



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer Elementary School	16-63990-6010557	November 16, 2020	1/27/21

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Targeted Support and Improvement

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

The goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Pioneer, we do an annual Parent and Student Survey. The survey relates to two of the Eight State Priorities for education for the state of California. These two priorities are Priority #3 (Parental Involvement) and Priority #6 (School Climate). The survey seeks parental input in decision making and is used as a means of assessing and promoting participation in programs. There were 258 parent participants for this survey.

Two of Pioneer District LCAP goals address these priorities:

Goal #3 states, "The district and each school will provide systems and venues for communication and input from parents and stakeholders."

Goal #4 states the district will, "Promote positive student engagement and school climate which advance social and academic success."

The district compiles the data for all three of our schools. Results were shared out at a public School Board Meeting, at a District Parent Advisory Council Meeting, at an English Language Advisory Council meeting, and at a School Site Council meeting. The results for 2019 were as follows:

Parent Questions about School Connectedness and Safety Results from 2019:

- Students, parents and school personnel demonstrate a shared responsibility for behavior at my child's school. Positive Responses= 99.61%
- Students, parents and school personnel show pride in the school campus and help keep it attractive. Positive Responses= 99.22%
- All cultures, including my own, are treated fairly and with respect at school. Positive Responses= 98.84%
- I believe there is open communication between myself and my child's teacher(s). Positive Responses= 98.84%
- I regularly receive information about my child's progress and know how they are performing academically. Positive Responses= 97.29%
- I believe my child is safe while at school. Positive Responses= 99.61%

AVERAGE POSITIVE RESPONSES= 98.90%

Student Questions about School Connectedness and Safety Results from 2019:

- I feel safe while at school. Positive Responses= 92.70%
- My teacher talks to me about my strengths and areas to improve. Positive Responses= 91.10%
- I look forward to coming to school on most days. Positive Responses= 79.90%
- I trust my school's teachers and staff to help support me when I am having problems at school. Positive Responses= 79%
- My school has rules for student behavior Positive Responses= 97.20%

- There are clear consequences for breaking the rules at my school. Positive Responses= 92.60%
- There is an adult at my school who I trust and can go to for help with a problem. Positive Responses= 81.70%
- My school is clean and in good condition. Positive Responses= 87.90%

AVERAGE POSITIVE RESPONSES= 87.76%

Due to COVID-19 and school closure on March 13, 2020, the annual Parent Survey in the spring was not administered. Thus, data reported for surveys are from 2019.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom Focus Walks happen regularly at Pioneer Elementary. The Site Principal and Assistant Principal do instructional rounds weekly in all classrooms. We provide feedback to teachers the same day. We provide feedback on what worked well in an observed lesson, as well as, provide suggested next steps and ask questions we may have. At Pioneer, we also have Instructional Teams come and walk classrooms and provide feedback to teachers. These teams come to observe classes for specific purposes such as observing Number Talks, Shared Reading, Guided Reading, EBLI, Writer's Workshop, and Student Engagement Strategies to name a few. The Instructional Teams include site administration, district level curriculum personnel, and at times consultants, trainers, and coaches. Due to COVID-19, starting in March 2020 to present, many of the administrative Focus Walks have been via Zoom. The administrative team observes to ensure that teachers are doing live online instruction and incorporating student engagement strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Administration, teachers, and other staff carefully study the results of District Benchmark Assessments (Illuminate Assessments), Fountas and Pinnell reading levels, curriculum based measures, Fastbridge Assessments (ELA and Math) in 3rd-5th, and in class formative and summative assessments as a means to progress monitor student data. The data is then used in our Professional Learning Communities to inform teachers and the Principal on student placement, support services, progress, response to interventions, and the effectiveness of instruction. This data is also used for our staff to make decisions regarding pacing and the need and use of supplemental programs. This year we will also participate in the Smarter Balanced Assessment (CAASPP).

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

Pioneer administration and staff study and use data from the Fastbridge progress monitoring system in ELA and Math for grades 3rd-5th, District Benchmarks (ELA and Math) TK/K-5, classroom assessments TK/K-5, Fountas and Pinnell Leveled Reading assessments TK/K-5, and classroom curriculum embedded measures (all grades) to plan for instruction, support, and reteaching.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All twenty-two of our classroom teachers at Pioneer Elementary School currently meet the standards of being highly qualified. Pioneer has two highly qualified Special Education teachers and one highly qualified band teacher. Of the 2 1/2 Reading Intervention Teachers (Title 1), all of them are highly qualified credentialed teachers. In sum, all of our certificated staff members are highly qualified for the area of instruction they are responsible for.

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

All of our classroom teachers, Special Education Teachers, and Title 1 Intervention teachers at Pioneer Elementary School are properly credentialed and have participated in trainings on our adopted English Language Arts, mathematics, and other core curriculum. Furthermore, grades fourth and fifth are also being training in the newly adopted science standards.

