

# **The Single Plan for Student Achievement**

## **Frontier Elementary School**

School Name

16-63990-0116699

CDS Code

Date of this revision: October 2017

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 .

## **II. School Vision and Mission**

### **Pioneer Union Elementary School District Mission Statement**

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 receiving rigorous instruction, support and intervention in an enriching environment.

### **Pioneer Union Elementary School District Vision Statement**

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

Meet or exceed grade-level academic standards.

Become life-long learners.

Effectively communicate.

Become contributing citizens of the community.

Be prepared for a successful future.

Frontier Elementary School's vision and mission are aligned with the District Vision and Mission.

### **Frontier Elementary School's Vision**

Frontier Elementary School will foster a school climate where all students are provided the maximum opportunity to learn and thrive, while achieving academic success, and embracing their local and global community.

### **Frontier Elementary School's mission**

Frontier Elementary School will develop each student's potential to its fullest. Our academic focus emphasizes skills that empower students to express their ideas effectively, problem solve, think critically, and make responsible judgments. The essence of education at Frontier Elementary is our commitment to the whole child. We continually strive for academic excellence while recognizing our students' need for a balanced well-rounded education that includes both their social and emotional development. This is accomplished by developing a student-centered learning community, where the needs of each and every student are our number-one priority. We have a rigorous State Standards-based curriculum, a balanced instructional program, a dedicated staff and involved parents, which allows each student to optimize their abilities and potential.

### III. School Profile

#### III. School Profile

Frontier Elementary School has an enrollment of 462 students in kindergarten through fifth grade; the student body included 49.35% Hispanic, 33.12% white, 5.41% Asian, 4.11% African American, 3.9% Filipino, 1.73% Native American, .65% Pacific Islander, and 1.73% other. Of the 462 students at Frontier, 41.77% are socio-economically disadvantaged (SED) 11.04% are English Learners (EL), 5.63% are receiving special education (SPED).

Frontier Elementary opened its doors in the fall of August 2008 as the 3rd school in the Pioneer Union Elementary School District and has been among the top performing schools in the county. Frontier has earned its reputation by creating pioneering and innovative technology based educational opportunities, parental and community involvement, and a drive to close the achievement gap amongst its students. The school received the distinction of becoming a California Distinguished School in 2012 and was also designated as a California Gold Ribbon School and Title 1 Achievement School in 2016. Frontier School joined the District Charter and is guided under the principles of the Charter agreement which includes the curriculum delivery model and funding sources. At Frontier, we believe all children can achieve high standards, become creative and independent thinkers, and develop strong character as they prepare to be tomorrow's leaders. We are responsible to serve as facilitators for the nurturing and development of every child's maximum potential: academically, physically, socially, and emotionally. The staff at Frontier is committed to providing opportunities that will assist the student in making self-directed, realistic, and responsible decisions when solving problems. The Staff is committed to supporting our students as they work toward achieving their full social and academic potential. We are dedicated to providing a quality education to every student by setting and maintaining high expectations for achievement and behavior.

We have implemented a PBIS system to assist students in becoming an example of good character and we look forward to seeing the impact of the changes we have made at our school. As we continue to assist in the development of our students, our staff both teach and model "Character Counts" and Positive Behavioral Interventions and Supports, which focuses on issues of honesty and respect for all. We have created an atmosphere that is welcoming and geared toward the families we serve. Our caring and experienced staff provides a nurturing environment based on mutual respect, where instruction is modified to meet the individual needs of all our students, so every child can learn to read, write, and calculate with confidence. Our school also has a Meet the Masters art program that is embedded in all grade levels, as well as technology in all classrooms, and a state of the art computer lab. Special education students are also identified and provided additional support as indicated in their Individual Education Plan. English Learners (EL) are served by our teachers and staff to increase their level of understanding of the English language throughout the day and afterschool.

Support and intervention services are provided for those students needing additional assistance to meet this goal in student achievement. These services include; parent support and guidance; Two credentialed Title 1 instructors for language arts and mathematics intervention; after school intervention programs as available and a part time Special Education Teacher. Frontier has developed an detailed Response to Intervention plan to ensure that students receive the assistance needed to become successful. Parents are an integral part of the intervention planning and process. Each classroom, k-5 has instructional aide support to assist in the classroom; full day Kindergarten to give all students a "jump start" in their education; and continuous staff development and training for both certificated and classified personnel.

Frontier Elementary utilizes technology in all classrooms on site. Grades 3-5 have one to one Chromebooks for each student. These students participate in Google Classroom and incorporate technology across all curricular areas. All grades K-5 have the opportunity to attend the state of the art computer lab weekly for direct instruction. In Primary classes there are also computer stations, as well as roving computer carts with class sets of computers. In addition to a strong academic and character building programs, Frontier Elementary also focuses on health and the arts. Frontier offers Physical Education, as well as, music, art, and band opportunities. Finally, Frontier 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, Family Movie Nights, Donuts with Dad, Muffins with Mom, Fall Fundraiser, Jog-A-Thon, Winter Family Fun Night, Grandparents' 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, teacher and administration collaborate and analyze the academic performance of all student groups and consider the effectiveness of key elements of our instructional program. Performance data considered for both whole group and data disaggregated by significant subgroups, and determined areas in need of improvement based upon the analysis of data. As a result, recommendations and 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.

The Pioneer Union Elementary School District purchased the Illuminate student information system, I-Ready, and implemented the Fountas and Pinnell program. We use these programs to assist us with organizing and analyzing student performance data to focus our curriculum and instruction. The district has developed benchmarks throughout the year to measure student growth and participates in state testing at the end of the year. Teachers also develop common formative assessments to gauge student learning throughout the year in their classrooms. Ongoing training is provided to administrators and teachers on both programs. We have early dismissal on Wednesdays to allow our teachers time to collaborate in the Professional Learning Communities. During that time, teachers utilize Illuminate, I-Ready, and Fountas and Pinnell data to analyze student reports to monitor their growth and plan instruction to meet student needs.

