School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer Elementary School	16-63990-6010557	May 20, 2024	June 12, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Pioneer Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Pioneer Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Targeted Support and Improvement

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

The 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.

Educational Partner Involvement

How, when, and with whom did Pioneer Elementary 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 is posted on the district website for parents and online during class for students in fourth and fifth grades to complete. The school site also offered hard copies of the survey in order to gain stakeholder input.

The stakeholder groups who are consulted with include:
- District Parent Advisory Council meetings: Six meetings will be held during the 2023-2024 school year: 10/4/23, 11/7/23, 12/5/23, 2/6/24, 3/19/24, and 5/23/24.
- Title I Parent Meetings: 11/14/23, and two meetings will be held in May 2023
- English Learner Advisory Council: 10/18/23, 12/6/23, 2/7/24, and 5/29/24
- Parent and Student survey: Spring 2024
- School Site Council (SSC) meetings. Pioneer Elementary School will hold SSC meetings on: 10/9/23, 12/4/23, 2/26/24, and 5/20/24
- Teacher Survey at Site Level Meetings: Spring 2024
- PUESD Curriculum Advisory Council Meetings: 10/19/23, 12/14/23, 1/11/24, 2/22/24, 3/21/24, 4/18/24, and 5/16/24
- Individual Teacher Survey: Spring 2024
- District members/Classified Staff: Spring 2024
- Principals/District administration: meetings will be held throughout the year: 1/23/24, 2/27/24, 3/12/24, and 4/30/24

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 2021-2022 and 2022-2023 (comparison data)

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:

ELPAC Performance Reclassification rates Attendance Suspension rates Expulsion rates
Parent/Student Survey results

California State Dashboard (CAASPP and CAA State Assessments)

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Not any identified at this time.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Not any at this time.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No applicable at this time.

Other Needs
In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

At Pioneer Elementary School, we will continue to progress monitor all sub groups with real time data (i.e., in class weekly assessments and District Benchmarks). Grade Level Teams meet weekly during their designated PLC time to analyze current data and plan instructional next steps which includes planning for differentiated instruction and interventions needed.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pioneer Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.78%	0.6%	4	4	3
African American	4.1%	4.12%	3.59%	21	21	18
Asian	1.8%	1.76%	1.99%	9	9	10
Filipino	2.2%	1.57%	2.19%	11	8	11
Hispanic/Latino	56.3%	56.86%	57.97%	287	290	291
Pacific Islander	%	%	0%		0	0
White	30.2%	30.59%	30.48%	154	156	153
Multiple/No Response	4.7%	4.31%	3.19%	24	22	16
			Total Enrollment	510	510	502

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	94	90	103
Grade 1	87	77	77
Grade 2	80	90	79
Grade3	69	83	88
Grade 4	91	76	83
Grade 5	89	94	72
Total Enrollment	510	510	502

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 grades K-5 between the years of 2020-2023. Pioneer's enrollment maintained at 510 student average the last two years. Currently, Pioneer is at an average of 502 students. At Pioneer this year, we have seen an increase in students who come and go throughout the year.

2. Over the last three years, Hispanics are represented as the highest population at Pioneer Elementary. There has been a slow increase in the Hispanic subgroup over the last three years (approx. 1% increase each year).

3. Over the past two years, enrollment has been somewhat steady for the white subgroup which is also the second highest enrollment at Pioneer (approx. 30% of student population).

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	47	42	50	9.2%	8.2%	10.0%
Fluent English Proficient (FEP)	28	25	17	5.5%	4.9%	3.4%
Reclassified Fluent English Proficient (RFEP)	3	3		0.0%	7%	

Conclusions based on this data:

1. Over the last several years, the number of enrolled English Learners has increased and decreased. From 2019-20 to 2020-21 there was an increase of 17 enrolled English Learners. Then from 2020-21 to 2021-2022 there was a decrease by 5 English Learners for a total of 42 English Learners. Currently we have increase of 8 more EL's totaling 50 ELs.

2. There has been a decline in students proficient in speaking English fluently (4.9% to 3.4%).

3. There was a decline in the number of students who were reclassified during the 2020-2021 and 2021-2022 school years. Only 3 students were reclassified in each of these school years which is below our normal average. During the 2021-2022 school year we RFEP 7% of our ELs.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	82	87	75	81	85	75	81	85	100.0	98.8	97.7
Grade 4	94	71	80	92	67	80	92	67	80	97.9	94.4	100.0
Grade 5	93	86	72	91	84	72	91	84	72	97.8	97.7	100.0
All Grades	262	239	239	258	232	237	258	232	237	98.5	97.1	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2398.	2420.	2408.	13.33	14.81	14.12	28.00	28.40	25.88	24.00	37.04	31.76	34.67	19.75	28.24
Grade 4	2483.	2466.	2489.	35.87	23.88	41.25	23.91	34.33	22.50	14.13	17.91	12.50	26.09	23.88	23.75
Grade 5	2508.	2521.	2503.	24.18	33.33	22.22	29.67	28.57	29.17	19.78	19.05	16.67	26.37	19.05	31.94
All Grades	N/A	N/A	N/A	25.19	24.14	25.74	27.13	30.17	25.74	18.99	25.00	20.68	28.68	20.69	27.85

