School Year: 2018-19

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Pioneer Elementary School
Address	8810 14th Avenue Hanford, CA 93230
County-District-School (CDS) Code	16-63990-6010557
Principal	Sharon Cronk
District Name	Pioneer Union Elementary School District

SPSA Revision Date	January 2019
Schoolsite Council (SSC) Approval Date	February 26, 2019
Local Board Approval Date	February 27, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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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 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.

Core Values

- We Believe in Excellence: We exist to help each of our students develop his or her intellectual and physical potential and assist in the social, moral, and emotional development of the student.
- We Care about the Individual: We respect the individual needs of our children and our families and work to find ways to meet those needs.
- We Strive to Improve: We believe that life is an ongoing process of learning and improvement.
- We are a "Learning Community Dedicated to Excellence"!

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.

School Profile

District and School Profile

Pioneer Union Elementary School District (PUESD) is the oldest school district in Kings County. In 1993, Pioneer Union Elementary School District became the first charter school district in the state. Since its inception, as the Pioneer Union Elementary Charter School District, the district has experienced growth in ADA; increased test scores; expansion of programs, services, and offerings for students; and has seen an enhanced enthusiasm for "thinking out of the box" about public education. The school district, in existence since 1870, takes pride in meeting the needs of all its students, and, as a result, the district enjoys the overwhelming support of its parents, teachers, and community members.The student population of the Pioneer Elementary is a mixture of children of farm workers and farmers; professionals and homemakers; naval base officers and enlisted; small and large business owners; self-employed; and retirees.

To be more specific, the 2017-2018 enrollment for Pioneer Elementary School was 592 students (CALPADS Certified). The student population is made up of the following: 38.5% white (n=228), 48.3% Hispanic (n=286), 5.6% African American (n=33), 2.5% Asian (n=15), 2% Filipino (n=15), 0.7% American Indian (n=4), 1% Pacific Islander (n=6), and 1.4% other or multiple ethnicities (n=8). Of the 592 students at Pioneer during the 2017-2018 school year, 51.4% were socio-economically disadvantaged (SED) (n=304), 8.3% (n=49) students were English Learners (EL), 8.3% students received special education services (SPED) (n=49), 0.8% of students were Foster Youth (n=5), and 0.3% of students were Homeless (n=2). Of our English Learner students, 3% were reclassified as fluent English proficient (RFEP) (n=18). Pioneer's English Learners reportedly speak several different languages including Spanish, Arabic, Cambodian, Portuguese, and Tagalog.

Pioneer Elementary promotes a secure and friendly environment that serves the students and community in a variety of ways. The district core program provides rigorous instruction with high expectations for both staff and students and is focused on the acquisition of knowledge and skills of the State Academic Standards. Enrichment opportunities are offered through music, athletics, STEM, and leadership opportunities. Academic supports through differentiated instruction within the classroom, reading labs, after school programs, and summer school programs provide safety nets for students needing additional and focused instruction.

Parents, teachers, and administrators frequently work together on school issues and projects, including school structure, curriculum, school environment, and a variety of activities aimed at student success and maintaining the high expectations for all philosophy. 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. Staff members are 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.

In order to achieve this vision, we offer a strong core academic program with current state textbooks that are State Board of Education 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.

During the 2017-2018 school year, Pioneer Elementary participated in the statewide CAASPP testing for Common Core. In English Language Arts, 59% of students met or exceeded standards in third through fifth grades. In Mathematics, 49% of students met or exceeded standards in third through fifth grades. In both English Language Arts and Math, our school-wide goal during the 2018-2019 school year is to make a minimum of 3% gain or more.

Pioneer Elementary was awarded the California Distinguished Schools Award in 2014. In 2016, Pioneer Elementary was awarded the California Gold Ribbon Schools Award for our academic and behavior intervention supports, as well as made the California Honor Roll presented by the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) for the last four years. 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.

A full range of technological tools are provided in every classroom to enhance instruction and prepare our students to learn in a 21st century environment. Teachers utilize a variety of technology for teaching lessons across content areas such as document cameras, interactive monitors, and Google Classroom.Technology tools for students also include one to one Chromebooks for students in grades second through fifth. These students utilize Google Classroom and incorporate technology across all curricular areas. All grades, first through fifth, also have opportunities weekly to receive 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.

Character education is another deeply embedded element of our curriculum. This includes a focus on the Character Counts 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 fifth year of implementing PBIS, Positive Behavioral Interventions and Supports. The PBIS approach helps to sustain our positive collaborative school culture and keep our staff and students focused on academic achievement. One focus of PBIS 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 Elementary was awarded the Bronze Medal Champion Model System for our PBIS program during the 2014-2015 school year. In 2015-2016 we were awarded the Silver Medal for PBIS and this past year, 2016-

2017, Pioneer Elementary was awarded the Gold 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. We are required to wait for an additional 4 years until we can apply for the Bonner Character Education award again. Another way Pioneer Elementary builds character and leadership skills in students is through our Student Council and Panther Pals Program. Such opportunities are available for 4th and 5th grade students. Student Council is responsible for planning and running all of our character and spirit rallies and hosts many school-wide events. Panther Pals is a student ambassador program that is designed to train students in conflict resolution and tutoring younger students in the classroom setting both in general and special education classes. Panther Pals apply their learned skills on the younger students' playground by helping them solve minor problems by taking them through the conflict-resolution steps. In the classroom setting, teachers train and mentor students to tutor struggling students and be their mentor.

In addition to a strong academic and character building programs, Pioneer Elementary also focuses on health and performing arts. Pioneer offers Physical Education, as well as, fourth grade music, and fifth grade band opportunities.

Finally, Pioneer has many parent volunteers and an active Parent Teacher Club. Our school wide parent events include: Back to School Night, Spring Open House and Book Fair, Family Night, Fall Fundraiser, Jog-A-Thon, Winter Family Fun Night, Halloween Parade, Winter Performances, Winter Drive Through Dinner Fundraiser, Read Across America Day, and Career Day for 4th and 5th grade students. Parents are also welcome to get involved in several committees which include: Wellness Committee, School Site Council, English Language Advisory Committee, and the District Parent Advisory Council.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Pioneer Elementary School solicited and provided multiple venues for stakeholder input.

The process used to consult with all stakeholders included: meetings, surveys, interviews of students. Diverse groups met throughout the school year to analyze actions, metrics and results as well as give input for held multiple times throughout the year. A survey was posted on the district website, available at Open House at our school and the district offered hard copies of the survey in order to gain stakeholder input.