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

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

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

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

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

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

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

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

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

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

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

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

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our core instructional programs include effective support components and are available for teachers to use in supporting struggling students with strategic and intensive needs. In addition, we have highly qualified teachers in special education, English Learner, Section 504, and Title I programs to provide support to students who qualify for those programs. As previously stated, Pioneer Elementary participates in Multi-tiered Systems of Support (MTSS). We have implemented a school-wide deployment program called Walk to Learn for grades 1st-5th. During the Walk to Learn designated time, students are deployed to a course that they may need extra support in or a course for an enrichment opportunity. Some of the courses offered include: Review of Identified Math Standards, Small Group Reading Instruction, Reading Comprehension, EBLI, Phonics/Sight Words/Letter and Sound Recognition, Readers Theatre, and Social Emotional Learning (SEL). Our MTSS program does not have an added cost and is facilitated by credentialed staff. This MTSS program is built into the school day. Students progress or lack of is monitored during each course session. Students may be moved to a different course between sessions if data shows they need support in a different area. Finally, all classroom teachers provide additional small group instructional support in all curricular areas to support students who struggle.

*Please Note: Due to COVID-19 the Pioneer MTSS Program, Walk to Learn, is on hold until it can be determined safe for students.

Evidence-based educational practices to raise student achievement

All of our core instructional programs are research based proven programs. All students are progress monitored with District Benchmark Assessments (Illuminate) and other curriculum based measures and teacher assessments. Pioneer Elementary participates in Multi-tiered Systems of Support (MTSS). We have implemented a school-wide deployment program called Walk to Learn for grades 1st-5th. During the Walk to Learn designated time, students are deployed to a course that they may need extra support in or a course for an enrichment opportunity. Some of the courses offered include: Review of Identified Math Standards, Small Group Reading Instruction, Reading Comprehension, EBLI, Phonics/Sight Words/Letter and Sound Recognition, Readers Theatre, and Social Emotional Learning (SEL). Our MTSS program does not have an added cost and is facilitated by credentialed staff. This MTSS program is built into the school day. Students progress or lack of is monitored. Students may be moved to a different course between sessions if data shows they need support in a different area. Finally, all classroom teachers provide additional small group instructional support in all curricular areas to support students who struggle.

*Please Note: Due to COVID-19 the Pioneer MTSS Program, Walk to Learn, is on hold until it can be determined safe for students.

Parental Engagement

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

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

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I targeted assistance in English Language Arts is provided during the school day in the Reading Labs for Kindergarten through 5th grade students. Title 1 teachers also provide after school reading support for identified students and are progress monitored. The after school program for the 2020-21 school year has been modified since students did not return to school until November.

Fiscal support (EPC)

Our District Governing School Board, the District Parent Advisory Council, the District English Language Advisory Council, and the Pioneer School Site Council are involved in reviewing school programs and plans to ensure that fiscal support is granted and noted in the LCAP and site SPSA plan (i.e., Title 1 Staff, ELD Liaison, EBLI, Professional Development costs, and Instructional Coaches and Consultants).

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 Union Elementary School District solicited and provided multiple venues for stakeholder input.

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

The groups consulted with include:

- District Parent Advisory Council meetings: 9/22/20, 10/27/20, 12/1/20, 2/9/21, 3/23/21, and 5/18/21
- Title I parents: 12/8/20
- English Learner Advisory Council: 10/7/20
- Student survey: N/A Due to COVID-19 (Spring 2021 Survey TBD)

- School Site Council (SSC) meetings. Pioneer Elementary School held SSC meetings on 9/21/20, 11/16/20, 2/22/21, and 5/24/21
- General community: N/A Due to COVID-19 (Spring 2021 Survey TBD)
- Teachers at Site Level Meetings: N/A Due to COVID-19 (Spring 2021 Survey TBD)
- Teacher survey: N/A Due to COVID-19 (Spring 2020 Survey TBD)
- District members of the teacher's union: N/A due to COVID-19 (Spring 2021 Survey TBD)
- Principals/District administration: meetings were held throughout the year.