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	17.33	18.52	17.65	52.00	67.90	61.18	30.67	13.58	21.18
Grade 4	25.00	16.42	23.75	56.52	65.67	62.50	18.48	17.91	13.75
Grade 5	17.58	22.62	20.83	64.84	65.48	58.33	17.58	11.90	20.83
All Grades	20.16	19.40	20.68	58.14	66.38	60.76	21.71	14.22	18.57

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	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.33	14.81	14.12	54.67	54.32	61.18	36.00	30.86	24.71
Grade 4	25.27	20.90	28.75	50.55	56.72	50.00	24.18	22.39	21.25
Grade 5	20.88	26.19	18.06	53.85	55.95	59.72	25.27	17.86	22.22
All Grades	19.07	20.69	20.25	52.92	55.60	56.96	28.02	23.71	22.78

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	Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.00	7.41	11.76	80.00	82.72	76.47	12.00	9.88	11.76
Grade 4	9.78	4.48	11.25	78.26	88.06	80.00	11.96	7.46	8.75
Grade 5	20.88	16.67	8.33	68.13	66.67	77.78	10.99	16.67	13.89
All Grades	13.18	9.91	10.55	75.19	78.45	78.06	11.63	11.64	11.39

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	Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.00	9.88	8.24	64.00	72.84	72.94	24.00	17.28	18.82
Grade 4	29.35	16.42	21.25	55.43	68.66	61.25	15.22	14.93	17.50
Grade 5	24.18	23.81	16.67	60.44	63.10	72.22	15.38	13.10	11.11
All Grades	22.48	16.81	15.19	59.69	68.10	68.78	17.83	15.09	16.03

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Conclusions based on this data:

1. At PES, we continue to meet the criteria for testing rate at 97.7% of students testing.

2. PES students decreased in the number of students Meeting or Exceeding standards in ELA moving from 54% achievement to 51% from 2021-22 to 2022-2023.

3. Based on the ELA data, PES teachers will increase opportunities for students to engage in demonstrating understanding of literary and non-fiction texts, produce clear and purposeful writing, demonstrate effctive communication skills, and be able to investigate, analyze, and present information to grade level expectations. Teachers will increase opportunities to answer performance task type level questions with an increase in DOK levels. PES teachers will continue to collaborate and pace out ELA lessons including common formative assessments.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	82	87	75	81	85	75	81	85	100.0	98.8	97.7
Grade 4	94	71	80	92	67	80	92	67	80	97.9	94.4	100.0
Grade 5	93	86	72	91	84	72	91	84	72	97.8	97.7	100.0
All Grades	262	239	239	258	232	237	258	232	237	98.5	97.1	99.2

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2396.	2440.	2425.	4.00	22.22	11.76	29.33	32.10	30.59	32.00	28.40	34.12	34.67	17.28	23.53
Grade 4	2487.	2457.	2494.	23.91	11.94	23.75	34.78	28.36	35.00	20.65	31.34	26.25	20.65	28.36	15.00
Grade 5	2495.	2516.	2507.	16.48	32.14	20.83	20.88	11.90	18.06	31.87	32.14	37.50	30.77	23.81	23.61
All Grades	N/A	N/A	N/A	15.50	22.84	18.57	28.29	23.71	28.27	27.91	30.60	32.49	28.29	22.84	20.68

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.33	25.93	14.12	53.33	55.56	62.35	33.33	18.52	23.53
Grade 4	31.52	17.91	35.00	44.57	50.75	50.00	23.91	31.34	15.00
Grade 5	17.58	33.33	22.22	52.75	50.00	51.39	29.67	16.67	26.39
All Grades	21.32	26.29	23.63	50.00	52.16	54.85	28.68	21.55	21.52

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.67	23.46	15.29	56.00	54.32	57.65	37.33	22.22	27.06
Grade 4	22.83	13.43	18.75	52.17	59.70	60.00	25.00	26.87	21.25
Grade 5	13.19	23.81	15.28	56.04	46.43	61.11	30.77	29.76	23.61
All Grades	14.73	20.69	16.46	54.65	53.02	59.49	30.62	26.29	24.05

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.00	22.22	12.94	64.00	70.37	72.94	24.00	7.41	14.12
Grade 4	29.35	11.94	21.25	53.26	65.67	66.25	17.39	22.39	12.50
Grade 5	12.09	20.24	9.72	74.73	60.71	73.61	13.19	19.05	16.67
All Grades	18.22	18.53	14.77	63.95	65.52	70.89	17.83	15.95	14.35

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Conclusions based on this data:

1. PES students maintained the number of students Meeting or Exceeding standards in Math at approximately 47% .

2. Data indicates that since the 2022-2023 school year, PES students in grades 3-5 have decreased the number of students below standards in Mathematics from 22.84% down to 20.68% in the 2022-2023 school year.