The groups consulted with include:

- Title I parents: 2/20/18, 2/21/18, 5/8/18, 5/9/18
- English Learner Advisory Committee: 12/12/17, 1/22/18, 4/12/18, 5/22/18
- Students: April 9-13, 2018
- School Site Council meetings on 9/25/17, 11/13/17, 1/29/18, 5/7/18, 10/3/18, and 1/28/19
- General community: A parent survey was conducted in the spring of 2018 seeking input on programs and services provided by the district related to the eight state priorities. The information solicited by the survey included input on the programs and services for unduplicated students as well as students with disabilities. 318 parents responded to the survey.
- Teachers: 810/25/17, 1/17/18, 8/10/18, and 1/30/19

Information shared with the stakeholders included state and local assessment data, actions to achieve goals and progress monitoring of metrics related to goals.

Specifically: information and data shared with stakeholders included quantitative data for the following areas and groups:

State and local assessments results for Subgroup:

- All students
- All significant subgroups
- English Language Learners
- Foster and Homeless students
- Performance by gender, grade level, and ethnicity

- Socioeconomic Status
- English language acquisition status (EL, FEP, RFEP)
- Special Education population

Other measures reviewed were:

- ELPAC Performance
- Reclassification rates
- Attendance
- Suspension rates
- Expulsion rates

The District consulted with stakeholders in the annual update through the following venues: meetings, surveys, interviews of students.

- Review of the goals in the SPSA and related Eight State Priorities
- Reviewed actions related to the goals
- Reviewed metrics and outcomes of actions taken in the 2017-18

Stakeholders were given opportunities to submit input on each goal of the SPSA and related State priority for the annual update. The stakeholders included:

- District Parent Advisory Council
- Title I parents
- English Learner Advisory Committee
- School SIte Council (PES)
- English Language Learner Students
- General community
- Students (general population)
- Teachers at Pioneer Elementary

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	1.0%	0.68%	2	6	4
African American	5.3%	5.1%	5.57%	31	31	33
Asian	3.4%	2.3%	2.53%	20	14	15
Filipino	2.2%	1.8%	2.03%	13	11	12
Hispanic/Latino	45.4%	45.0%	48.31%	264	274	286
Pacific Islander	0.9%	1.2%	1.01%	5	7	6
White	41.1%	42.5%	38.51%	239	259	228
Multiple/No Response	1.2%	0.0%	0%	7	0	0
			Total Enrollment	581	609	592

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	105	111	94
Grade 1	91	98	94
Grade 2	89	102	101
Grade3	111	93	98
Grade 4	96	107	92
Grade 5	100	98	113
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment	592	609	592

Conclusions based on this data:

1. When comparing multiple years of enrollment, it is concluded that Pioneer Elementary has maintained a steady enrollment number for grade K-5. Compared to the 2016-17 school year, Pioneer Elementary took a small dip in

enrollment going from 609 to 592 average. Overall, Pioneer Elementary consistently has about 580-600 in enrollment annually.

2. When comparing the Pioneer Elementary ethnicity demographics across multiple school years, the subgroups have maintained about the same percentage of students enrolled in each group with the exception of Hispanics and Whites. The Hispanic group has increased by approximately 3% while the White group has declined by 4%.

3. It can be noted that some of the up and down enrollment at Pioneer Elementary is due to our demographics which includes military families and family units that move in or out of the area due to work.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	58	61	49	10.0%	10.0%	8.3%
Fluent English Proficient (FEP)	25	24	33	4.3%	3.9%	5.6%
Reclassified Fluent English Proficient (RFEP)	7	9	12	13.0%	15.5%	19.7%

Conclusions based on this data:

1. Pioneer Elementary has experienced some transiency the last few years due our population which consists of military, some migrant students, and families moving due to work related opportunities. Furthermore, it has been noticed on school records that students are moving from school to school more frequently. This in return has impacted our English Learner enrollment. Compared to the prior two years, in 2017-18 we experienced a decrease in the number of enrolled EL's attending Pioneer by approximately 2%.
2. Each year, Pioneer Elementary reclassifies an average of nine English Learners as fluent English proficient. EL's are reclassified based on assessment data on the CELDT/ELPAC, school performance data in English Language Arts, and their fluency in Listening and Speaking skills.
3. EL Students who are classified as Fluent English Proficient (FEP) has increased slightly over the last two years. These students are monitored throughout the school year to ensure that they maintain English proficiency by their state and local assessments.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	111	92	93	111	91	93	111	91	93	100	98.9	100
Grade 4	96	102	88	96	102	88	96	102	88	100	100	100
Grade 5	100	92	113	98	91	113	98	91	113	98	98.9	100
All Grades	307	286	294	305	284	294	305	284	294	99.3	99.3	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2428.	2421.	2424.	27	23.08	22.58	21	28.57	23.66	32	19.78	32.26	20	28.57	21.51
Grade 4	2472.	2491.	2492.	24	38.24	36.36	24	24.51	27.27	28	17.65	14.77	24	19.61	21.59
Grade 5	2537.	2530.	2537.	34	30.77	35.40	33	28.57	30.09	18	23.08	16.81	15	17.58	17.70
All Grades	N/A	N/A	N/A	28	30.99	31.63	26	27.11	27.21	27	20.07	21.09	20	21.83	20.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	18.68	20.43	54	47.25	48.39	23	34.07	31.18
Grade 4	23	28.43	26.14	50	54.90	54.55	27	16.67	19.32
Grade 5	33	39.56	35.40	47	38.46	48.67	20	21.98	15.93
All Grades	26	28.87	27.89	50	47.18	50.34	24	23.94	21.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	21.98	17.20	49	47.25	49.46	27	30.77	33.33
Grade 4	27	38.24	32.95	51	44.12	43.18	22	17.65	23.86
Grade 5	43	31.87	48.67	42	56.04	29.20	15	12.09	22.12
All Grades	31	30.99	34.01	47	48.94	39.80	22	20.07	26.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	21.98	19.35	61	65.93	69.89	19	12.09	10.75
Grade 4	16	20.59	27.27	70	64.71	63.64	15	14.71	9.09
Grade 5	21	19.78	21.24	68	64.84	61.06	10	15.38	17.70
All Grades	19	20.77	22.45	66	65.14	64.63	15	14.08	12.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	26.37	15.05	60	50.55	62.37	21	23.08	22.58
Grade 4	20	37.25	38.64	59	48.04	45.45	21	14.71	15.91
Grade 5	48	35.16	42.48	42	47.25	41.59	10	17.58	15.93
All Grades	29	33.10	32.65	54	48.59	49.32	17	18.31	18.03