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.

Current data shows that students at Frontier Elementary School continue to make academic progress in both English Language Arts and Mathematics based on the results of the 16-17 SBAC testing.

Refer to the attached data documents for in-depth school-wide results from the state test.

#### CAASP Results 2016-2017

##### English Language Arts (Overall= 66% Met or Exceeded Standards)

3rd = 64%

4th = 78%

5th = 56%

##### Mathematics (Overall = 53% Met or Exceeded Standards)

3rd = 63%

4th = 60%

5th = 38%

Frontier Elementary school data shows that we made gains and losses during the 16-17 school year on the CAASP assessment. Frontier Elementary attributes our successes to several actions within the District LCAP such as:

- \*The professional development provided to our instructional staff to effectively teach to the State Standards using researched based instructional practices.

- \*The increase of instructional time at the elementary level to allow greater adult/student ratios and also allowing the certificated staff greater opportunity to differentiate instruction giving various degrees of support to students based on assessed needs.

- \*The emphasis on early literacy and the supports provided to student in need of additional support with Title 1 Teacher (i.e. Reading Lab)

- \*Support for English Learners through the afterschool program and instructors

- \*The use and familiarity of technology as a tool for instruction and learning for both staff and students.

The District 17-18 LCAP provides for and supports the key tenets of Frontier's mission, vision and core values with an emphasis on effective pedagogy integrally related to the California Standards. The LCAP does so through the following key features which will support Frontier Elementary's plan in increase student achievement and closing the learning gap.

- \* Actions focused on rigorous instruction through a strong core program through differentiated instruction delivered by a highly trained staff.

- \*Professional development for new teaching staff in the use of technology for instructional delivery and students learning

- \*Professional development in the adopted standards based ELA program K-5

- \*Monitor student learning and the effectiveness of the core program through timely data

- \* Provide access to core program through 21st century technologies

- \*Actions to support for students through a well-articulated RTI process for academics and behavior

- \*Actions to provide supports outside regular instructional time afterschool and during the summer

- \*Provide instructional aide support to enable teacher to meet the diverse needs of their students

- \*Continue PBIS at Frontier

- \*Continue providing mental health support (School Psychologist and Referrals to Community Resources)

- \*Actions to promote parental involvement through the School Site Council, English Language Advisory Committee, and District Parent Advisory Council.

- \*Communication of school events and opportunities for involvement through flyers, Weekly Bulletin, automated phone calls, and meeting opportunities.

- \*Educate parents in ways to monitor their child's progress as a partner with the school.

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

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

Administration, teachers, and other staff carefully study the results of District Benchmark(Illuminate), I-Ready Diagnostic Assessments and progress monitoring results, Fountas and Pinnell reading levels, curriculum based measures, and in class formative and summative assessments as a means of monitoring student progress. The data is then used to plan instruction and intervention to meet students needs as well as measure the effectiveness of the current instructional program in our Professional Learning Communities to inform teachers and the principal on student placement, support services, progress, and response to interventions.

## **V. Description of Barriers and Related School Goals**

The barriers to student achievement for Frontier School are as follows:

An increasing number of English Learner students and students with special needs in addition to a growing socio-economically disadvantaged population; which directly impacts school sites and districts in services and programs. As our population continues to grow, we are continually reevaluating and putting programs in place to meet the needs of all of our students. This requires careful planning, scheduling, and flexible groupings of students to provide the interventions and instruction needed to allow each student to reach their full potential. Our staff has put a response to intervention plan in place to ensure that we are meeting the needs of all of our students and working with parents to provide interventions to struggling students. Teachers and staff to distribute resources, time and attention to students and families. We have made a commitment to ensure the purchase of research based programs and interventions to support our students. Our special education student population has increased and we continue to be challenged with meeting their varied needs and continue to make positive growth with that group of students. 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. We are providing on-going training and support to our teachers as we are fully implementing a new Math and ELA curriculum as well as a new student data system district wide. 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.

Additionally, Frontier shares support staff with the other school sites in the district, including the district nurse, resources teacher and the district psychologist. This requires careful planning and coordination of services to ensure all students' needs are met appropriately and in a timely manner.

## VI. Planned Improvements in Student Performance

### SCHOOL GOAL #1

(Based on conclusions from Analysis of Program Components and Student Data pages)

School Goal #1

Because the gains in our subgroups (e.g. socio-economically disadvantaged and Hispanic) are not as significant in English Language Arts as in our total student population, increase the number of students in those subgroups performing on or above grade level in English Language Arts by June 2018, as measured by CELDT testing results district benchmark assessments, and curriculum based measures.

#### Student groups and grade levels to participate in this goal:

While working with all struggling students, we will focus on our Socio-economically disadvantaged, and Hispanic students in 1st- 5th grades. We will also increase our interventions to assist our Title 1 students to meet proficiency. We will continue to strengthen our support and instruction for our EL students in all grades.

#### Anticipated annual performance growth for each group:

Increase the percentage of students scoring Meets or Exceeds by 5% in the areas of Reading, Language and Writing as measured by the SBAC results. The students in grade 3-5th will participate in the SBAC test this year.

#### Means of evaluating progress toward this goal:

Fountas and Pinnell Reading Levels, District benchmarks, CELDT scores, Teacher assessments, common formative assessments, Illuminate Assessments and SBAC results.