3. Based on the math data, PES teachers will increase opportunities for students to engage in modeling and analyzing data, as well as, mathematical reasoning and communicating conclusions. Teachers will increase opportunities to answer performance task type level questions with an increase in DOK levels. PES teachers will continue to collaborate and pace out math lessons including common formative assessments. Number Talk lessons will continue to be implemented.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1453.5	*	1416.6	1469.8	*	1419.5	1415.6	*	1409.7	13	9	11
1	*	1460.7	*	*	1466.5	*	*	1454.3	*	4	12	8
2	*	*	1484.9	*	*	1492.2	*	*	1477.2	7	*	13
3	1474.4	*	*	1471.8	*	*	1476.5	*	*	11	5	4
4	*	*	*	*	*	*	*	*	*	7	7	*
5	*	*	*	*	*	*	*	*	*	4	4	*
All Grades										46	40	42

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

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Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.77	*	27.27	30.77	*	18.18	30.77	*	36.36	7.69	*	18.18	13	*	11
1	*	25.00	*	*	25.00	*	*	16.67	*	*	33.33	*	*	12	*
2	*	*	23.08	*	*	30.77	*	*	38.46	*	*	7.69	*	*	13
3	18.18	*	*	18.18	*	*	45.45	*	*	18.18	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.91	25.00	19.05	26.09	37.50	28.57	39.13	17.50	38.10	10.87	20.00	14.29	46	40	42

Overall Language
Percentage of Students at Each Performance Level for All Students

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.77	*	9.09	38.46	*	54.55	30.77	*	18.18	0.00	*	18.18	13	*	11
1	*	33.33	*	*	16.67	*	*	50.00	*	*	0.00	*	*	12	*
2	*	*	38.46	*	*	38.46	*	*	23.08	*	*	0.00	*	*	13
3	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.61	42.50	28.57	36.96	25.00	42.86	23.91	25.00	16.67	6.52	7.50	11.90	46	40	42

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*	18.18	38.46	*	27.27	23.08	*	27.27	23.08	*	27.27	13	*	11
1	*	16.67	*	*	33.33	*	*	16.67	*	*	33.33	*	*	12	*
2	*	*	15.38	*	*	30.77	*	*	30.77	*	*	23.08	*	*	13
3	0.00	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.70	20.00	11.90	28.26	35.00	33.33	32.61	20.00	28.57	30.43	25.00	26.19	46	40	42

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Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	*	36.36	76.92	*	45.45	0.00	*	18.18	13	*	11
1	*	58.33	*	*	41.67	*	*	0.00	*	*	12	*
2	*	*	30.77	*	*	61.54	*	*	7.69	*	*	13
3	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	47.50	26.19	63.04	45.00	59.52	10.87	7.50	14.29	46	40	42

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Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.46	*	18.18	61.54	*	63.64	0.00	*	18.18	13	*	11
1	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*
2	*	*	53.85	*	*	46.15	*	*	0.00	*	*	13
3	45.45	*	*	36.36	*	*	18.18	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.48	37.50	35.71	50.00	50.00	50.00	6.52	12.50	14.29	46	40	42

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Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*	18.18	69.23	*	54.55	23.08	*	27.27	13	*	11
1	*	25.00	*	*	33.33	*	*	41.67	*	*	12	*
2	*	*	15.38	*	*	53.85	*	*	30.77	*	*	13
3	0.00	*	*	45.45	*	*	54.55	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.52	25.00	11.90	54.35	40.00	54.76	39.13	35.00	33.33	46	40	42

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	Writing Domain											
	Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.15	*	45.45	23.08	*	18.18	30.77	*	36.36	13	*	11
1	*	25.00	*	*	41.67	*	*	33.33	*	*	12	*
2	*	*	23.08	*	*	53.85	*	*	23.08	*	*	13
3	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.57	35.00	23.81	54.35	45.00	50.00	26.09	20.00	26.19	46	40	42

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Data on the 2022-2023 ELPAC indicates that Pioneer English Language Learner students performed the weakest in the area of Reading at 33.33% at Level 1 (Beginning).