Conclusions based on this data:

1. A strength for Pioneer Elementary is that the school data shows that we maintained progress with students overall in English Language Arts with approximately 59% of students in grades 3rd-5th met or exceeded grade level standards which is similar to the year prior.
2. Data shows that an area of improvement for Pioneer is Writing. Specifically, writing clear and purposeful responses to a prompt with only 74% of 3rd-5th grade students meeting or exceeding standards in this area which is a 6% decrease from the prior year. This year, teachers are going to be more intentional with good first instruction in writing, study individual student writing as a means to make next step instructional decisions for students, and model grade level appropriate responses with multiple opportunities to practice the expectation and format.
3. Data shows that Pioneer consistently has a high participation rate on the state assessment achieving 99% average participation most years.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	111	92	93	111	91	93	111	90	93	100	98.9	100
Grade 4	96	103	88	96	103	88	96	103	88	100	100	100
Grade 5	100	92	113	98	91	113	98	91	113	98	98.9	100
All Grades	307	287	294	305	285	294	305	284	294	99.3	99.3	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2438.	2434.	2431.	13	13.33	12.90	47	35.56	36.56	26	32.22	29.03	14	18.89	21.51
Grade 4	2499.	2482.	2495.	25	22.33	25.00	33	25.24	34.09	31	35.92	23.86	10	16.50	17.05
Grade 5	2495.	2526.	2499.	15	26.37	18.58	19	17.58	21.24	37	37.36	33.63	29	18.68	26.55
All Grades	N/A	N/A	N/A	17	20.77	18.71	34	26.06	29.93	31	35.21	29.25	18	17.96	22.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	41	32.22	30.11	42	45.56	50.54	17	22.22	19.35
Grade 4	44	36.89	40.91	30	28.16	35.23	26	34.95	23.86
Grade 5	20	35.16	24.78	35	39.56	36.28	45	25.27	38.94
All Grades	35	34.86	31.29	36	37.32	40.48	29	27.82	28.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	21.11	13.98	53	54.44	58.06	29	24.44	27.96
Grade 4	23	22.33	31.82	56	50.49	44.32	21	27.18	23.86
Grade 5	22	19.78	11.50	39	57.14	60.18	39	23.08	28.32
All Grades	21	21.13	18.37	50	53.87	54.76	30	25.00	26.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	23.33	18.28	58	55.56	54.84	15	21.11	26.88
Grade 4	28	31.07	30.68	52	48.54	55.68	20	20.39	13.64
Grade 5	16	21.98	19.47	49	51.65	54.87	35	26.37	25.66
All Grades	24	25.70	22.45	53	51.76	55.10	23	22.54	22.45

Conclusions based on this data:

1. In the area of mathematics, 49% of 3rd-5th grade students met or exceeded standards on the 2017-18 CAASPP Assessment. This is a 2% increase from the prior year. However, data also shows that students in the "Not Met" group increased by 3%.
2. Data indicates that Pioneer 3rd- 5th grade students performed best in the area of Concepts and Procedures. This entails students being able to demonstrate the ability to apply mathematical concepts and procedures taught. Pioneer had a 3% decrease of students who were above in this area (32%), as well as maintained 28% of students in the "Not Met" group. Pioneer will be monitoring individual student math data to determine what teaching steps are needed in this area. In addition, Pioneer will determine what intervention plans can be created and implemented for students who are struggling in this area. Pioneer teachers will pay close attention while planning for good first instruction to include modeling and opportunities for students to practice math concepts and procedures taught in each unit of study for math.
3. Data indicates that Pioneer 3rd- 5th grade students struggled in the area of Problem Solving. This entails students being able to demonstrate the ability to use tools and strategies to solve real world and mathematical problems. Pioneer had a 3% decrease of students who were above in this area, as well as had an approximately 2% increase of students in the "Not Met" group. Pioneer will be monitoring individual student math data to determine what teaching steps are needed in this area. In addition, Pioneer will determine what intervention plans can be created and implemented for students who are struggling in this area. Pioneer teachers will pay close attention while planning for good first instruction to include modeling and opportunities for students to practice problem solving strategies and tools taught in each unit of study for math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				38

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5			*	*	*	*	*	*	*
All Grades	18	47.37	14	36.84	*	*	*	*	38

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*							*
Grade 1	*	*							*
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*			*	*	*
All Grades	27	71.05	*	*	*	*	*	*	38

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5			*	*	*	*	*	*	*
All Grades	13	34.21	*	*	*	*	*	*	38

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5			*	*	*	*	*
All Grades	21	55.26	16	42.11	*	*	38

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*			*	*	*
All Grades	31	81.58	*	*	*	*	38

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
All Grades	14	36.84	16	42.11	*	*	38

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2			*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5			*	*	*	*	*
All Grades	*	*	25	65.79	*	*	38

Conclusions based on this data:

1. The asterisk in each data box represents that there were not enough students to be a significant subgroup, thus, data will not be made public due to student privacy rules.
2. Data on the 2017-18 ELPAC indicates that Pioneer English Language Learner students performed the best in Oral Language (71%) and Speaking domain (81.5%). Pioneer Teachers focus regularly on having students speak in grammatically correct complete sentence structures during partner shares in lessons across all curricular areas, while participating in English Language Development instruction, and throughout their school day.This requires students to listen and respond regularly with their peers. This continues to be a focus of Oral Language and Speaking.
3. Data on the 2017-18 ELPAC indicates that Pioneer English Language Learner students struggled the most in the area of Written Language. Teachers at Pioneer are focusing on writing formats, writing in complete sentences with correct conventions, and building general vocabulary knowledge to increase students' abilities in written expression.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
592	51.4%	8.3%	0.8%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	8.3%
Foster Youth	5	0.8%
Homeless	2	0.3%
Socioeconomically Disadvantaged	304	51.4%
Students with Disabilities	49	8.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	5.6%
American Indian	4	0.7%
Asian	15	2.5%
Filipino	12	2.0%
Hispanic	286	48.3%
Two or More Races	8	1.4%
Pacific Islander	6	1.0%
White	228	38.5%

Conclusions based on this data:

1. Trend data at Pioneer Elementary is indicating an increase the last few years in our Socioeconomically Disadvantaged students. We are currently at 51.4% which a an increase from 47.3% in the prior year.
2. Pioneer English Learner student group had a decrease of 1.7% from the prior year, going from 10% to 8.3%.
3. Pioneer's Foster Youth student group has moved from .5% to .8%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Pioneer's suspension data went from a Green (0.4%) during the prior year to a Yellow (0.7%) this year. The state average is 3.5% of students who are suspended at least once in a given year. Though Pioneer had an increase of 0.3% is it is still far below the state average.
2. Academically, Pioneer Elementary maintained growth in ELA scoring a Green on the CDE Dashboard. In ELA, Pioneer increased by 3.2 points which is 18 points above the standard. In Math, Pioneer scored a Yellow which is a decrease of 8.5 points compared to the prior 2016-17 school year. This translates into 8 points below the standard.
3. Pioneer got a Yellow ranking in the area of Chronic Absenteeism. This indicator was not reported the year prior on the CDE Dashboard. Pioneer has 6.8% of students who were chronically truant or absent. In comparison, the state average for Chronic Absenteeism is 9%. Pioneer meets the expected 96% or higher attendance goals on a monthly basis. Of the 6.8% chronically absent students, our Hispanic (9.6% which is up 2.7%) and Social Economically Disadvantaged (10.1% which is up 1.5%) student groups are the students who are most chronically absent.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
18 points above standard	17.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 3.2 points	Increased 28.1 points	1 students
280 students	32 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0.9 points above standard	38.9 points below standard
1 students	Increased 7.7 points	Increased 6 points
	141 students	29 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
30.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.5 points	3 students	7 students	6 students
13 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
3.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	33 points above standard
Increased 6.8 points	1 students	4 students	Increased 4.9 points
140 students			106 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.9 points below standard	39.1 points above standard	20.8 points above standard
Declined -7.2 points	18 students	Maintained 0.5 points
14 students		240 students

Conclusions based on this data:

1. In English Language Arts, all students scored 18 points above the standard. Pioneer had a 3.2 points gain in ELA.
2. There are two student groups that Pioneer saw a decrease in this past year. The African American student group (N=13 students) scored 12.5 points less than the prior year which is 30.6 points below the standard. Our current EL students also declined by 7.2 points which is 89.9 points below the standard. This school year, Pioneer teachers and support staff are planning instruction this universal as to meet all student needs. Students who need targeted support will get it by way of school day interventions in the class with their credentialed teacher or by means of a pull out intervention group or deployment.
3. Three of Pioneers subgroups scored a Green on the CDE Dashboard results for 207-18. The Socially Economically Disadvantaged student group scored 7.7 points higher than the previous year resulting in 0.9 points about the standard. The Hispanic student group scored an increase of 6.8 points which is 3.4 points above the standard. The White student group scored 4.9 points higher than the previous score which is 33 points above the standard.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
8 points below standard	36.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.5 points	Increased 13.2 points	1 students
280 students	32 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	20.7 points below standard	41.3 points below standard
1 students	Maintained 1.2 points	Increased 3.7 points
	141 students	29 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
53.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -24.5 points	3 students	7 students	6 students
13 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
21.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6 points above standard
Maintained -1.6 points	1 students	4 students	Declined -9.3 points
140 students			106 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86 points below standard	2.7 points above standard	5.9 points below standard
Declined -16.7 points	18 students	Declined -10.2 points
14 students		240 students

Conclusions based on this data:

1. In Mathematics, all students scored 8 points below the standard. Pioneer had a 8.5 points decline in Math.Pioneer ranked a Yellow on the CDE Dashboard for the 2017-18 school year.
2. There are two student subgroups that Pioneer saw a decrease in this past year in Math. The Socially Economically Disadvantaged student group maintained growth by 1.2 points compared to the prior year which is 20.7 points below the standard. Our Hispanic student group also declined by 1.6 points which is 21.1 points below the standard. This school year, Pioneer teachers and support staff are planning instruction this universal as to meet all student needs. Students who need targeted support will get it by way of school day interventions in the class with their credentialed teacher or by means of deployment reteach cycle. Pioneer also offers an After School Math Program for students to support needed skills and practice of grade level concepts in math. The African American student group did not have enough students to be a significant subgroup, however, it should be noted that there was a 24.5 points decline (N=13 students). The current English Learner students (N=14) are also not considered a significant subgroup but they also saw a 16.7 point decline compared to the previous year on the CAASPP.
3. Pioneer saw some student groups maintain growth in math this past year. The White student group maintained 6 points above standard but still declined by 9.3 points. Another student group who maintained growth in math was the Socially Economically Disadvantaged group by 1.2 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
38	47.4%	36.8%	10.5%	5.3%

Conclusions based on this data:

1. Of the 38 English Learners reported and tested on ELPAC (English Language Proficiency Assessments for California) in the 2017-18 school year, 47.4% scored a Level 4 (Well Developed) which is the highest level on the ELPAC. This is a strength for Pioneer Elementary as students scoring at Level 4 are usually reclassified as proficient in English.
2. An area of improvement for Pioneer Elementary is to focus on EL students scoring in the Level 3 (Moderately Developed) Band which was 36.8%. There is a need to focus on students who score moderately developed because the longer these students continue to score at a Level 3 they are more likely to become a long term English Learner and less likely to be reclassified.
3. It is positive to note that of the 38 students who tested on the ELPAC only 5.3% scored at the beginning stage (Level 1). This indicates that students are acquiring English at a good pace and will more likely be reclassified as proficient in English.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
6.8% chronically absent	7.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.1%	Declined 0.9%	6 students
630 students	56 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	10.1% chronically absent	5% chronically absent
2 students	Increased 1.5%	Declined 5.7%
	346 students	60 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
5.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	11.8% chronically absent	8.3% chronically absent
Maintained 0.2%	5 students	Declined 0.7%	Declined 0.8%
36 students		17 students	12 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Blue
9.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3% chronically absent
Increased 2.7%	9 students	6 students	Declined 3%
311 students			234 students

Conclusions based on this data:

1. It is positive to note that there was decline in chronic absenteeism among the student groups Student with Disabilities (decreased by 5.7%), Whites (decreased by 3%), and among English Learners decreasing by .9%. The African American student group maintained their chronic absenteeism rate at 0.2%.
2. Student groups with increasing chronic absenteeism are Hispanic (increased by 2.7%) and Socioeconomically Disadvantaged (increased by 1.5%).
3. The overall student absenteeism rate at Pioneer Elementary maintained at 0.1%. Though this is positive, there is still a need to continue to focus on decreasing overall chronic absenteeism at Pioneer Elementary. Some ways our school works towards this focus is by providing school-wide incentives for good attendance, holding SART Meetings at the school site with parents (School Attendance Review Team), notifying parents in writing when the school has concerns for attendance, parent calls, and home visits with the School Resource Officer.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
0.7% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not [illegible] 7 students
Increased 0.3% 678 students	Maintained 0% 58 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not [illegible] 2 students	1.3% suspended at least once	4.8% suspended at least once
	Increased 0.8% 375 students	Increased 3% 63 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
5% suspended at least once	Less than 11 Students - Data 5 students	0% suspended at least once	0% suspended at least once
Increased 5% 40 students		Maintained 0% 18 students	Maintained 0% 12 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
0.9% suspended at least once	Less than 11 Students - Data 9 students	Less than 11 Students - Data 6 students	0% suspended at least once
Increased 0.9% 334 students			Declined -0.7% 254 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.2% suspended at least once	0.4% suspended at least once	0.7% suspended at least once

Conclusions based on this data:

1. Data shows that there was a slight increase in suspensions during the 2017-18 school year at 0.3% increase which is 0.7% of all students at Pioneer who were suspended at least once. Compared to the prior two years at 0.2% in 2016 and 0.4% in 2017. Pioneer's staff is working with our PBIS Team (Positive Behavior Intervention and Supports) to look for alternative ways to address students with behavior concerns. Some alternatives include: check-in and check-out systems with a trusted adult, peer mentors with our Panther Pals student leaders, individualized behavior plans and meetings with parents, and personalized incentives for students who meet their behavior goals.
2. Data indicated that there was an increase in suspensions with the student groups Students with Disabilities (3%), Socioeconomically Disadvantaged (0.8%), Hispanic (0.9%), and African Americans (5%). On the other hand, Pioneer's English Learner student group maintained with 0% being suspended.
3. There were several student groups who are not reported due to the low number of students in those groups. These student groups included: Asian, Pacific Islander, Filipino, and students with Two or More Races, Foster Youth, and Homeless students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

State Priorities: 4 (Pupil Achievement) and 8 (Other Pupil Outcomes)

Goal Statement

(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 59% to 62% and in Mathematics from 49% to 52% as measured by CAASPP test results.

LCAP Goal

LCAP Goal 2: All students will demonstrate progress towards grade level proficiency as defined by the California Department of Education.

Basis for this Goal

In the area of English Language Arts, Pioneer has made some progress but there is still a need to increase the number of students meeting or exceeding standards. Current school-wide data indicates that we have a high percentage of students nearly meeting or not meeting standards (49%). In order to support struggling learners at Pioneer, we have established a Reading Lab with credentialed Title 1 Teachers for reading intervention. In the area of Mathematics, Pioneer had a decline in the percentage students meeting or exceeding standards. As a result, to support students in math we have established a math deployment model in grades 3rd-5th and added an After School Math Intervention Program. To support students in both ELA and Math, identified students have the opportunity to participate in the Summer School Jump Start program. In addition, Pioneer Elementary offers an After School Homework Support Program for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA 2019	59% of students met or exceeded standards (Spring 2018)	62% of students will meet or exceed standards
CAASPP Math 2019	49% of students met or exceeded standards (Spring 2018)	52% of students will meet or exceed standards.
ELA- CDE Dashboard Spring 2018	Green (Increased by 3.2; 18 points above standard) December 2018 *Ranked High and Increased on 5x5	Green- Stay High and Increased to Maintain Growth (5x5); Increase by 4 points.
Math- CDE Dashboard Spring 2018	Yellow (Declined by -8.5; 8 points below standard) December 2018 * Ranked Medium and Decreased on 5x5	Green- Increase to High and increase growth on the 5x5; Increase by 10 points.
English Learner Progress- ELPAC (2017-18)	January 2018- ELPAC Results Level 4 (Well Developed)- 47.4% Level 3 (Moderately Developed)- 36.7% Level 2- (Somewhat Developed)- 10.5%	Expected Outcome is to reduce Level 1 and 2 groups by 3% and Increase Levels 3 and 4 by 3%.

Metric/Indicator	Baseline	Expected Outcome
	Level 1- (Beginning Stage)- 5.3%	
EL Reclassification Rates	2017-18 Number of Students RFEP= 18	Reclassify a minimum of 15 students a year.

Planned Strategies/Activities

Strategy/Activity 1

Provide two and a half Title 1 Intervention Credentialed Teachers for reading intervention.

Students to be Served by this Strategy/Activity

All Students and Low Income Students.

Timeline

July 2018 - June 2019

Person(s) Responsible

Director of Student Support Services
School Site Administration
Intervention Teachers (credentialed)

Proposed Expenditures for this Strategy/Activity

Amount	167,677
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	59,080.09
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Amount	59,155
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	20,798
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 2

Math Deployment for Reteach Cycle after each Math Unit of Study (3rd- 5th Grades)

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2018 - June 2019

Person(s) Responsible

School Site Administration
School Site Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Summer School Jump Start Program

Students to be Served by this Strategy/Activity

English Learners
Low Income
Under Performing Identified Students

Timeline

July 2018 - June 2019

Person(s) Responsible

Director of Student Support Services
Assigned Administrator
Certificated Staff (Teachers)

Proposed Expenditures for this Strategy/Activity

Amount	7,809.37
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Summer School Teacher Salaries
Amount	1,510.18
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Description	Teacher Benefits - Summer School
Amount	1,050.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Summer School-Administration Salary
Amount	203.07
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Summer School-Administration Benefits
Amount	128.07
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Summer School Supplies

Strategy/Activity 4

Additional Instruction and Support Outside the Instructional Day:

Math After School Program (STRIDE)- Personnel Salaries and Benefits
Purchase 75 licences for Pioneer Elementary

English Learner Homework Support

Students to be Served by this Strategy/Activity

Underperforming Students (unduplicated)
Foster Youth
Low Income
English Learners

Timeline

July 2018 to June 2019

Person(s) Responsible

Director of Student Support Services
Site Administration
District Data Analyst
Classified Instructional Aides

Proposed Expenditures for this Strategy/Activity

Amount	2,995.00
Source	LCFF - Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries
Amount	818.00
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	EL Instructor's schedule includes the after school homework support for EL Students.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

State Priorities 5 (Pupil Engagement); 6 (School Climate)

Goal Statement

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

SCHOOL GOAL #2
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 Illuminate student information system. Pioneer Elementary will reduce our Suspension Rate from 0.7% to 0.4%. Pioneer will reduce the number of school referrals from 110 to 100 or fewer for the 2018-19 school year.