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 2018-19

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 from prior school year 2019:

ELPAC Performance Reclassification rates Attendance Suspension rates Expulsion rates

Parent/Student Survey results

California State Dashboard (Please Note: The 2020 CDE Dashboard was released on 12/16/20 and includes school demographic information only.)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not any identified at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.68%	0.35%	0.38%	4	2	2
African American	5.57%	5.43%	4.17%	33	31	22
Asian	2.53%	2.63%	1.71%	15	15	9
Filipino	2.03%	2.28%	2.66%	12	13	14
Hispanic/Latino	48.31%	48.69%	51.23%	286	278	270
Pacific Islander	1.01%	0.35%	0%	6	2	0
White	38.51%	37.48%	35.48%	228	214	187
Multiple/No Response	%	0.35%	3.98%		2	2
Total Enrollment				592	571	527

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	94	107	101
Grade 1	94	78	83
Grade 2	101	95	65
Grade3	98	103	96
Grade 4	92	92	98
Grade 5	113	96	84
Total Enrollment	592	571	527

Conclusions based on this data:

1. When comparing multiple years of enrollment, it is concluded that Pioneer Elementary has seen a decline in enrollment 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. From 2017-18 to 2019-20 enrollment declined further to an average of 571 down to 527. In 2019-20, enrollment decreased again to 527 students, a decrease of 44 students. Overall, Pioneer Elementary continues to see a decline in enrollment.
2. When comparing the Pioneer Elementary ethnicity demographics across multiple school years, the subgroups have maintained a similar percentage of students enrolled in each group with the exception of Hispanics, Whites, and Pacific Islanders. The Hispanic group has increased by approximately 2.92% , the Pacific Islanders decreased by 1.01%, and the White group has declined by 3.03%.
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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	49	41	30	8.3%	7.2%	5.7%
Fluent English Proficient (FEP)	33	34	39	5.6%	6.0%	7.4%
Reclassified Fluent English Proficient (RFEP)	12	11	10	19.7%	22.4%	24.4%

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 2018-19 we experienced a decrease in the number of enrolled EL's attending Pioneer by approximately 3%. Again in 2019-20, we decreased our English Learner enrollment by an additional 1.5%.
2. Each year, Pioneer Elementary reclassifies an average of ten English Learners as fluent English proficient over three years. However, this fall 2020, Pioneer reclassified three students. EL's are reclassified based on assessment data on the 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) decreased in Fall 2020 compared to the average in prior 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	92	93	102	91	93	102	91	93	102	98.9	100	100
Grade 4	102	88	89	102	88	89	102	88	89	100	100	100
Grade 5	92	113	90	91	113	90	91	113	90	98.9	100	100
All	286	294	281	284	294	281	284	294	281	99.3	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2421.	2424.	2432.	23.08	22.58	20.59	28.57	23.66	31.37	19.78	32.26	24.51	28.57	21.51	23.53
Grade 4	2491.	2492.	2494.	38.24	36.36	28.09	24.51	27.27	33.71	17.65	14.77	24.72	19.61	21.59	13.48
Grade 5	2530.	2537.	2518.	30.77	35.40	25.56	28.57	30.09	33.33	23.08	16.81	17.78	17.58	17.70	23.33
All Grades	N/A	N/A	N/A	30.99	31.63	24.56	27.11	27.21	32.74	20.07	21.09	22.42	21.83	20.07	20.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.68	20.43	30.39	47.25	48.39	50.00	34.07	31.18	19.61
Grade 4	28.43	26.14	29.21	54.90	54.55	59.55	16.67	19.32	11.24
Grade 5	39.56	35.40	33.33	38.46	48.67	42.22	21.98	15.93	24.44
All Grades	28.87	27.89	30.96	47.18	50.34	50.53	23.94	21.77	18.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.98	17.20	11.76	47.25	49.46	66.67	30.77	33.33	21.57
Grade 4	38.24	32.95	22.47	44.12	43.18	60.67	17.65	23.86	16.85
Grade 5	31.87	48.67	42.22	56.04	29.20	38.89	12.09	22.12	18.89
All Grades	30.99	34.01	24.91	48.94	39.80	55.87	20.07	26.19	19.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.98	19.35	25.49	65.93	69.89	60.78	12.09	10.75	13.73
Grade 4	20.59	27.27	25.84	64.71	63.64	68.54	14.71	9.09	5.62
Grade 5	19.78	21.24	22.22	64.84	61.06	63.33	15.38	17.70	14.44
All Grades	20.77	22.45	24.56	65.14	64.63	64.06	14.08	12.93	11.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.37	15.05	21.57	50.55	62.37	54.90	23.08	22.58	23.53
Grade 4	37.25	38.64	24.72	48.04	45.45	59.55	14.71	15.91	15.73
Grade 5	35.16	42.48	32.22	47.25	41.59	43.33	17.58	15.93	24.44
All Grades	33.10	32.65	25.98	48.59	49.32	52.67	18.31	18.03	21.35

Conclusions based on this data:

1. An area of focus for Pioneer Elementary is in English Language Arts this upcoming year. The CAASPP school data shows that we maintained progress with students overall in English Language Arts with approximately 57.3% of students in grades 3rd-5th met or exceeded grade level standards which decreased by approximately 1% from the year prior. This did not meet our expected school goal of 62% proficiency.
2. Data shows that an area of improvement for Pioneer is Research and Inquiry. Specifically, investigating, analyzing, and presenting information with only 78.65% of 3rd-5th grade students above, at or near standards in this area which is a 3.32% decrease from the prior year. This year, teachers are going to be more intentional with good first instruction in teaching research and responding and study individual student response results 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	92	93	102	91	93	102	90	93	102	98.9	100	100
Grade 4	103	88	89	103	88	89	103	88	89	100	100	100
Grade 5	92	113	90	91	113	90	91	113	90	98.9	100	100
All	287	294	281	285	294	281	284	294	281	99.3	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2434.	2431.	2443.	13.33	12.90	27.45	35.56	36.56	22.55	32.22	29.03	27.45	18.89	21.51	22.55
Grade 4	2482.	2495.	2500.	22.33	25.00	23.60	25.24	34.09	37.08	35.92	23.86	31.46	16.50	17.05	7.87
Grade 5	2526.	2499.	2506.	26.37	18.58	20.00	17.58	21.24	16.67	37.36	33.63	38.89	18.68	26.55	24.44
All Grades	N/A	N/A	N/A	20.77	18.71	23.84	26.06	29.93	25.27	35.21	29.25	32.38	17.96	22.11	18.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.22	30.11	38.24	45.56	50.54	39.22	22.22	19.35	22.55
Grade 4	36.89	40.91	44.94	28.16	35.23	38.20	34.95	23.86	16.85
Grade 5	35.16	24.78	21.11	39.56	36.28	45.56	25.27	38.94	33.33
All Grades	34.86	31.29	34.88	37.32	40.48	40.93	27.82	28.23	24.20

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.11	13.98	35.29	54.44	58.06	41.18	24.44	27.96	23.53
Grade 4	22.33	31.82	25.84	50.49	44.32	58.43	27.18	23.86	15.73
Grade 5	19.78	11.50	17.78	57.14	60.18	51.11	23.08	28.32	31.11
All Grades	21.13	18.37	26.69	53.87	54.76	49.82	25.00	26.87	23.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.33	18.28	26.47	55.56	54.84	51.96	21.11	26.88	21.57
Grade 4	31.07	30.68	29.21	48.54	55.68	55.06	20.39	13.64	15.73
Grade 5	21.98	19.47	24.44	51.65	54.87	42.22	26.37	25.66	33.33
All Grades	25.70	22.45	26.69	51.76	55.10	49.82	22.54	22.45	23.49

Conclusions based on this data:

1. In the area of mathematics, 49.11% of 3rd-5th grade students met or exceeded standards on the 2018-19 CAASPP Assessment. This is a 3% increase from the prior year. Overall data also shows that students in the "Not Met" group decreased by 3.6% and the "Nearly Met" group increased by 3.13%.
2. Data indicates that Pioneer 3rd- 5th grade students performed best in the area of Problem Solving this year. This entails students being able to demonstrate the ability to use appropriate tools and strategies to solve real world and mathematical problems. Pioneer had a 8.32% increase of students who were above in this area, as well as decreased the number of students in the "Not Met" group by over 3%. Pioneer will be monitoring individual student math data to determine what teaching steps are needed in this area. In addition, Pioneer staff 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 skills taught in each unit of study for math.
3. Data indicates that Pioneer 5th grade students who fell in the overall "Nearly Met" group struggled the most compared to the same cohort in the prior year. This group increased by 15.03%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	6
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	6
All Grades							38	33

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5		*	*	*	*	*	*	*	*	*
All Grades	47.37	9.09	36.84	66.67	*	24.24	*	0.00	38	33

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	71.05	45.45	*	45.45	*	9.09	*	0.00	38	33

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*
All Grades	34.21	3.03	*	45.45	*	42.42	*	9.09	38	33

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	55.26	30.30	42.11	63.64	*	6.06	38		33

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	81.58	60.61	*	36.36	*	3.03	38		33

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
2	*	*	*	*	*	*	*	*	*
All Grades	36.84	6.06	42.11	78.79	*	15.15	38		33

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
3	*	*	*	*	*	*	*	*	*
All Grades	*	15.15	65.79	78.79	*	6.06	38		33

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 2018-19 ELPAC indicates that Pioneer English Language Learner students performed the best in Oral Language (45.45%) and Speaking domain (60.61%). 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 2018-19 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.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
571	45.9	7.2	0.4
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	7.2
Foster Youth	2	0.4
Homeless	2	0.4
Socioeconomically Disadvantaged	262	45.9
Students with Disabilities	46	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	5.4
American Indian	2	0.4
Asian	15	2.6
Filipino	13	2.3
Hispanic	278	48.7
Two or More Races	14	2.5
Pacific Islander	2	0.4
White	214	37.5





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%, per this data, which is an increase from 47.3% in the prior year reported.
2. Pioneer English Learner student group had a decrease of 1.7% from the prior year, going from 10% to 8.3% on this data.
3. Pioneer's Foster Youth student group has moved from .5% to .8% on this data.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		

