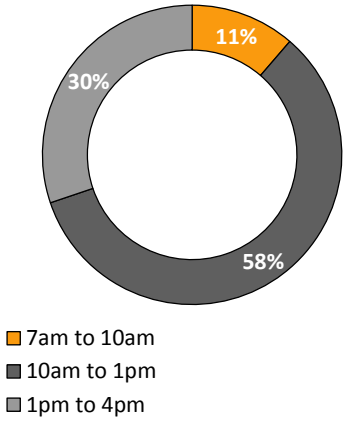
Number of Referrals



Location



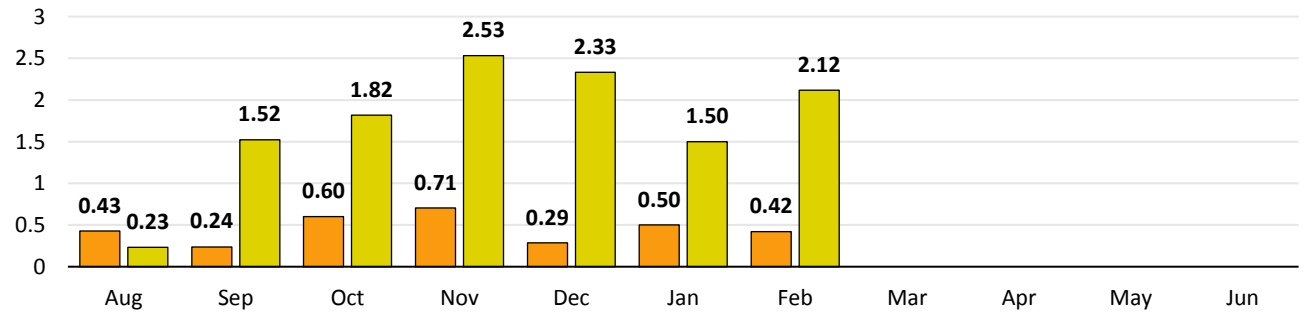
Time of Day



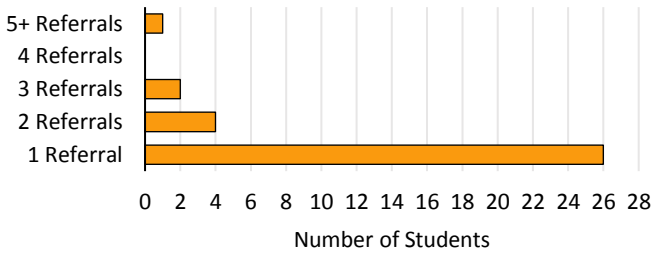
Below are Average Daily Referrals (ADR)

Current Year	Previous Year
0.45	1.75

Average Daily Referrals by Month



Top Five Violations

1. Disrespectful behavior (15)
2. Not keeping hands, feet, and objects to self (14)
3. Defiance of authority (6)
4. Caused, attempted, or threatened physical injury (4)
5. Inappropriate language (3)

Referral Category