LCAP Goal

Promote positive student engagement and school climate which advance social and academic success.

Basis for this Goal

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. Pioneer will continue to implement the PBIS program (Positive Behavior Intervention and Supports) 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 Pioneer is to create a positive, encouraging atmosphere among students, staff, and families. Thus far during the PBIS implementation, Pioneer Elementary has significantly reduced misconduct referrals and suspensions, instead, we utilize a variety of strategies for teaching and learning opportunities for students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CDE Dashboard 2018 Suspension Results	Yellow- 0.7% Suspension Rate; Increase by 0.3% December 2018	Green- Decrease Suspension Rate to 0.4% or lower.
Illuminate Student Information System Data	2017-18 School Year Data Number of Referrals = 110 2016-2017 School Year Data Number of Referrals= 101	Lower the number of yearlong school referrals from 110 to 100 or fewer.

Planned Strategies/Activities

Strategy/Activity 1

School-wide PBIS Program: Behavior Incentives, Individual Behavior Plans, PBIS school-wide training and assemblies, Check-in and Check-out System, Peer Mentors (Panther Pals), and Monthly PBIS Committee Team Meetings. PBIS Committee will provide Agendas and Minutes. PBIS incentives are often at no cost as the the Parent Teacher Club

pays for them such as the Kindergarten Treasure Boxes with Prizes, 1st & 2nd Grade Panther Store, and 3rd-5th Grade Panther Pride trips.

Students to be Served by this Strategy/Activity

All Student Groups
African American
Students with Disability
Hispanic
Socioeconomically Disadvantaged

Timeline

July 2018 - June 2019

Person(s) Responsible

Site Administration
Teachers
Office Staff
Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,054.70
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Designated money for school-wide reward for PBIS (Andersons) - Dog Tags
Amount	1781.01
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Designated for PBIS Signage Replacements on Campus

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

State Priority: 3 (Parent Involvement)

Goal Statement

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

SCHOOL GOAL #3- Parent Involvement correlates with increased student achievement. Parents will participate in regular two-way, meaningful communication involving student academic learning and other school activities.

LCAP Goal

The District and each school will provide systems and venues for communication and input from parents and stakeholders.

Basis for this Goal

To increase parent participation during Parent Conferences, School-wide Events, increase numbers of regular Parent Volunteers as measured by office sign-ins (Raptor System) and the number of Parent Volunteer Applications, and Event Sign-in sheets.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Events	Read Across America Fall Family Night Drive Thru Dinner Winter Family Fun Night Awards Assemblies Winter Program Donuts with Moms and Dads Fall Fundraiser Grandparent's Day Back to School Night Spring Open House	Participation at events will be high: 200+ in attendance
School Site Council	Election of Members and Training (Roster Available) Posted Agendas and Minutes	All elected members will attend all meetings and a quorum is established. Minutes, Agendas, and the Roster will be completed and posted for public review.
Annual Parent Conferences	Review of Parent Sign-in Sheets	100% Parent Attendance at Parent Conferences.
Parent Information (fliers)	Review parent information that goes home (fliers). Fliers for events should be clear and welcoming to parents so	High participation to events as a result of good communication fliers.

Metric/Indicator	Baseline	Expected Outcome
	parents are informed of upcoming parent involvement opportunities.	
Automated Phone Calls (Blackboard System)	Automated Calls to Parents to inform them of upcoming events. Reports in Blackboard will be reviewed to assess successful delivery of messages.	High participation to events as a result of good automated calls.
Pioneer Elementary Parent Teacher Club	Established PEPTC Board and board positions are filled. Monthly Meetings with Agendas and Minutes.	Higher participation at school events.
Annual Parent Survey	2017-18 Parent Survey N=317 (District-wide)	Increase the amount of Parent Participation on the Annual Parent Survey by offering it online and by papercopy. Results will be shared with stakeholders at the SSC Meeting at the site and at the DPAC for the District level.
Office Sign-ins (Raptor System)	Review Office Sign-ins (Raptor System); Review Raptor Reports for sign-ins.	Continue to increase the number of sign-ins in the Raptor System as measured by report totals.

Planned Strategies/Activities

Strategy/Activity 1

1-School Site Council (Roster and Sign-in Sheets)
2-Pioneer Elementary Parent Teacher Club
3-Parent Volunteer Packets and School Board Approval
4-Review of Sign-in Sheets of Events
5-Annual Parent Conference Sign-in Sheets
6-Parent Information Sent Home (fliers)
7-Automated Parent Announcements to keep parents informed of school-wide Parent Involvement Opportunities.
8-Office Sign-ins (Raptor System)
9-Annual Parent Surveys

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2017- June 2019

Person(s) Responsible

Office Staff
Administration
Teachers
PEPTC Board Members

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Goal #1: The percentage of all students school-wide performing at a proficient level in English Language Arts will increase from 58.11% to 63.11% and in Mathematics students will increase from 46.83% to 51.83% as by June 2018 as measured by CAASPP test resutls.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA 2018 Results	Goal= Increase from 58.11% to 63.11% on CAASPP (Spring 2018)	All Pioneer students in grades 3rd-5th increased in score results on the 2018 CAASPP from 58.11% to 59%. Essentially Pioneer students did make a small gain but just maintained.
CAASPP MATH 2018 Results	Goal= Increase from 46.83% to 51.83% on CAASPP (Spring 2018)	All Pioneer students in grades 3rd-5th score results on the 2018 CAASPP in Math from 46.83% to 49%.
CDE Dashboard Spring 2018 ELA Results	Maintain GREEN on CDE Dashboard in ELA or increase to BLUE. December 2018	Maintained a GREEN on December 2018 CDE Dashboard.
CDE Dashboard Spring 2018 Math Results	Maintain GREEN on CDE Dashboard in Math or Increase to BLUE. December 2018	Decreased to YELLOW on December 2018 CDE Dashboard.
English Learner Progress - ELPAC (2017-18)	Maintain BLUE on CDE Dashboard (December 2018) .	No performance color was provided on the CDE Dashboard due to low numbers of ELs that are in the CAASPP testing Range. Pioneer Elementary ELPAC DATA (2018) showed the following: Level 4- 47.4% Level 3- 36.8 % Level 2- 10.5% Level 1- 5.3% On all ELPAC Levels, Pioneer ELs students scored better than the state average which was as follows: Level 4 (state)- 30.6% Level 3 (state)- 34.6% Level 2 (state)- 20.2% Level 1 (state)- 14.6%