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 reported 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% it is still far below the state average.
2. Academically, Pioneer Elementary maintained growth in ELA scoring a Green on the CDE Dashboard for this reported year. 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 2016-17 school year. This translates into 8 points below the standard.
3. Pioneer got a Yellow ranking in the area of Chronic Absenteeism on this reported year. 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:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green 13.6 points above standard Declined -4.4 points 268		 No Performance Color 22.9 points below standard Declined -5 points 29		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 Yellow 3.5 points below standard Declined -4.9 points 134		 Red 71.5 points below standard Declined Significantly -32.8 points 30	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 80.2 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.1 points below standard Declined -9.9 points 127	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 37.4 points above standard Increased ++3.6 points 108

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.4 points below standard Increased Significantly ++26.6 points 14	14.9 points above standard Declined Significantly -26.5 points 15	15.7 points above standard Declined -5 points 231

Conclusions based on this data:

- For this reported year, in English Language Arts, all students scored 18 points above the standard. Pioneer had a 3.2 points gain in ELA.
- In this reported year, 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.
- Three of Pioneer's subgroups scored a Green on the CDE Dashboard results for this reported year. 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.

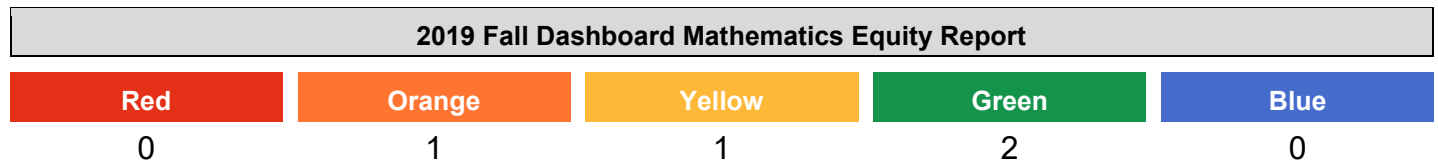
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 0.8 points above standard Increased ++8.7 points 268	English Learners  No Performance Color 30.5 points below standard Increased ++5.3 points 29	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Yellow 18.5 points below standard Maintained ++1.5 points 134	Students with Disabilities  Orange 77 points below standard Declined Significantly -39.8 points 30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 68 points above standard 11	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Green 16.6 points below standard Increased ++4.3 points 127	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 19.1 points above standard Increased ++12.3 points 108

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 61.2 points below standard Increased Significantly ++24.8 points 14	Reclassified English Learners 1.8 points below standard Declined -7.4 points 15	English Only 2.3 points above standard Increased ++8.2 points 231
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Conclusions based on this data:

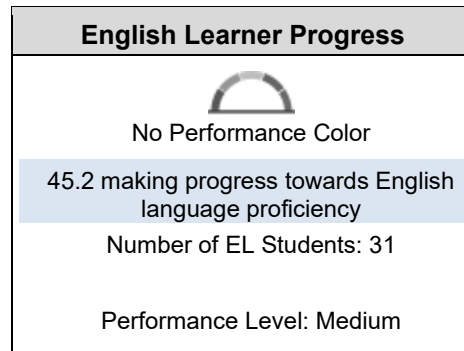
1. In Mathematics, all students scored 8 points below the standard. Pioneer had a 8.5 points decline in Math. Pioneer ranked a Yellow on the CDE Dashboard for this reported school year.
2. There are two student subgroups that Pioneer saw a decrease in this reported year in Math. The Socially Economically 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 during this reported school 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 percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.2	22.5	6.4	38.7

Conclusions based on this data:

1. Of the 38 English Learners reported and tested on ELPAC (English Language Proficiency Assessments for California) during this reported 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. During this reported school year data, 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) on this data. 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 Performance College/Career

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable.

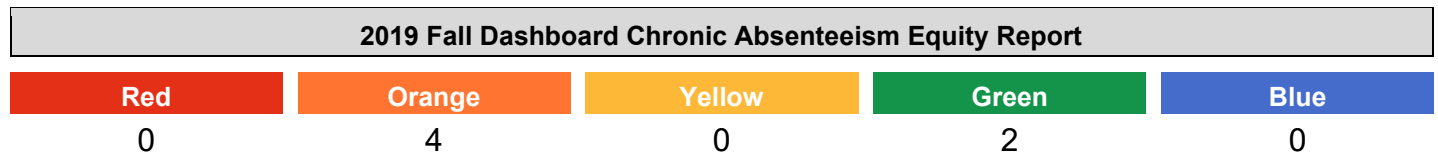
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 7.4 Increased +0.6 595	English Learners  Orange 13.6 Increased +6.5 44	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Green 8.8 Declined -1.3 296	Students with Disabilities  Orange 13.3 Increased +8.3 60