2. Data on the 2022-2023 ELPAC indicates that Pioneer English Language Learner students performed the best in Oral Language at 36.96% of ELs performing at Level 4 (Well Developed) .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. Pioneer will continue to provide English Learners with support and intervention that will help to build their English language skills. They will continue to receive designated and integrated ELD insruction in the classroom with their teacher and also receive additional small group instruction (Levels 1-3) with the EL instructor during the school day.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
502	**49.2**	**10**	**0.6**
Total Number of Students enrolled in Pioneer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	50	10
Foster Youth	3	0.6
Homeless	3	0.6
Socioeconomically Disadvantaged	247	49.2
Students with Disabilities	42	8.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	3.6
American Indian	3	0.6
Asian	10	2
Filipino	11	2.2
Hispanic	291	58
Two or More Races	16	3.2
White	153	30.5

Conclusions based on this data:

1. Pioneer Elementary data is indicating that the greatest subgroup is the Socioeconomically Disadvantaged subgroup at 49.2% of the student population.

2. During the 2022-2023 school year, Pioneer had 50 students that were identified as English Language Learners (10% of the student population).

3. Enrollment by race data shows that over half of the PES student population is Hispanic (58%) with the second biggest student population being the white subgroup (30.5%).

School and Student Performance Data
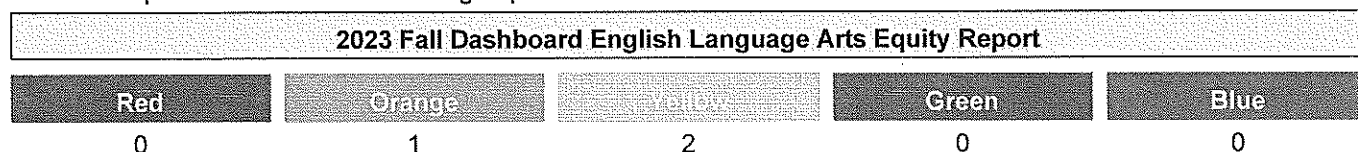
Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress Orange		

Conclusions based on this data:

1. Pioneer's suspension data has increased since the previous school year. The state average is 3.5% of students who are suspended at least once in a given year. Lasts year's data showed an increase from 12 suspensions (2021-2022) all year to 46 during the 2022-23 school year. On the Fall 2023 Dashboard, PES scored an Orange which is high. Pioneer will continue to implement our Positive Behavior Intervention and Support program to encourage positive student behaviors. Additionally, we will be continuing to implement our new social emotional learning program and offer counseling support and social skills groups.

2. PES will continue to monitor academic progress in ELA and Math. We current scored Yellow in English Language Arts (Medium) and Greet in Math (High) on the Spring 2023 CAASPP testing.

3. There has been an increase in chronic absenteeism. Now that safety restrictions have relaxed, we are anticipating to see an improvement in the area of absenteeism. PES scored a Level 1 (Very High) for absenteeism last year. The goal for PES for the 2022-2023 school year is to decrease chronic absenteeism. This year on the Fall 2023 Dashboard PES scored a Yellow (Medium) on absenteeism. We imporved and had a decrease in absences. We will continue to implement all of our school-wide attendance incentives, parent contacts, SART/SARB protocols, and awards to encourage school attendance. Due to PUESD decreasing the number of times a parent can report a sick child without a doctor's note from 10 to 6, the goals was improved attendance rates which was met.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 1.1 points below standard Maintained -2.3 points 224 Students	42.5 points below standard Decreased -4 points 16 Students	Less than 11 Students 3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	Orange 20.6 points below standard Maintained -1.5 points 117 Students	81.9 points below standard Increased +6.8 points 21 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
7 Students	2 Students	6 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Yellow
12.4 points below standard	4 Students	0 Students	9.8 points above standard
Increased +4.1 points			Decreased Significantly - 19.5 points
133 Students			66 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	Less than 11 Students	1.1 points below standard
		Decreased -4.4 points
10 Students	6 Students	197 Students

Conclusions based on this data:

1. Overall, students in grades 3rd-5th are performing in the medium range at 1.1 points below the average standard in English Language Arts.

2. English Learners are preforming at 42.5 points below the standard. There were 16 students in the EL student group and 9 in the RFEP EL student group.

3. PES students will continue to receive appropriate supports (small group guided reading, reading intervention services, Reading Eggs program, Science of Reading instruction, UFL Phonics, and Heggerty Phonemic Awareness) in ELA as identified by reading assessment data.