Metric/Indicator	Expected Outcomes	Actual Outcomes
EL Reclassification Rates	A minimum of 5% Reclassification Rate for ELs.	0.3% of English Learners at PES were Reclassified in 2017-18.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development : 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. Title 1 Consultant and Coach for Reading Instruction	Teachers participated in Professional Development throughout the school year in Staff Meetings (Student Engagement Strategies) and District Trainings with ELA Consultant/Coach for Reading Instruction.	No Cost None Specified None Specified 0	No Cost None Specified None Specified 0
Parent Title I meetings, School Site Council and ELAC	Venues for parent meetings and stakeholders took place per requirement (School Site Council, ELAC Meetings, Parent Title 1 Meetings and Trainings)	No Cost None Specified None Specified 0	No Cost None Specified None Specified 0
Title I Program to provide supplemental support to students in reading intervention for identified students. Two full time and one 50% teacher to provide reading intervention in a small group setting.	PES had 2 1/2 Title 1 Credentialed Teachers supporting students in reading instruction for identified students. This took place the entire year.	Title 1 Salaries (1000-3000) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 194,104.55	Title 1 Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 194,104.55
		Title 1 Employee Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 64,394.88	Title 1 Employee Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 64,394.88
		LCFF Supplemental Expenditures (Salaries)	LCFF Supplemental Expenditures (Salaries)

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries LCFF - Supplemental 21,922.42	1000-1999: Certificated Personnel Salaries LCFF - Supplemental 21,922.42
		LCFF Supplemental Expenditures (Benefits) 3000-3999: Employee Benefits LCFF - Supplemental 7,270.95	LCFF Supplemental Expenditures (Benefits) 3000-3999: Employee Benefits LCFF - Supplemental 7,270.95
Direct Costs/Indirect Costs to Support Title 1 Program	Direct and Indirect Costs to support the Title 1 Program were utilized. Books and Supplies	Title 1: Direct Support/Indirect Support (731000) 4000-4999: Books And Supplies Title I 572.78	Title 1: Direct Support/Indirect Support (731000) 4000-4999: Books And Supplies Title I 572.78

Analysis

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

The overall implementation of the Title 1 program to support English Language Arts instruction in reading was successful. Identified students supported in this service may progress. Our site ELA Data saw improvements. There is a need to do further intervention in reading based on the current positive results. There is also a need to provide further professional development for staff in the area of math instruction. Based on a site Needs Assessment Survey that was conducted, staff feel strongly about needing further math professional development in common core math standards.

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

Professional Development provided to Pioneer Elementary teachers proved to be beneficial in Language Arts. Staff had professional development in the area of Reading Instruction and Student Engagement Strategies from Title 1 Teachers, Site Administrators, and the District ELA Consultant. At Pioneer this year, we saw a gain in the CAASPP English Language Arts data. This resulted in Pioneer maintaining a GREEN on CDE Dashboard results. In mathematics, there was not a big enough gain in the CAASPP 2018 results which resulted in an overall decrease in ranking on the CDE Dashboard. Pioneer scored a YELLOW ranking in Math compared to the 2017 CAASPP in mathematics which was a GREEN.

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

This year there were no reported fiscal differences in expenditures. Costs related to the Title 1 Program were as projected for salaries and services including the LCFF Supplemental funding.

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

During the 2018-19 school year, Pioneer will continue to work with the District ELA Consultant to support reading instruction with staff. Moving forward, based on 2018 CAASPP and CDE Dashboard results in Mathematics, we are pursuing professional development for staff in math problem solving strategies. Some staff members did attend Math Professional Development in January 2018 with Robert Klapinksy, however, this was optional and not all staff could benefit from this particular professional development opportunity.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

(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 Illuminate student information system in June 2017. 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. (Pioneer Elementary has significantly reduced misconduct referrals and suspensions, instead, we utilize a variety strategies for teaching and learning opportunities for students.)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
All Students (data results) PBIS Committee Monthly Meetings Provided Agendas and Minutes (on file)	PBIS Committee and Site Administration will review disciplinary data, annual Parent Survey results, teacher and student interviews. The PBIS Committee will share out data to staff members at monthly Staff Meetings as will be reflected on Staff Meeting Agendas. Site Administration will also share findings with the Classified Personnel at monthly meetings which will be reflected on meeting agendas. 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 Illuminate student information system in June 2018.	The PBIS Committee and Site Administration regularly shared out discipline data at all monthly meetings both Certificated and Classified personnel meetings. Pioneer's end of year data reflected a referral rate of .62 daily. This was slightly over the goal of .5 for the year. Prior year's total number of referrals was 101. During the 2017-18 school year, Pioneer had a total of 110 referrals.During 2017-18, there were a total of 4 suspensions which was up from the prior year by one suspension. The PBIS Committee identified the times of day when referrals take place and the top violations so that as a team we can address those identified violations.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monthly PBIS Committee Meetings with Administration and sharing data at Monthly Meetings with all staff (certificated and classified)	PBIS Committee Monthly Meetings Sharing of data at Monthly Certificated and Classified Staff Meetings	No Cost None Specified None Specified 0	No Cost None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PBIS Donations for Incentives and Signage for Campus	Purchased PBIS Incentives for Students to Earn & Replacement costs for PBIS Signage across campus.	PBIS Program Donation 4000-4999: Books And Supplies Donations 254.00	PBIS Program Donation 4000-4999: Books And Supplies Donations 254.00
		PBIS Program-General Fund 0000: Unrestricted General Fund 189.35	PBIS Program Donation 0000: Unrestricted General Fund 189.35
PBIS Assembly Presenter on Bullying	PBIS Assembly Presenter on Bullying presented at Pioneer Elementary.	Lottery- PBIS Assembly Presenter 5000-5999: Services And Other Operating Expenditures General Fund 580.00	Lottery- PBIS Assembly Presenter 5000-5999: Services And Other Operating Expenditures General Fund 580.00

Analysis

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

The over implementation of the PBIS Program with the PBIS Committee and staff support has been beneficial. Through the PBIS Committee, alongside site administration, strategies have been developed to help reduce the number of referrals given and suspensions. Such strategies include implementing individual Behavior Plans for Tier 3 students and a Check-in/Check-out system for Tier 3 students.

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

Though we missed our goal by .12 this year, the PBIS Program is overall very effective over the last few years. Pioneer data continues to show that we consistently are below the district, county, and state averages in discipline rates. Pioneer will continue to implement that PBIS Program.