#### Group data to be collected to measure academic gains:

Fountas and Pinnell Reading Levels, District benchmark data, common formative assessments, summative assessments, CELDT scores, Illuminate Assessments, report cards, and SBAC state test data

### SCHOOL GOAL #1

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Professional development for staff including Common Core Training, Guided Reading training, technology training, Instructional aides training, meeting in PLC groups on a regular basis and Principal training. Trainings have included training in Illuminate, TCOE and new language arts program training and Google Classroom.	August 2017-June 2018	Professional development opportunities and coaching for teachers will include work on the use of data, technology tools, state standards, improving instructional strategies, and the new district data system.	Professional Development (LEA) Educator Effectiveness \$22,500	District School Funds, Training funded by SELPA, CA Diagnostic Center. Program specific training will be provided as needed.
Reading support programs, I-Ready, Afterschool Support , Renaissance Enhanced Program. Implementation of new ELA program.	August 2017-June 2018	Instructional aides - I-Ready Program, Fountas and Pinnell Program Non Fiction texts, Renaissance Program ESGI	iReady Lic.=\$4500 ESGI=\$700	Charter block grant Hourly program funds EL Funds



<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Comprehensive assessment and monitoring of student progress that are both formative and summative.	August 2017-June 2018	District benchmarks, Teacher formative and summative assessments, Instruction and District Assessment, CELDT, instructional staff time, Curriculum based assessments and Illuminate Assessments	No cost	Charter Block Grant
One to One Chromebooks for students in 3-5th grade and computer cart for 1st grade and 2nd grade	August 2017-June 2018	Chromebooks	Expand one-to-one device to 3rd grade Pioneer/Frontier \$61,680 Purchase mobile computer cart for Pioneer and Frontier Elementary \$12,693	Charter Block Grant
Technology to support differentiated instruction and provide tools for both the teacher and student to succeed. Google Training	August 2017-June 2018	I-Ready program benchmarks, instruction and progress monitoring component, utilizing technology programs and components that we currently have in classrooms and the computer lab. Google Training	Google Training (LEA) \$13200 Subs=%5415	Charter Block Grant
Collaboration/planning time for Teachers to discuss best practices to improve student achievement.	August 2017-June 2018	Scheduled Time	no cost	No Cost
Guided Reading instruction support in classrooms	August 2017-June 2018	Aides Benchmark Advance training/Intervention Kits, I-Ready, Renaissance enhanced Program,	Instructional Aides (LEA) \$319,417.55	District General Fund
Reading Intervention Teachers	August 2017-June 2018	Teacher	FES & PES Title 1 Teachers= \$341,673 Title 1 Benefits \$107,325.60	Title 1 Funds

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Fountas and Pinnell Program	August 2017-June 2018	Program	Each Third Grade Class and one for each grade level 4-5 FES & PES \$2750	Charter Block Grant
Provide additional experiences through field trips and extra curricular activities to connect prior learning to experiences especially for low income/English Learners, and foster youth who wouldn't otherwise have such opportunities	August 2017-June 2018	Bussing, Entrance Fees	Donations= \$7777.86	Charter Block Grant/Donations

## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #2</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Increase the number of students, school wide, performing at Meets or Exceeds in English Language Arts by June 2018, as measured by the SBAC results	
<b>Student groups and grade levels to participate in this goal:</b> K-5 students with an emphasis on hispanic, Title 1, and socioeconomically disadvantaged students.	<b>Anticipated annual performance growth for each group:</b> Increase the percentage of students scoring Meets or Exceeds in the areas of Reading, Language and Writing from 66% to 70% as measured by SBAC results. The students in grade 3-5th will participate in the 2018 SBAC test. Performance growth this year will be based on local measures and SBAC results
<b>Means of evaluating progress toward this goal:</b> Progress reports and report cards, District benchmarks, Teacher assessments, common formative/summative assessments, I-Ready and Fountas and Pinnell progress monitoring and Illuminate assessments.	<b>Group data to be collected to measure academic gains:</b> Progress reports and report cards, District benchmarks, I-Ready and Fountas and Pinnell results, teacher assessments., formative and summative assessments

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Teachers will regularly incorporate technology based lessons in their instruction, assessments and full implementation of math and ELA curriculum	August 2017-June 2018	Teachers	No Cost	No Cost
Title 1 Teachers to run the Reading Lab to focus on providing support to struggling students	August 2017-June 2018	instructors and aides	FES & PES Title 1 Teachers= \$341,673 Title 1 Benefits \$107,325.60	Title 1 funds
Professional development for teachers, administrators and instructional aides- training and collaboration. Training by FCOE consultant in Google Classroom, Pearson Math, and training for Illuminate was provided. Further classroom coaching and release time to observe colleagues' instructional practices and curriculum implementation for teacher with individual needs was provided. New teacher participated in the NTI and received coaching by their assigned mentors on site.	August 2017-June 2018	Professional development trainings	Professional Development (LEA) Educator Effectiveness \$22,500	In house experts and other providers, General Fund, Teacher Effectiveness Funds
Guided Reading program and materials to meet the individual needs of our students in Language Arts	August 2017-June 2018	New program/Training	\$319,788	Charter Block Grant
Collaboration/planning time for Teachers to discuss best practices to improve student achievement.	August 2017-June 2018	scheduled time	No Cost	None

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Technology to support differentiated instruction and provide tools for both the teacher and student to succeed. Google Training	August 2017-June 2018	I-Ready program benchmarks, instruction and progress monitoring component, Illuminate Assessments, utilizing technology programs and Google Classroom that we currently have in classrooms and the computer lab.	Google Training (LEA) \$13200 Subs=%5415 iReady Lic.=\$4500 ESGI Kinder=\$700  Computer lab staffing at Pioneer and Frontier Elementary, salaries \$29,325	Charter Block Grant
I-Ready diagnostic Program/ Implementation of Fountas and Pinnell Program	August 2017-June 2018	Program	150 i-ready student licenses for Frontier Elementary \$4,500 School-wide F&P Each Third Grade Class and one for each grade level 4-5 FES & PES \$2750	District General Fund