School and Student Performance Data
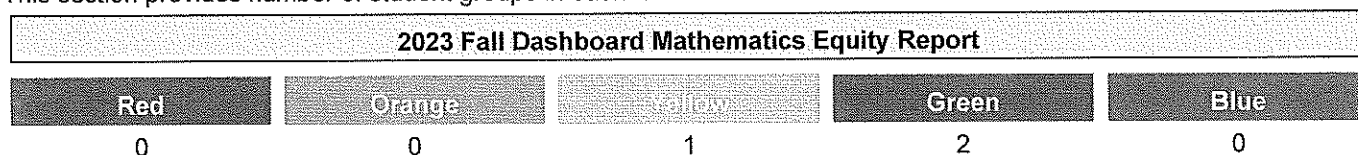
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue

Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green 5.4 points below standard Increased +5 points 224 Students	62 points below standard Decreased Significantly -18.4 points 16 Students	Less than 11 Students 3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	Yellow 19.1 points below standard Maintained +1.3 points 117 Students	65.8 points below standard Increased Significantly +32.3 points 21 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
7 Students	2 Students	6 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	Less than 11 Students	No Performance Color	Green
14.4 points below standard	4 Students	0 Students	3.7 points above standard
Increased +8.3 points			Decreased -7.3 points
133 Students			66 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	Less than 11 Students	3.8 points below standard
		Increased +4.3 points
10 Students	6 Students	197 Students

Conclusions based on this data:

1. In Mathematics, based on the SBAC assessment data, all student groups scored in the Green Range (Level 4-High) which was 5.4 points below the standard with a total of 224 students.

2. English Learners did not have a reported score due to not enough students to have a signigicant subgroup in the testing range. Overall , EL;s scored 62 points below the standard average. EL students will continue to get EL supports with the EL Instructor.

3. PES will continue to provide math supports for identified students based on formative math assessment data. PES staff will continue to provide students with rigorous math instruction, as well as pull small groups in math to provide additional support for students that need additional math support.

School and Student Performance Data

## Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
41.9 points above standard making progress towards English language proficiency
Number of EL Students: 31 Students
Performance Level: 2
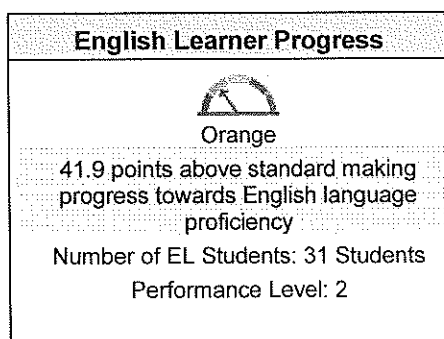
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
8	10	2	11

Conclusions based on this data:

1. Of the 31 English Learners reported and tested on ELPAC (English Language Proficiency Assessment for California) during this reported school year, 41.9% of these students are showing progress toward proficiency. They scored in the Orange Range performance level on the ELPAC.

2. During this reported school year data, it is to be noted that 22.6% of students decreased one level on the ELPAC. It is positive to note that of the 31 students who tested on the ELPAC, 38.7 % of students progressed at least one level.

3. English Learners at Pioneer Elementary will continue to receive additional support (small group instruction) from the EL Instructor, as well as receive support in the classroom by the classroom teacher for designated EL Instruction.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

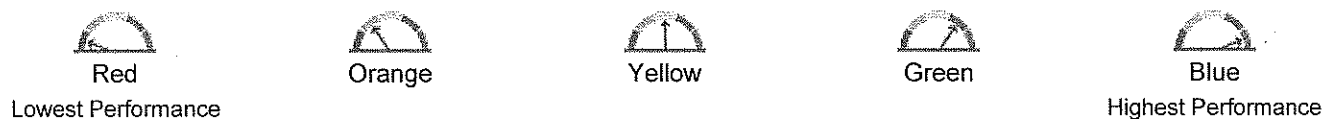| 2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	Less than 11 Students
13.3% Chronically Absent	8% Chronically Absent	
Declined Significantly -18.3	Declined -19.1	9 Students
532 Students	50 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
	17.1% Chronically Absent	14.8% Chronically Absent
5 Students	Declined Significantly -21.2	Declined -25.2
	281 Students	54 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
21.1% Chronically Absent Increased 6.8 19 Students	Less than 11 Students 6 Students	Less than 11 Students 10 Students	0% Chronically Absent 0 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 14.7% Chronically Absent Declined Significantly -24.1 307 Students	11.8% Chronically Absent Declined -24.6 17 Students	No Performance Color 0 Students	Yellow 12.5% Chronically Absent Declined Significantly -9.7 160 Students

Conclusions based on this data:

1. Overall, all subgroups were in the "Medium" range for Chronic Absenteeism (Yellow). This was a decrease from the 2022-2023 school year whch was in the very high range.

2. The Hispanic and White significant subgroups both were in the Medium range for chronic absenteeism (Yellow) which was an improvement from the prior school year. The Students with Disabilities and Socioeconomically Disadvantage subgroups also scored Yellow (Medium) range which is also an improvement. The biggest improvement was with our English Learner subgroup score Green on the Dashboard which is High (good).