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 19.4 Increased +13.8 31	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 6.7 Declined -5.1 15	Filipino  No Performance Color 0 Declined -8.3 14
Hispanic  Green 6.9 Declined -2.7 288	Two or More Races  No Performance Color 11.1 18	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Orange 6.7 Increased Significantly +3.7 225

Conclusions based on this data:

- For the data reported on this year, 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%.
- The report shows, student groups with increasing chronic absenteeism are Hispanic (increased by 2.7%) and Socioeconomically Disadvantaged (increased by 1.5%).
- The overall student absenteeism rate at Pioneer Elementary maintained at 0.1% on this data report. 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

Academic Engagement Graduation 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
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. Not applicable.

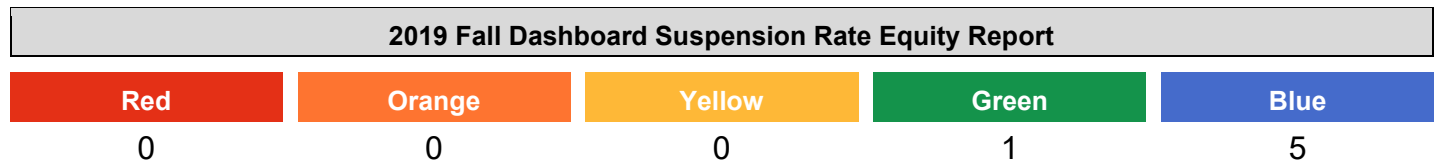
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2 Declined -0.6 604	English Learners  Blue 0 Maintained 0 44	Foster Youth  No Performance Color Less than 11 Students - Data Not 2
Homeless  No Performance Color Less than 11 Students - Data Not 2	Socioeconomically Disadvantaged  Blue 0.3 Declined Significantly -1 300	Students with Disabilities  Green 1.7 Declined -3.1 60

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Declined -5 32	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color 0 Maintained 0 15	Filipino  No Performance Color 0 Maintained 0 14
Hispanic  Blue 0.3 Declined -0.6 293	Two or More Races  No Performance Color 0 18	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Blue 0 Maintained 0 227

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.2

Conclusions based on this data:

1. This data report shows that there was a slight increase in suspensions during the 2017-2018 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 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. This 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

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 1

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

The percentage of all students school-wide performing at Not Met or Nearly Met levels in English Language Arts will decrease from 43% to 40% and in Mathematics from 51% to 48% as measured by CAASPP Spring 2021 test results.

Identified Need

The 2018 data shows that the school scored in the Yellow category for All students in Math and Green in ELA. All of the significant subgroups scored in the Green category (SED, Hispanic, White). There is a need to continue providing a strong core program in ELA and Math so that students will continue to achieve at high levels. There is a need to provide high needs students with instructional supports that include a strong instructional program coupled with support and intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 2021: Not Met or Nearly Met Students	57% of ALL students met or exceeded standards (Spring 2019) 43% of students did Not Meet or Nearly Met Spring 2019 Expected Outcome for CDE Dashboard: YELLOW (TBD)	60% of All students will meet or exceed standards and "Not Met" and "Nearly Met" students in ELA will decrease to 40%. (Spring 2021)
CAASPP Math 2021: Not Met or Nearly Met Students	46.83% of ALL students met or exceeded standards (Spring 2019) 51% of students did Not Meet or Nearly Met Spring 2019 Expected Outcome for CDE Dashboard: GREEN (TBD)	52% of All students will meet or exceed standards and Not Met" and "Nearly Met" students in Math will decrease to 48%. (Spring 2021)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA- CDE Dashboard Spring 2018 results	Green (Increased by 3.2; 18 points above standard) December 2018 *Ranked High and Increased on 5x5	Green- Maintain and Increase Growth (5x5); Increase by 5 points.
Math- CDE Dashboard Spring 2018 results	Yellow (Declined by -8.5; 8 points below standard) December 2018 * Ranked Medium and Decreased on 5x5	Green- Increase and Maintain growth on the 5x5; Increase by 10 points.
English Learner Progress-ELPAC (2018-19)	January 2019 ELPAC Results (N=33 students) Level 4 (Well Developed)- 90.09% Level 3 (Moderately Developed)- 66.67% Level 2- (Somewhat Developed)- 24.24% Level 1- (Beginning Stage)- 0%	Expected Outcome is to increase Level 3 group by 5% and decrease Level 2 by 5%
EL Reclassification Rates	2018-2019 Number of Students RFEP= 12 (6 less than 2017-18)	Reclassify a minimum of 10 students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Low Income Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

134,512.24	Title I 1000-1999: Certificated Personnel Salaries Unrestricted Funds
52,859.45	Title I Part A: Allocation 3000-3999: Employee Benefits Unrestricted Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (MTSS- Walk to Learn)