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Summer School	July 2018-August 2018	Program	Elementary summer school certificated staff, salaries 1000-1999: Certificated Personnel Salaries Supplemental: \$16,800 Elementary summer school certificated staff, benefits \$2,558 clerical/attendance staff salary Supplemental: \$2,400 clerical/attendance staff benefits \$545 Elementary summer school administrator, : \$1,250 Benefits Supplemental: \$190 Costs listed for both Elementary Sites	District General Fund
English Learner Program to provide additional support and services to students learning English as a second language.	August 2017-June 2018	EL Program: Instructor	Provide ELD Instructors at the elementary schools \$38,260 School-Wide, Pioneer and Frontier Elementary	District General Fund

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #3</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Increase the number of students, school wide, performing at Meets or Exceeds in Mathematics by June 2018, as measured by the SBAC results	
<b>Student groups and grade levels to participate in this goal:</b> K-5 students with an emphasis on hispanic, Title 1, and socioeconomically disadvantaged students.	<b>Anticipated annual performance growth for each group:</b> Increase the percentage of students scoring Meets or Exceeds in the area of Mathematics from 53% to 60% as measured by SBAC results. The students in grade 3-5th will participate in the 2018 SBAC test. Performance growth this year will be based on local measures and SBAC results.
<b>Means of evaluating progress toward this goal:</b> Progress reports and report cards, I-Ready results, District benchmarks, Teacher assessments, common formative/summative assessment and SBAC results	<b>Group data to be collected to measure academic gains:</b> Progress Reports, Report Cards, I-Ready results, district benchmark assessments, teacher assessments, and student work.

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Use technology and hands on strategies in class and provide refresher trainings to staff in the area of mathematics.	August 2017-June 2018	In-house training	No Cost	In-house experts
I-Ready instruction and progress monitoring area of Mathematics for struggling students	August 2017-June 2018	Instructional aides	150 i-ready student licenses for Frontier Elementary \$4,500 School-wide	General Fund
Weekly Grade Level Meetings for teachers to discuss lesson and planning.	August 2017-June 2018	Teacher collaboration	No Cost	No cost
Incorporation of Math Support Materials to supplement the state Standards	August 2017-June 2018	Support Materials		General Fund, discretionary funds, donations
Afterschool support in the area of mathematics with I-Ready Program	October 2017-May 2018	Instructional aides, I-Ready Program	Classified Personnel Salaries Supplemental: \$6,062 (School-wide, Pioneer and Frontier Elementary) Employee Benefits Supplemental: \$1,378 (School-wide, Pioneer and Frontier Elementary)	Hourly Programs

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Full implementation of Pearson mathematics program with interventions designed to meet the needs of our strategic, intensive, and English language learners	August 2017-June 2018	No new expenses	No Cost	None
Professional Development for teachers, administrators and instructional aides with a focus on Instructional strategies.	August 2017-June 2018	Professional Development Costs	Professional Development (LEA) Educator Effectiveness \$22,500	District General Fund in house experts Teacher Effectiveness Funds
Technology tools such as projectors, speakers, response devices, chromebooks, Google Classroom, and document cameras.	August 2017-June 2018	Repair/replacement expenses	Routine Repair and Maintenance	District General Fund
On-going progress monitoring and assessment using district benchmarks and curriculum based measures to plan for instruction, identify the needs of students, and prescribe support.	August 2017-June 2018	Benchmark Assessments	No New Costs	District General Fund

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #4</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Ensure that all students are educated in an academically-focused, bully-free, caring environment while developing a connection with their community. Implement the PBIS program schoolwide with all students and staff actively involved. Focus activities toward teaching students to exhibit healthy school behaviors, encourage participation in donation drives for the community, provide students with opportunities to adopt leadership roles, and welcome families on campus to play an active role in their child's education. Our goal is to create a positive, encouraging atmosphere among students, staff, and families.	
<b>Student groups and grade levels to participate in this goal:</b> All students, staff, and families.	<b>Anticipated annual performance growth for each group:</b> We will reduce the number of discipline referrals by 10% as compared to the previous school year.
<b>Means of evaluating progress toward this goal:</b> Increased number of blue slips sent to the office for positive behaviors, fewer office referrals, student participation in leadership activities, the number of students participating in band, and the number of family activities on campus throughout the year. Achieving Bronze level certification for PBIS	<b>Group data to be collected to measure academic gains:</b> Number of blue slips, office referrals, students in band, students sent to the office for positive behaviors, and family activities on campus throughout the year.

<b>SCHOOL GOAL #4</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Family Activity Nights, PTC Meetings, Fall Festival, Parent information/Education Nights	August 2017-June 2018	Sponsored by PTC	Cost Varies for Mustang Spirit trips, students store, and price incentives.	Sponsored by PTC
Using Character Counts Recognition(Blue Slips) Forms to acknowledge positive behavior	August 2017-June 2018	Copies for forms	No new cost	Charter Block Grant
Continue to utilize PBIS program schoolwide/Ongoing review once we have reached gold level	August 2017-June 2018	In House Training and participation	No cost	No cost
Posters of expected behavior around campus	August 2017-June 2018	Cost of Posters	\$200	PTC Donations
Increase student and staff attendance rate to maximize instructional opportunities for all students.	August 2017-June 2018	Kings County SARB participation: School Wide incentives	Local SARB \$1,675	Charter Block Grant
Active parent club/Parent advisory participation	August 2017-June 2018	No Cost	No cost	No Cost
Anti-Bully Pledge/Anti-Bullying Assemblies/Character Counts Program	August 2017-June 2018	No Cost	No cost	No Cost
Buddy Squad opportunities for students to increase student responsibility and leadership.	August 2017-June 2018	Vests for students	no new costs	Charter Block Grant
Character Counts Assemblies, Mustang Spirit Recognition, and Mustang of the Month Program.	August 2017-June 2018	No Cost	no costs	No Cost
Meet the Masters art program and Band	August 2017-June 2018	Art Materials and Band Teacher	Ongoing costs to maintain program	Charter Block Grant