3. PES will continue to work on decreasing overall chronic absenteeism. PES will continue to monitor student attendance and hold SART (School Attendance Review Team) meetings at the school site to address chronic absenteeism. PES will notify parents in writing regarding attendance concerns and make phone calls. We will continue to utilize the School Resource Officer. The site will continue to hold attendance SSTs for students that are chronically absent. The site will continue to educate parents on the importance of attendance and its direct impact on student achievement during SSTs, 504s, and IEP meetings. The PBIS team will continue to implement student connectedness strategies to increase student engagement in the classroom and school.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data
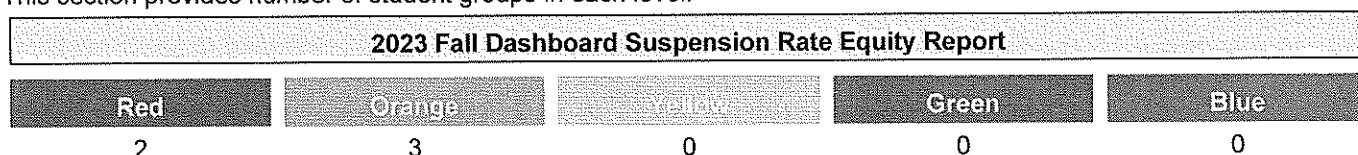
Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
3.3% suspended at least one day	3.9% suspended at least one day	10 Students
Increased 1.6	Increased 2	
545 Students	51 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
5 Students	4.2% suspended at least one day	5.6% suspended at least one day
	Increased 1.6	Increased 3.8
	288 Students	54 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Declined -13.6 23 Students	Less than 11 Students 6 Students	Less than 11 Students 10 Students	0% suspended at least one day 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 3.2% suspended at least one day Increased Significantly 2.2 313 Students	0% suspended at least one day Maintained 0 17 Students	No Performance Color 0 Students	Red 4.9% suspended at least one day Increased Significantly 3.1 163 Students

Conclusions based on this data:

1. Overall, all students scored Orange on the Dashboard for the 2022-2023 school year. This an increase from the prior year when the overall average was at a Medium.

2. PES had three subgroups in the "Orange" range (High) for suspensions. The subgroups included: English Learners (3.9%), Socioeconomically Disadvantaged (4.2%), and Students with Disabilities (5.6%). The white subgroup scored a "Red" which is very high at 4.9%. These were are increases from the prior school year.

3. PES will continue to implement best practices by utilizing the site PBIS Team. Data will continue to be collected monthly and reviewed. The site PBIS Team will continue to identify ways to support PES students behaviorally including: explicitly communicating and teaching behavior expectations on campus, utilizing a check in and check out system for identified students, developing student leaders through the Student Council and Panther Pals, holding meetings to create Behavior Support Plans for students that need behavior accommodations and support, as well as providing incentives for students consistently demonstrate appropriate behaviors on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **State Priorities: 4 (Pupil Achievement) and 8 (Other Pupil Outcomes)**
> 57% of all students in 3rd-5th will meet/exceed grade level standards in ELA as measured by the 2023 Smarter Balanced Assessment California (SBAC).
> 50% of all students in 3rd-5th will meet/exceed grade level standards in Math as measured by the 2023 Smarter Balanced Assessment California (SBAC).

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> 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 (i.e., significant subgroups that need more support are Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged).

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 2023 Met or Exceeded	Spring 2023 51% students Met or Exceeded standards 49% students did Not Meet or Nearly Met Spring 2022 54.31% students Met or Exceeded standards 45.67% students did Not Meet or Nearly Met Outcome for CDE Dashboard: MEDIUM	54% of All students will meet or exceed standards. (Spring 2024)
CAASPP Math 2023: Met or Exceeded	Spring 2023 47% students Met or Exceeded standards 53% students did Not Meet or Nearly Met	51% of All students will meet or exceed standards. (Spring 2024)

	Spring 2022 46.55% students Met or Exceeded 53.4% students did Not Meet or Nearly Met Outcome for CDE Dashboard: MEDIUM		
ELA- CDE Dashboard Spring 2023 results	Spring 2022 Outcome for CDE Dashboard: MEDIUM 1.1 points above standard	ELA Academic Dashboard Indicator: HIGH	
Math- CDE Dashboard Spring 2023 results	Spring 2022 Outcome for CDE Dashboard: MEDIUM 10.4 points below standard	MATH Academic Dashboard Indicator: HIGH	
English Learner Progress Rate - ELPAC (2022-2023)	January 2022 ELPAC Results (N tested=40) Level 4 (Well Developed): 25% Level 3 (Moderately Developed): 37.5% Level 2- (Somewhat Developed): 17.5% Level 1- (Beginning Stage):20% Outcome for the CDE Dashboard: MEDIUM 48.4% making progress towards English Language Proficiency	English Learner Dashboard Indicator: HIGH	
EL Reclassification Rates	2021-2022 Number of Students RFEP= 3 (maintained the same as 2021-2022) Fall 2022= 5 students RFEP *District average is 10 per year (+/-).	Reclassify a minimum of 8 students (in 2022-2024)	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide two and a half Title 1 Intervention Credentialed Teachers for reading intervention and Professional Development to support new teacher hires (NTI).	All Students and Low Income Students.	98,917 Title I 1000-1999: Certificated Personnel Salaries Restricted Funds 34,401 Title I 3000-3999: Employee Benefits Restricted Funds 1,400 Title I