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

There were no reported fiscal differences for the PBIS Program. Costs to the PBIS Program are paid for by donations and lottery money. Such costs for the PBIS Program are school-wide incentives such as prizes and trimester reward for meeting individual citizenship and attendance goals.Other costs included PBIS Signage for the campus and to have a presenter come to the school for an assembly on bullying.

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

Pioneer Elementary will continue to fully implement the PBIS Program annually. The PBIS Program is effective in reducing the amount of suspensions and referrals, as well as creating an overall positive school culture. The PBIS Program at Pioneer Elementary consists of the beginning of year kick-off rally, beginning of the year school-wide training day for students, trimester expectation assemblies, and school-wide incentives in partnership with the Parent Teacher Club. The PBIS Program also consists of the PBIS Committee. The PBIS Committee will continue to hold monthly meetings, review data, share out with the general staff, and find ways to improve the program such as adding Social Emotional Learning (SEL) in 2018-19 school year. SEL during the 2018-19 school year will consist of weekly character trait lessons that the teachers do in class, a weekly challenge for students with the week's character focus, and the Panther Pals creating weekly videos to be shared with students in class on the character trait focus of the week.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

(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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
* 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. *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.	There will be a continued increase of stakeholder involvement with parents and the community.	Pioneer Elementary Administration and Office Personnel reviewed sign-in sheets at parent events and saw a consistent increase in participation. Parent Conference logs showed near 100% participation from parents. The Parent Teacher Club events were well attended with approximately 250+ persons in attendance. The School Site Council minutes report that quorum was established at each meeting. All school-wide events were highly advertised with parent automated calls and fliers sent home. The Weekly Bulletin that is published also includes parent information of involvement opportunities. The Weekly Bulletin is also posted weekly on the Pioneer Elementary website for review.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	School Site Council met per requirement. Agendas and Minutes are public and posted to indicate that the School Achievement Plan was reviewed and input provided by members. Minutes and Agendas also showed that achievement data (district and state) and the CELDT data was reviewed.	No Cost None Specified None Specified 0	No Cost None Specified None Specified 0
Regular Automated Announcements go out to all families to keep them informed of school-wide Parent Involvement opportunities.	Blackboard Connect system reports on file show that regular messages were sent out to parents.	No Cost None Specified None Specified 0	No Cost None Specified None Specified 0
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.	Parent Volunteer Packets were counted and approved by the School Board. There were 25 more Parent Volunteer packets completed compared to the prior year.	No Cost None Specified None Specified 0	No Cost None Specified None Specified 0
Annual Parent Surveys are reviewed for feedback in order to make school-wide improvements, and the number of participants are counted.	The Annual Parent Survey results were reviewed by Site Administration. Site Administration shared results with the staff and with School Site Council. Results were very positive. Parents generally feel their child(ren) are safe at Pioneer, that staff communicates well with them, and that they are aware of the Common Core standards and where their child(ren) are at in progressing toward	No Cost None Specified None Specified 0	No Cost None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	meeting grade level standards.		

Analysis

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

Pioneer Elementary has a high participation rate with Parent Involvement. The Office Staff, Administration, School Site Council, and the Parent Teacher Club (PEPTC) partner well together to promote opportunities for parents to be involved such as at school-wide events, attendance at SSC Meetings, participation in fundraisers, and attendance at assemblies. Some of Pioneer's school events include: Parent Teacher Club monthly meetings, School Site Council meetings, participation in the Annual Parent Survey, Parent Conferences, Award Assemblies, Fall and Winter Family Nights, and various fundraisers throughout the year.

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

The overall effectiveness of Goal 3 (Parent Involvement) is positive. Annually, Pioneer Staff and our stakeholders work hand in hand to provide meaningful events and opportunities for parents to get involved. Sign-in sheets reviewed at each event result in high participation rate numbers. Most of our school-wide events have 250+ persons in attendance. The annual Parent Survey is available to parents via online and by paper which helps to increase the participation rate on the survey, The School Site Council consistently meets quorum to hold meetings.

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

There is no reported fiscal differences as there is no cost to the Pioneer Elementary Parent Involvement program. All overhead costs for school-wide events is covered by the Parent Teacher Club (PEPTC).

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

During the 2018-19 school year, Pioneer Elementary will continue to work alongside stakeholders (School Site Council, Staff Members, Parent Teacher Club (PEPTC). Community Agencies) to increase opportunities for stakeholders to participate in school events. Pioneer will continue to do automated calls, send home event fliers, and provide a Weekly Bulletin (online and paper copy) to inform parents regularly of school events and other opportunities to get involved at Pioneer such as PEPTC and School Site Council. Pioneer Administration will work with the PEPTC to find more ways to get parents involved at school events and higher participation in the Parent Teacher Club. Though Pioneer has great parent involvement, the Parent Teacher Club elected officers have expressed that they would like even more support from parents in regards to attending monthly meetings and helping to run all of the parent events. The PEPTC will be advertising more on their Face Book page and site administration will send out automated calls for their events as requested. The site administration will continue to review the annual Parent Survey and share with staff members the results of parent perceptions. Together staff will find ways to increase positive perceptions by increasing two-way parent communication among teachers and providing parent information at all parent conferences in regards to grade level standards and their child's progress towards meeting standards.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	324,059.49

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	2,835.71
LCFF - Supplemental	94,466.69
None Specified	0.00
Title I Part A: Allocation	226,757.09

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	235,691.37
2000-2999: Classified Personnel Salaries	2,995.00
3000-3999: Employee Benefits	82,409.34
4000-4999: Books And Supplies	128.07
5000-5999: Services And Other Operating Expenditures	2,835.71
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Donations	2,835.71
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	68,014.37
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,995.00
3000-3999: Employee Benefits	LCFF - Supplemental	23,329.25
4000-4999: Books And Supplies	LCFF - Supplemental	128.07
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	167,677.00
3000-3999: Employee Benefits	Title I Part A: Allocation	59,080.09

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Sharon Cronk, Principal	Principal
Angie Blevins	Classroom Teacher
Jennifer Escola	Classroom Teacher
Brandy Rodriguez	Classroom Teacher
Holly Vigario	Parent or Community Member
Lisa Eastman	Parent or Community Member
Bill Hendrickson	Parent or Community Member
Courtney Auyong	Parent or Community Member
Lupita Fields	Parent or Community Member
Paul DeLaTorre, Assistant Principal	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee Mohamed Alguzali
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2/26/19.

Attested:

Principal, Sharon Cronk on 2/26/19

SSC Chairperson, Lisa Eastman on 2/26/19

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program