**VI Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #5</b> (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:

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

## Appendix A - School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	80		73	78	81	72	78	81	72	97.5		98.6
Grade 4	72		86	71	76	86	71	76	86	98.6		100
Grade 5	78		81	76	76	80	76	76	80	97.4		98.8
All Grades	230		240	225	233	238	225	233	238	97.8		99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2416.6		2453.7	24	38.3	37.50	18	25.9	26.39	24	27.2	20.83	33	8.6	15.28
Grade 4	2481.2		2518.8	32	36.8	50.00	20	31.6	27.91	23	13.2	9.30	25	18.4	12.79
Grade 5	2524.7		2520.2	25	32.9	28.75	39	38.2	27.50	22	19.7	25.00	13	9.2	18.75
All Grades	N/A	N/A	N/A	27		39.08	26		27.31	23		18.07	24		15.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21		40.28	38		43.06	41		16.67
Grade 4	30		48.84	46		37.21	24		13.95
Grade 5	37		35.00	45		41.25	18		23.75
All Grades	29		41.60	43		40.34	28		18.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19		26.39	47		55.56	33		18.06
Grade 4	27		45.35	46		45.35	27		9.30
Grade 5	29		30.00	53		51.25	18		18.75
All Grades	25		34.45	49		50.42	26		15.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12		18.06	68		69.44	21		12.50
Grade 4	21		37.21	61		55.81	18		6.98
Grade 5	18		18.75	72		67.50	9		13.75
All Grades	17		25.21	67		63.87	16		10.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28		33.33	46		54.17	26		12.50
Grade 4	30		44.19	52		45.35	18		10.47
Grade 5	28		30.00	62		47.50	11		22.50
All Grades	28		36.13	53		48.74	18		15.13

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	80		73	78	81	72	78	81	72	97.5		98.6
Grade 4	72		86	71	76	86	71	76	86	98.6		100
Grade 5	78		81	76	76	80	76	76	80	97.4		98.8
All Grades	230		240	225	233	238	225	233	238	97.8		99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2432.8		2450.8	18	17.3	19.44	27	44.4	43.06	29	27.2	30.56	26	11.1	6.94
Grade 4	2458.2		2495.7	11	19.7	15.12	20	38.2	45.35	42	30.3	33.72	27	11.8	5.81
Grade 5	2487.9		2501.1	11	18.4	16.25	22	25	21.25	38	30.3	33.75	29	26.3	28.75
All Grades	N/A	N/A	N/A	13		16.81	23		36.55	36		32.77	27		13.87

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29		43.06	38		40.28	32		16.67
Grade 4	20		30.23	37		46.51	44		23.26
Grade 5	13		25.00	43		38.75	43		36.25
All Grades	21		32.35	40		42.02	40		25.63

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27		23.61	41		58.33	32		18.06
Grade 4	14		24.42	44		61.63	42		13.95
Grade 5	16		18.75	43		42.50	41		38.75
All Grades	19		22.27	43		54.20	38		23.53

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26		26.39	55		62.50	19		11.11
Grade 4	18		31.40	44		58.14	38		10.47
Grade 5	9		13.75	62		50.00	29		36.25
All Grades	18		23.95	54		56.72	28		19.33

**Conclusions based on this data:**

1.



## Appendix A - School and Student Performance Data (continued)

**Table 5: California English Language Development (CELDT) Data**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***	***	***	***		***	***					
1		22	20	38	22	30	38	33	20	13	22	20	13		10
2			31	67	45	23	17	45	31	17	9	8			8
3			11	44	67	67	33	17	22	11			11	17	
4		29			43		75	14	***	25	14				
5		20		***	20	80	***	60	20						
Total		13	17	42	43	40	36	33	31	15	10	7	6	3	5

## 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, Illuminate Assessments, Literably, 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. Student results from the SBAC test will also be utilized.

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

Teachers within the district are provided with two meetings a month to discuss curriculum and instruction that is used within their classrooms. During that time, the teachers also work on incorporating technology through interactive lessons and work toward developing a PLC at their school sites. They also use that time to review data and score student assessments to assist in planning instruction to meet student needs. The teachers review common formative assessments to group students and provide students instruction at their current level for 40 minutes of instructional time each day. Subject matter in each grade level in all core subjects has been aligned with the 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. Working with administration, teachers, and site leadership they have created pacing guides based on the essential standards. A group of teachers and administrators meet monthly as a leadership team to discuss curricular and school wide issues. The team is made up of teachers from every grade level and they deal with issues in grades K-5 to maximize our students' success. Administration has worked to coordinate schedules to allow teachers to have more collaboration time during the school day to discuss programs and student data.

### Staffing and Professional Development

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

All Teachers meet the required State Authorizations to be in their current position.

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



Frontier Elementary School's principal has participated in several training opportunities that include: the integration of technology in teaching, small group guided reading, and the use of our adopted curricular programs. Administration has also participated in professional development on Response to Intervention, 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 Frontier Elementary School Teachers are properly credentialed, having met required state authorizations, and have participated in training 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 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)

Frontier Elementary School Teachers participate and receive professional development provided by the District, Tulare County Office of Education, Fresno County Office of Education, SELPA, and various other entities. On staff "Experts" share their expertise on district professional development days, grade level collaborations, and their PLC's.

8. Teacher collaboration by grade level (EPC)

We are implementing the Professional Learning Community Model through the district. This year teachers will receive professional development with building PLC's at their sites. This professional development focuses on the implementation of Professional Learning Communities. There are designated professional development experiences offered and recommended at each grade level in order to insure implementation. All teachers received training to incorporate technology in their classrooms. A reading lab and guided reading instruction, to meet students needs has been implemented to ensure student success at their level and help them meet their full potential. All teachers are encouraged to attend local outside opportunities for professional development that meet their individual needs. Teachers share their professional development experiences with all other teachers at our monthly faculty meetings and Wednesday afternoon early dismissal days. Teachers also have time built into their were to plan and collaborate with one another during the school day. As a staff, we are continuing to work toward fully developing a PLC model here at Frontier.