				4000-4999: Books And Supplies Restricted Funds 541 Title I 5000-5999: Services And Other Operating Expenditures Restricted Funds
1.2	Multi-Tiered Support System (MTSS) Walk to Learn (1st- 5th Grades)- All Certificated Staff, Instructional Aides, Intervention Teacher, and 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. Additionally, PES will continue to provide Reading and Math Intervention after school and summer program (Jump Start).		All Students (MTSS-Walk to Learn) ; English Learners, Low Income, Low Performing Identified Students	750 Local Categorical 4000-4999: Books And Supplies Costs for Walk to Learn
1.3	Summer School Jump Start Program-After School Program (Note: Summer School is paid through ESSER III Funds)		English Learners Low Income Under Performing Identified Students	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Summer School/After School Program 0 LCFF - Supplemental 3000-3999: Employee Benefits Summer School/After School Program
1.4	Identified English Language Learners will receive additional support in English language development with an ELD Instructor.		English Language Learners	16,119 LCFF - Supplemental 2000-2999: Classified Personnel Salaries EL Support Provider 5,727 LCFF - Supplemental 3000-3999: Employee Benefits EL Support Provider Benefits 150 LCFF - Supplemental 4000-4999: Books And Supplies EL Program Supplies and Books 0 Unrestricted 4000-4999: Books And Supplies ELL Program Supplies and Books

Annual Review

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

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

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

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.

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

State Priorities 5 (Pupil Engagement); 6 (School Climate)
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 back to .2% or lower. Pioneer will strive to keep behavior referrals to 100 or fewer for the 2023-2024 school year.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The implementation of the PBIS Program (Positive Behavior Intervention and Supports) has shown to reduce the 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
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard 2022 Suspension Results	CDE Dashboard 2022 ALL STUDENTS= MEDIUM (1.7% suspended at least one day) English Learners=MEDIUM (2%) SED= MEDIUM (2.6%) SWD= MEDIUM (1.8%) HISPANIC=LOW (1%) WHITE=MEDIUM (1.8%) AFRICAN AMERICAN= NO PERFORMANCE LEVEL NOTE: (%)= Number in subgroup suspended at least one day	Decrease the Suspension Rate back to 0.2% or lower (Spring 2024) Expected Suspension Rate to LOW for all subgroups and all students.
Infinite/Illuminate Campus Student Information System Data	2023-2024 (June 2023) Number of Referrals= 122 Suspensions= 46 2021-2022 School Year Data	Keep the number of yearlong school referrals to 100 or less each year and to reduce the number of suspensions by 50% by June 2024.

	Number of Referrals= 85 Suspension=12 2020-2021 School Year Data (modified year) Number of Referrals= 18 Suspension= 1 2019-2020 School Year Data Number of Referrals= 54 Suspension=1 2018-2019 School Year Data Number of Referrals=91 Suspension=2		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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), Kindness Crew ambassadors, 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/rewards, on site School Counselor services, and Partnership with community agencies (Kings County Office of Behavioral Health, Kings County Office of Education).	All Student Groups African American Students with Disability Hispanic Socioeconomically Disadvantaged	500.00 Unrestricted 4000-4999: Books And Supplies Designated money for school-wide reward for PBIS 0 Donations 5000-5999: Services And Other Operating Expenditures Designated for PBIS Signage Replacements on Campus (anuual and/or bi-annual) The Parent Teacher Club pays for our sign replacements.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

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

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

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.

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

State Priority: 3 (Parent Involvement)
(Based on conclusions from Analysis of Program Components and Student Data pages)