Strategy/Activity

Multi-Tiered Support System (MTSS) Walk to Learn (1st- 5th Grades)- All Certificated Staff, Instructional Aides, Title 1 Teachers will participate in this school-wide program to meet all student needs. Courses offered will include: Review of Identified Mathematics Standards, Reading Instruction and Comprehension, EBLI, Fountas & Pinnell Intervention LLI Reading Groups, and SEL (Social Emotional Learning). Walk to Learn is built into the school day schedule. There is no additional costs for the Walk to Learn Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Donations 4000-4999: Books And Supplies Copy Costs for Walk to Learn

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners
Low Income
Under Performing Identified Students

Strategy/Activity

Summer School Jump Start Program-After School Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,200.00	LCFF - Supplemental

	1000-1999: Certificated Personnel Salaries Summer School/After School Program
817.00	LCFF - Supplemental 3000-3999: Employee Benefits Summer School/After School Program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Identified English Language Learners will receive additional support in English language development with an ELD Instructor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,534.60	Unrestricted 2000-2999: Classified Personnel Salaries ESL Support
4,648.00	Unrestricted 3000-3999: Employee Benefits ESL Support
150.00	Unrestricted 4000-4999: Books And Supplies ELL Program Supplies and Books

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Pioneer Elementary implemented all planned strategies and activities as planned during the 2018-19 school year. In the area of English Language Arts, we performed 1% less overall than last year with students meeting or exceeding standards. In Math, we performed 3% higher than the previous year. Our overall program was reviewed and there will be some new actions implemented which include multi-tiered systems of support.

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

There were differences. Actions listed in the SPSA were carried out except for the extended school year Summer School Program during the 2019-2020 school year due to the COVID-19 pandemic.

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.

Changes that will be made during the 2020-21 school year: Due to COVID-19, the MTSS Walk to Learn Program is on hold until it is determined safe for students.

During the 2020-21 school year, Pioneer Elementary's intention is to continue to implement a 1st-5th grade Multi-tiered Systems of Support (MTSS) Walk to Learn Program to meet all students' areas of struggle (ELA, Math, SEL) when it is safe for students. In 2020-21, Pioneer will have an implementation of EBLI in classrooms with trained teachers in grades K-2. Pioneer will continue with Reading Intervention Lab and ELD Lab support in the 2020-21. Classroom support with Instructional Aides will continue. Certificated Teachers will continue with small group instruction to help support students with identified needs. Please Note- some modifications will be made to adhere to COVID-19 protocols.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 2

(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 .7% to .6%. Pioneer will strive to keep behavior referrals to 100 or fewer for the 2020-21 school year.

Identified Need

The implementation of the PBIS Program (Positive Behavior Intervention Supports) has shown reduced numbers in overall Behavior Referrals and Suspensions. Pioneer will need to continue to implement our PBIS school wide program. Pioneer will also need to continue to utilize all tools and support staff for Social Emotional support and well being. Pioneer will need to continue with SEL (Social Emotional Learning) lessons for students school wide to teach overall empathy for others, respect for all, teaching coping and good decision making skills, and help with needed emotional support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard 2020 Suspension Results	CDE Dashboard 2018 Yellow- 0.7% Suspension Rate; Increase by 0.3% December 2018	Green- Decrease Suspension Rate to 0.4% or lower (Spring 2021)
Illuminate Student Information System Data	2018-2019 School Year Data Number of Referrals=91 Suspension=1 2017-18 School Year Data Number of Referrals = 110 Suspensions= 6	Continue to keep the number of yearlong school referrals to 100 or less each year. (June 2021)

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

- All Student Groups
- African American
- Students with Disability
- Hispanic
- Socioeconomically Disadvantaged

Strategy/Activity

School-wide PBIS Program: Behavior Incentives, Individual Behavior Plans, SEL Lessons, PBIS school-wide training and assemblies, school signage, 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, Partnership with community agencies (Kings County Office of Behavioral Health, Kings County Office of Education).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Donations 5000-5999: Services And Other Operating Expenditures Designated money for school-wide reward for PBIS
700.00	Donations 5000-5999: Services And Other Operating Expenditures Designated for PBIS Signage Replacements on Campus

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Pioneer Elementary, in conjunction with the District, has made a concerted effort to address positive behavior expectations and the socio-emotional needs of our students. Systems of support are available at all levels (Tier 1, Tier 2, and Tier 3) and there are systematic processes in place to identify student needs. More intensive resources, strategies, and activities are provided to students who have been identified as requiring additional support through teacher recommendation, parent request, and/or PBIS Team suggestion.

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

Pioneer Elementary recently went through 2 years of major campus construction and renovation. This led to wear and tear on campus signage that necessitated replacement. Additionally, a new campus layout required signage in new places around campus. Other strategies/activities are provided at little to no cost to students or the school. In general, a replacement cost for sign replacement annually.