All training and curriculum development revolves around the California State 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 focus goals, and school site plan.

Our new teacher participate in the New Teacher Induction Program. It offers additional support and assistance to newly credentialed teacher. Frontier Elementary's support staff receive on the job related training from the Kings County Office of Education, department supervisors, and qualified district personnel.

## Teaching and Learning

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

Curriculum at Frontier Elementary School is carefully articulated with the California State Standards. We have developed an extensive roll out plan to train, develop, programs to meet the needs of all of our students. 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.

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

A well through out school schedule ensures 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 studied to ensure that additional instructional time is dedicated to areas where students are struggling to meet targets.

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 of the teachers at Frontier Elementary School are fully credentialed or meet the appropriate state requirements. 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 using Data Director. 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. The kindergarten classes are full day and provide students with more than the recommended instructional minutes each day.

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 teacher 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 1 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. Students in all grade levels are progress monitored using common formative assessments as well as district benchmarks throughout the school year. The Fountas and Pinnell program as well as other curriculum based measures and teacher assessments are also utilized.

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

Specialized Title 1 Teachers provides support to students who qualify for our Title 1 program. These services are delivered at a variety of times throughout the school day. The support is customized for individual students depending upon their level of need. The students are monitored on a 6 week basis and the groups are fluid to ensure that students have the ability to move out of the intervention when they demonstrate appropriate growth. Our District Director of Learning Support Services oversees the program in collaboration with site administration. She hold informational parent meeting and provides guidance and ongoing training to our Title 1 staff throughout the year

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 student 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 parent on how to help their children have a successful transition into kindergarten and how to prepare them for the initial academic and social experiences.

A bi-lingual instructional aide assists the English Learner students to better access the core curriculum.

Classified personnel are assigned to assist teachers with non-proficient students.

New ELA Adoption with a focus on small group instruction and ELD

A fully equipped computer lab to provide computer based interventions.

Technology based interventions are used in the areas of reading and mathematics

Cross age tutors are also utilized to assist with struggling students.

### Involvement

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

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

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

Title 1 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 1 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 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 the classroom to support their child's education in a hands on manner. We also have parent representation on our District Parent Advisory Council, English Language Advisory Council, Migrant Parent Committee, and 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)

Family involvement is a critical part of the Pioneer community. In the district charter, parent involvement is encouraged. Parents sign a Home-School Compact that they will provide at least 2 hours of volunteer time to the school during each year. Many parents and extended family members volunteer hours to the school either in classrooms, as members of the Parent/Teacher club, or on grade-level field trips, and more. Opportunities to participate in school functions extend throughout the year from Grandparents Day, Family Fun Nights, to family fundraising to help make improvements to the school and participate in classroom instruction.

Frontier Elementary also participates in many community based activities as well. Canned food drives, donations for the local SPCA, Local police and fire fighter presentations, care packages and letters to troops overseas, as well as building a sense of community here at their school site.

### Funding

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

School wide Title 1 assistance in English Language Arts for students in first through 5th grade are provided. In addition, Frontier Elementary School has an after school program that provides I-Ready Lessons for identified students who are struggling academically.

## 22. Fiscal support (EPC)

Funding for support for struggling students is paid for through the school and categorical block grants. Title 1 money that is received is used to provide intervention and instruction to designated Title 1 students and support of teachers as they provide additional support to these students. This includes the use of a Title 1 teacher to work with students to provide intensive reading instruction..

## 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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
Professional Development Block Grant <u>Purpose:</u> Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
Quality Education Investment Act <u>Purpose:</u> 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 <u>Purpose:</u> Improve library and other school programs.	\$
School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$
List and Describe Other State or Local funds (e.g., Gifted and Talented Education): State \$- \$2,908,707.53 this includes Prop 20 \$26, 884.06, SPED \$72,717.09, Mandated Block Grant \$721.59, Block Grant \$72,861.30, Lottery 71,961.47, LCFF Supplemental Funds \$331,064.83,	\$
Total amount of state categorical funds allocated to this school	\$3,070,003.07

<b>Federal Programs under No Child Left Behind (NCLB)</b>		<b>Allocation</b>
	Title I, Neglected <u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
True	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$155,218.36
	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> 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 <u>Purpose:</u> Support Learning Environments That Promote Academic Achievement. This program is no longer funded beginning with the 2010-11 school-year.	\$
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
	Other Federal Funds (list and describe*)	\$
Total amount of federal categorical funds allocated to this school		\$155,218.36

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$3,129,869.13</b>
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\* 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		434459		
Carryover		5985		
Indirect Costs		29173		
Direct Costs		411271		
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation		155218		

2016-17 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	<b>Director of Special Programs:</b> 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	<b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.				
2422	<b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support				
2442	<b>Technician:</b> Provides network support for language arts intervention programs				
2452	<b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support				
2432	<b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.				
2932	<b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	<b>Employee Benefits:</b> Certificate and classified benefits				
4000	<b>Supplies:</b> Programming curriculum materials, office supplies, computer software		389		
5000	<b>Conferences, Mileage:</b> Reimbursement for professional development, program in-services/conferences, mileage, printing		934		
	<b>TOTALS</b>		<b>1323</b>		

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 (Frontier 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

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
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:

Attested:

John Raven

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
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:**

The purpose of this compact is to strengthen the relationship between Pioneer Elementary School, parents and students. Working together we pledge that my child, \_\_\_\_\_ will receive a quality education and become a responsible community member.

Pioneer Elementary School 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.

Pioneer Elementary School 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.

Pioneer Elementary School 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:**

- 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:**

- 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: Frontier 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
John Raven	X				
Brandi Blankenship		X			
Elaine Hoover		X			
Kristen Boydston		X			
Jason Usher				X	
Susana Mesina				X	
Yolanda Hughes				X	
Samantha Brown				X	
Giannina Calcagno-Torres				X	
			X		
<b>Numbers of members of each category</b>					

(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.