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Events	Read Across America Fall Family Night Drive Thru Dinner Winter Family Fun Night Awards Assemblies Kinder Winter Program Restaraunt Nights Fall Fundraiser Grandparent's Day Back to School Night Spring Open House Trunk or Treat Family Paint Night	Participation at events will be high: 200+ in attendance
School Site Council	Election of Members and Training (Roster can be made available; and is posted on school website) Posted Agendas and Minutes (online publicly)	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. All parent communication is saved in the office and available online weekly.	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 Infinite Campus 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	2023-2024 Parent Survey	Increase the amount of Parent Participation on the Annual Parent Survey by offering it online and by paper copy. Results will be shared with stakeholders at the SSC Meeting at the site and at the ELAC and DPAC meetings for the District level.
Office Sign-ins and Raptor System Reports	Review Office Sign-ins from Raptor and Sign-in Sheets	Continue to increase the number of sign-ins as measured by report totals.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1-School Site Council (Roster and Sign-in Sheets) 2-Pioneer Elementary Parent Teacher Club 3-Parent Volunteer Packets and School Board Approval 4-Review of Sign-in Sheets of Events 5-Annual Parent Conference Sign-in Sheets 6-Parent Information Sent Home (fliers) 7-Automated Parent Announcements to keep parents informed of school-wide Parent Involvement Opportunities. 8-Office Sign-ins (Raptor System; Sign-in Log) 9-Annual Parent Surveys	All Students	

Annual Review

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

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

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

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.

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **State Priority 5 (Pupil Engagement); Priority 6 (School Climate)**
> Ensure that all students are educated in an academically-focused, bully-free, caring environment while developing a connection with their community. Implement the PBIS program schoolwide with all students and staff actively involved. Focus activities toward teaching students to exhibit healthy school behaviors, encourage participation in donation drives for the community, provide students with opportunities to adopt leadership roles, and welcome families on campus to play an active role in their child's education. Our goal is to create a positive, encouraging atmosphere among students, staff, and families

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Pupil engagement and school climate are integral in the academic and social success of students. The District developed this goal because the data related to chronic absenteeism and suspension rates for all students and a number of student groups are below the expected outcomes. The actions and metrics of this goal were developed and identified as they, grouped together, directly impact and measure students engagement and school climate. Increasing parent student connectedness will create a positive learning climate and culture on campus leading to improved student success.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	PTC Meetings, Monthly School-wide Family events (Paint Night, Grandparent's Day, Fall Festival/Trunk or Treat, etc...), and Parent Information/Education Nights (Title 1)	Pioneer Elementary Parent Teacher Club (PEPTC)- All Students Benefit	0 None Specified
4.2	Anti-Bullying Pledge/Anti-Bullying Assemblies/Character Counts Programs/ Second Step SEL Curriculum/SEL Monthly Lessons in Classes by the Counselor	All Students	None Specified
4.3	Character Counts Assemblies (Panther Pride Rallies), Character Counts Panthers of the Month, SEL Lessons and Monthly Awards	All Students	

4.4	Panther Pals and Student Council opportunities for students to increase responsibility and leadership (4th & 5th). Kindness Crew Leadership Opportunity for students in 2nd-5th grades.	2nd- 5th Grade Students	0 None Specified
4.5	Positive Behavior and Intervention Supports Program	All Students	0 None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

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

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

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.

This section will be completed when the 2023-2024 CAASPP and CA Dashboard Data is available for analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$135,259.46
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$158,505.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$135,259.00

Subtotal of additional federal funds included for this school: $135,259.00

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	$0.00
LCFF - Supplemental	$21,996.00
Local Categorical	$750.00
None Specified	$0.00
Unrestricted	$500.00

Subtotal of state or local funds included for this school: $23,246.00

Total of federal, state, and/or local funds for this school: $158,505.00

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
Donations	1	1.00

Expenditures by Funding Source

Funding Source	Amount
Donations	0.00
LCFF - Supplemental	21,996.00
Local Categorical	750.00
None Specified	0.00
Title I	135,259.00
Unrestricted	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,917.00
2000-2999: Classified Personnel Salaries	16,119.00
3000-3999: Employee Benefits	40,128.00
4000-4999: Books And Supplies	2,800.00
5000-5999: Services And Other Operating Expenditures	541.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Donations	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	16,119.00
3000-3999: Employee Benefits	LCFF - Supplemental	5,727.00
4000-4999: Books And Supplies	LCFF - Supplemental	150.00
4000-4999: Books And Supplies	Local Categorical	750.00

	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	98,917.00
3000-3999: Employee Benefits	Title I	34,401.00
4000-4999: Books And Supplies	Title I	1,400.00
5000-5999: Services And Other Operating Expenditures	Title I	541.00
4000-4999: Books And Supplies	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	158,005.00
Goal 2	500.00
Goal 4	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

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Sharon Cronk, Principal	Principal
Tillie Thigpin	Classroom Teacher
Beau Legarretta	Classroom Teacher
Darleen Herman	Classroom Teacher
Nicole Cano	Parent or Community Member
Jessica Winn	Parent or Community Member
Candace Nelson	Parent or Community Member
Melissa Cole	Parent or Community Member
Jesslyn Hillman	Parent or Community Member
Shari Davis, 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 *Whitney Nelson*
	Other: X *Whitney N*

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 5/20/24.

Attested:

Principal, Sharon Cronk on 5/20/24
SSC Chairperson, Sharon Cronk on 5/20/24