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 work to meet behavioral and socio-emotional needs of its students. Although we have had success in this area recently, Pioneer Elementary will further look to implement strategies and activities that best meet student needs. Pioneer Elementary will look to further reduce its number of referrals and suspensions in order to maximize classroom time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State Priority: 3 (Parent Involvement)

LEA/LCAP Goal

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

Goal 3

(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.

Identified Need

At Pioneer it is important to have clear communication to our community and provide opportunities for involvement. There is a need to continue to provide venues for parent meetings to discuss expectations, school goals for student achievement, and review data (i.e., Parent Conferences, SSC, ELAC, Title 1). It is also critical to continue to partner with our Parent Teacher Club as to provide opportunities for parents to be involved at school events and be a part of our community. Family events will continue in partnership with the PEPTC.

*Please Note: All school events are on hold due to COVID-19 and it determined safe for families to be on campus in large numbers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Events	Read Across America Fall Family Night Drive Thru Dinner Winter Family Fun Night Awards Assemblies Winter Program Kinder Winter Program Donuts with Dads Muffins with Mom Fall Fundraiser Grandparent's Day Back to School Night Spring Open House Magic Trick and Treats Family Paint Night	Participation at events will be high: 200+ in attendance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 parents are informed of upcoming parent involvement opportunities.	High participation to events as a result of good communication fliers.
Automated Phone Calls (Infinite Campus)	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	2018-19 Parent Survey N=258 (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	Review Office Sign-ins	Continue to increase the number of sign-ins as measured by report totals.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- 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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies for achieving Goal 3 were implemented and carried out for most of the 2019-20 school up until March 2020 when the COVID-19 pandemic when schools in California were shutdown for the remainder of the year and we moved to Distance Learning.

Pioneer was successful with consistent communication to parents regarding school events and parent meetings. Pioneer had consistent large numbers of participants at all school events, sometimes up to over 300 in attendance. Meetings for parents to give input to our school plan for student achievement were offered consistently and well attended. School Staff and Parent Teacher Club members worked well together to provide opportunities for families to be involved both during the school day and outside of the school day.

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

There were no differences between strategies planned and what was carried out during the 2020-21 school year.

*Please Note: Due to COVID-19, all school events are on hold until it is determined safe for families to attend large events. In the event that the school can proceed with calendared events as usual.

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.

The new parent activities, Magic Trick and Treats and Family Paint Night were held prior to the COVID-19 pandemic and were very successful. In addition, the Parent Teacher Club did launch two new social media platforms as a mean to advertise events, solicit volunteer support, and provide a means for the Pioneer community to reach out to them. These media platforms were successful in their implementation (i.e., Instagram and Volunteer Sign-up App).

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,421.29

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$134,512.24
Title I Part A: Allocation	\$52,859.45

Subtotal of additional federal funds included for this school: \$187,371.69

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

State or Local Programs	Allocation (\$)
Donations	\$1,700.00
LCFF - Supplemental	\$5,017.00
None Specified	\$0.00
Unrestricted	\$20,332.60

Subtotal of state or local funds included for this school: \$27,049.60

Total of federal, state, and/or local funds for this school: \$214,421.29

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	1,700.00
LCFF - Supplemental	5,017.00
None Specified	0.00
Title I	134,512.24
Title I Part A: Allocation	52,859.45
Unrestricted	20,332.60

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	138,712.24
2000-2999: Classified Personnel Salaries	15,534.60
3000-3999: Employee Benefits	58,324.45
4000-4999: Books And Supplies	650.00
5000-5999: Services And Other Operating Expenditures	1,200.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	500.00
5000-5999: Services And Other Operating Expenditures	Donations	1,200.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,200.00
3000-3999: Employee Benefits	LCFF - Supplemental	817.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	134,512.24
3000-3999: Employee Benefits	Title I Part A: Allocation	52,859.45
2000-2999: Classified Personnel Salaries	Unrestricted	15,534.60
3000-3999: Employee Benefits	Unrestricted	4,648.00
4000-4999: Books And Supplies	Unrestricted	150.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	213,221.29
Goal 2	1,200.00
Goal 3	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Sharon Cronk, Principal	Principal
Darleen Herman	Classroom Teacher
Amy Hurtado	Classroom Teacher
Lucas Stockdale	Classroom Teacher
Andrea McLaughlin	Parent or Community Member
Jessica Valenzuela	Parent or Community Member
Brittney Dean	Parent or Community Member
Melinda Squire	Parent or Community Member
Nicole Cano	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
	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 11/16/20.

Attested:

Principal, Sharon Cronk on 11/16/20
SSC Chairperson, Melinda Squire on 11/16/20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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