2017/2018

Resource	Desc		Federal	State
00000	General Fund	budgeted expenditures		2,328,297.19
00030	Mandate Block Grant	budgeted expenditures		721.59
00230	Yearbook	funds available		
00240	Block Grant	budgeted expenditures		72,861.30
00970	Safety Credits	budgeted expenditures		
03320	LCFF Supplemental funds	budgeted expenditures		331,064.83
11000	Lottery	funds available		71,961.47
30100	Title 1	budgeted expenditures	155,218.36	
62640	Educator Effectiveness	budgeted expenditures		4,200.00
63000	Prop 20 Lottery	budgeted expenditures		26,884.06
65000	Special Ed	budgeted expenditures		72,717.09
00380-300	Donations-FES	funds available		
00380-302	Donations-PTC Library	funds available		
00380-397	Donations-Concrete Pad	funds available		
00380-398	Donations-PBIS	funds available		
00380-703	Donations-Shares	funds available		
00380-838	Donations-Field trips	funds available		
00380-839	Donations-Dibels	funds available		
			<u>\$ 155,218.36</u>	<u>\$ 2,908,707.53</u>

Local	Total
	2,328,297.19
	721.59
6,077.18	6,077.18
	72,861.30
-	-
	331,064.83
	71,961.47
	155,218.36
	4,200.00
	26,884.06
	72,717.09
14,257.60	14,257.60
744.43	744.43
33,129.38	33,129.38
1,071.44	1,071.44
2,885.35	2,885.35
7,777.86	7,777.86
	-
<u>\$ 65,943.24</u>	<u>\$ 3,129,869.13</u>

## Appendix E - Recommendations and Assurances (Frontier 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

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):


\_\_\_\_\_  
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:

Attested:

John Raven

\_\_\_\_\_  
Typed Name of School Principal

  
Signature of School Principal

11/28/17  
\_\_\_\_\_  
Date

  
Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

11/28/17  
\_\_\_\_\_  
Date

# 2016-17 SMARTER BALANCED ASSESSMENT REPORT

Pioneer Union Elementary - Frontier Elementary (Kings)

## English & Language Arts

Achievement Levels:

Not Met

Nearly Met

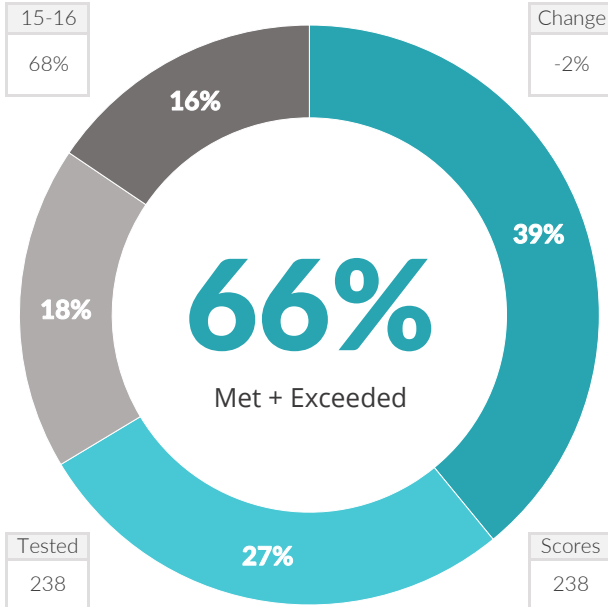
Met

Exceeded

### 2016-17 Overall School Results

### Grade Level Breakdown

### Met + Exceeded by Grade Level



Grade	15	21	26	38
3rd	15	21	26	38
4th	13	9	28	50
5th	19	25	28	29
6th				
7th				
8th				
11th				

14-15	15-16	16-17	Δ1	Δ2
42%	64%	64%	22%	0%
52%	68%	78%	16%	10%
64%	72%	56%	8%	-16%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

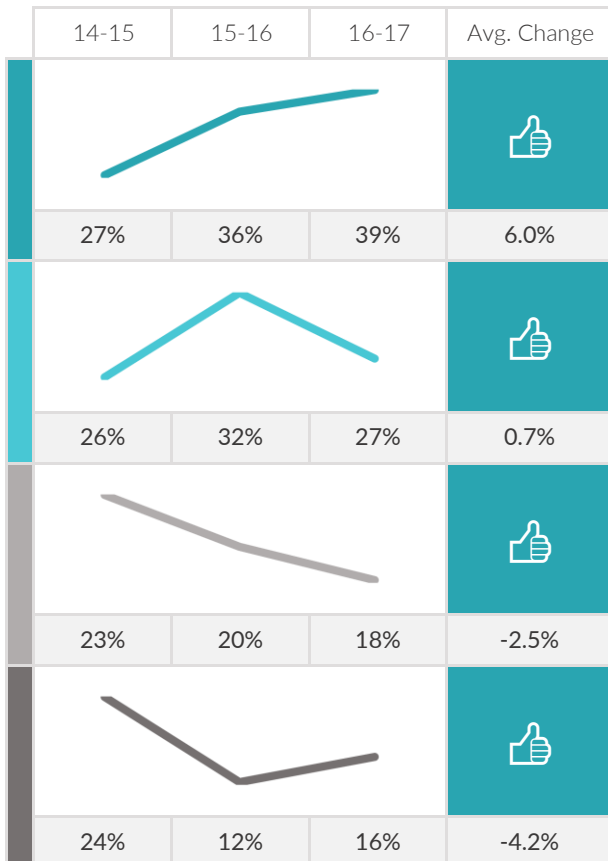
Δ1 = diff. between year 1 and year 2, Δ2 = diff. between year 2 and year 3

### Cohort Analysis

(Met + Exceeded)

Grade	3rd	4th	5th	6th	7th	8th	Avg. Change
4th	64%	78%					14%
5th	42%	68%	56%				7%
6th		-	-	-			-
7th			-	-	-		-
8th				-	-	-	-

### 3-Year Trend



### Claim Area Analysis

Performance Levels: Below Near Above

Claim Areas	3rd	4th	5th	6th	7th	8th	11th	All
Reading	40%	49%	35%	-	-	-	-	42%
	43%	37%	41%	-	-	-	-	40%
	17%	14%	24%	-	-	-	-	18%
Writing	26%	45%	30%	-	-	-	-	34%
	56%	45%	51%	-	-	-	-	50%
	18%	9%	19%	-	-	-	-	15%
Listening	18%	37%	19%	-	-	-	-	25%
	69%	56%	68%	-	-	-	-	64%
	13%	7%	14%	-	-	-	-	11%
Research & Inquiry	33%	44%	30%	-	-	-	-	36%
	54%	45%	48%	-	-	-	-	49%
	13%	10%	23%	-	-	-	-	15%

\*values may be off by 1% due to rounding

# 2016-17 SMARTER BALANCED ASSESSMENT REPORT

Pioneer Union Elementary - Frontier Elementary (Kings)

## Mathematics

Achievement Levels:

Not Met

Nearly Met

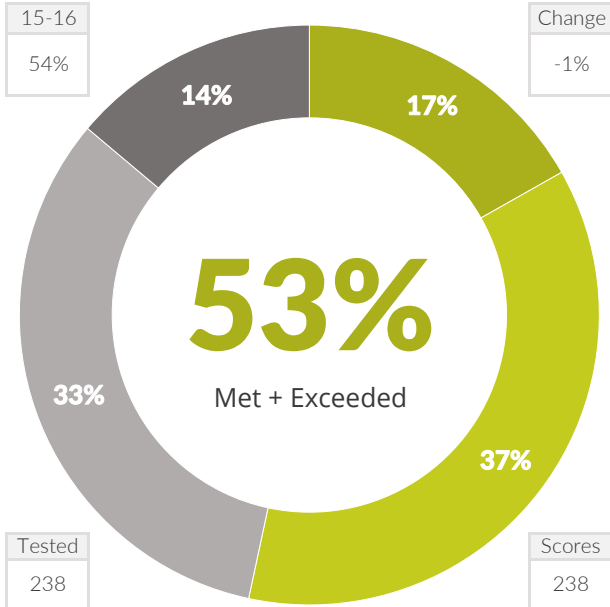
Met

Exceeded

### 2016-17 Overall School Results

### Grade Level Breakdown

### Met + Exceeded by Grade Level



Grade	7	31	43	19
3rd	7	31	43	19
4th	6	34	45	15
5th	29	34	21	16
6th				
7th				
8th				
11th				

14-15	15-16	16-17	Δ1	Δ2
45%	60%	63%	15%	3%
31%	58%	60%	27%	2%
33%	44%	38%	11%	-7%
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Δ1 = diff. between year 1 and year 2, Δ2 = diff. between year 2 and year 3

### Cohort Analysis

(Met + Exceeded)

Grade	3rd	4th	5th	6th	7th	8th	Avg. Change
4th	60%	60%					0%
5th	45%	58%	38%				-4%
6th		-	-	-			-
7th			-	-	-		-
8th				-	-	-	-

### Claim Area Analysis

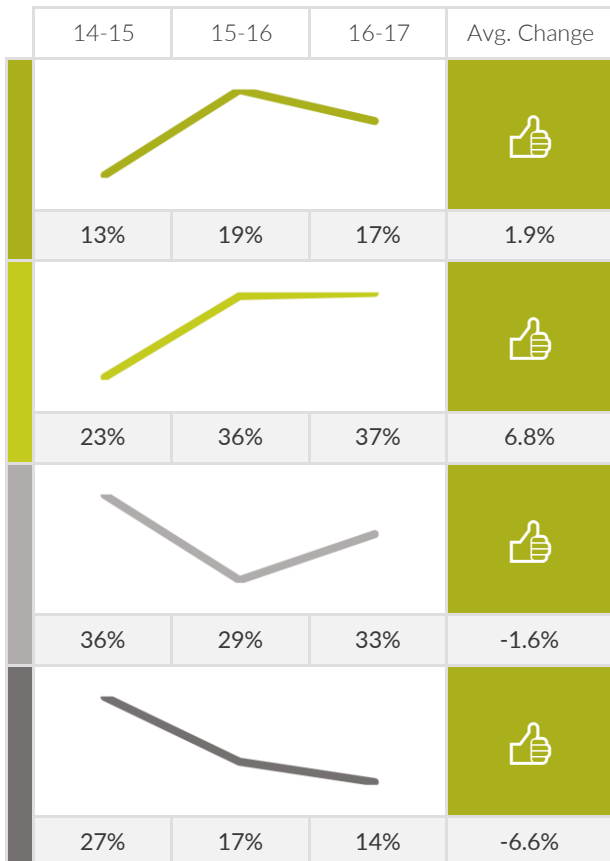
Performance Levels: Below Near Above

Claim Areas	3rd	4th	5th	6th	7th	8th	11th	All
Concepts & Proced.	43%	30%	25%	-	-	-	-	32%
	40%	47%	39%	-	-	-	-	42%
	17%	23%	36%	-	-	-	-	26%
Problem Solving & MDA	24%	24%	19%	-	-	-	-	22%
	58%	62%	43%	-	-	-	-	54%
	18%	14%	39%	-	-	-	-	24%
Comm. Reasoning	26%	31%	14%	-	-	-	-	24%
	63%	58%	50%	-	-	-	-	57%
	11%	10%	36%	-	-	-	-	19%

MDA = Modeling and Data Analysis

All = All Students with Valid Scores

### 3-Year Trend



\*values may be off by 1% due to rounding