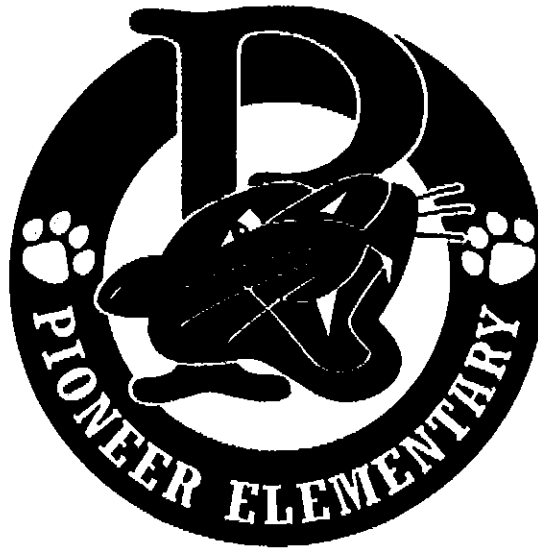


School Year: 2025-26



## 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 19, 2025	May 28, 2025

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:

### **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.

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: Five meetings were held during the 2024-2025 school year: 10/2/24, 11/14/24, 2/4/25, 3/18/25, and 5/22/25
- Title I Parent Meetings: 11/6/24, 11/13/24, 4/2/25, and 5/21/25
- English Learner Advisory Council and District Language Advisory Council: 10/23/24, 12/18/24, 2/26/25, and 5/14/25
- Parent Survey: Spring 2025 (2/5/25-3/2/25 window)
- School Site Council (SSC) meetings. Pioneer Elementary School will hold SSC meetings on: 11/4/24, 12/9/24, 2/24/25 and 5/19/25
- Teacher Survey (Individual): Spring 2025 (2/11/25-2/28/25 window)
- Student Survey (Including EL's): 2-11-25-2-28-25 window
- PUESD Curriculum Advisory Council Meetings:
- District members/Classified Staff: Spring 2025 (2/11/25-2/28/25 window)
- Principals/District administration: meetings were held throughout the year

-CSEA: 2/24/25 In-person meeting

-Pioneer Teachers Association: 2/19/25 In-person meeting

-Public Hearing/Board Meeting: Will be held on 6/11/25

-SELPA In-person meeting: 3/17/25

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 2022-2023 and 2023-2024 (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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.78%	0.6%	0.80%	4	3	4
African American	4.12%	3.59%	1.60%	21	18	8
Asian	1.76%	1.99%	1.80%	9	10	9
Filipino	1.57%	2.19%	2.20%	8	11	11
Hispanic/Latino	56.86%	57.97%	60.88%	290	291	305
Pacific Islander	%	0%	0.20%	0	0	1
White	30.59%	30.48%	28.74%	156	153	144
Two or More Races	4.31%	3.19%	3.19%	22	16	16
Not Reported	%	0%	0.60%	0	0	
Total Enrollment				510	502	501

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	90	103	81
Grade 1	77	77	69
Grade 2	90	79	80
Grade 3	83	88	76
Grade 4	76	83	82
Grade 5	94	72	78
Total Enrollment	510	502	501

#### Conclusions based on this data:

- Over the last three years, Hispanics are represented as the highest population at Pioneer Elementary. There has been a steady increase in the Hispanic subgroup over the last 3 years (approximately 1-2 % increase annually).
- Over the last three years, there has been a slight decline in enrollment overall all with a loss of 9 students.
- Over the past three years, there has been a slight decrease in the White Subgroup, going from 30.59% (156 students) to 28.74% (144 students).





# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	42	50	45	8.2%	10.0%	9.0%
Fluent English Proficient (FEP)	25	17	21	4.9%	3.4%	4.2%
Reclassified Fluent English Proficient (RFEP)	3			7%		

### Conclusions based on this data:

1. Over the last several years, the number of enrolled English Learners has increased and decreased. From 2021-2022 there was 42 students enrolled as English Learners. Then from 2022-2023 to 2023-2024 there was a increase by 8 English Learners for a total of 50 English Learners. Currently we have decrease of 5 EL's totalling 45 ELs.
2. There has been a decline and increase in students proficient in speaking English fluently over the last three years going from 4.9% proficiency to 3.4% and then back up to 4.2%.
3. It can be noted, based on provided state data, that in 2021-2022 7% of ELs were reclassified as proficient in the English language.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	87	77	81	85	77	81	85	77	98.8	97.7	100
Grade 4	71	80	89	67	80	87	67	80	87	94.4	100.0	97.8
Grade 5	86	72	80	84	72	80	84	72	80	97.7	100.0	100
All Grades	239	239	246	232	237	244	232	237	244	97.1	99.2	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2420.	2408.	2447.	14.81	14.12	38.96	28.40	25.88	20.78	37.04	31.76	20.78	19.75	28.24	19.48
Grade 4	2466.	2489.	2492.	23.88	41.25	28.74	34.33	22.50	31.03	17.91	12.50	18.39	23.88	23.75	21.84
Grade 5	2521.	2503.	2521.	33.33	22.22	26.25	28.57	29.17	38.75	19.05	16.67	15.00	19.05	31.94	20.00
All Grades	N/A	N/A	N/A	24.14	25.74	31.15	30.17	25.74	30.33	25.00	20.68	18.03	20.69	27.85	20.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.52	17.65	25.97	67.90	61.18	57.14	13.58	21.18	16.88
Grade 4	16.42	23.75	20.69	65.67	62.50	65.52	17.91	13.75	13.79
Grade 5	22.62	20.83	16.25	65.48	58.33	68.75	11.90	20.83	15.00
All Grades	19.40	20.68	20.90	66.38	60.76	63.93	14.22	18.57	15.16

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.81	14.12	24.68	54.32	61.18	58.44	30.86	24.71	16.88
Grade 4	20.90	28.75	17.24	56.72	50.00	64.37	22.39	21.25	18.39
Grade 5	26.19	18.06	27.50	55.95	59.72	56.25	17.86	22.22	16.25
All Grades	20.69	20.25	22.95	55.60	56.96	59.84	23.71	22.78	17.21

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.41	11.76	12.99	82.72	76.47	71.43	9.88	11.76	15.58
Grade 4	4.48	11.25	20.69	88.06	80.00	70.11	7.46	8.75	9.20
Grade 5	16.67	8.33	15.00	66.67	77.78	73.75	16.67	13.89	11.25
All Grades	9.91	10.55	16.39	78.45	78.06	71.72	11.64	11.39	11.89

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.88	8.24	24.68	72.84	72.94	61.04	17.28	18.82	14.29
Grade 4	16.42	21.25	18.39	68.66	61.25	73.56	14.93	17.50	8.05
Grade 5	23.81	16.67	16.25	63.10	72.22	70.00	13.10	11.11	13.75
All Grades	16.81	15.19	19.67	68.10	68.78	68.44	15.09	16.03	11.89

**Conclusions based on this data:**

1. At PES, we continue to meet the criteria for testing rate at 99% of students testing the last two years.
2. PES students increased in the number of students Meeting or Exceeding standards in ELA moving from 51% achievement to 61.48% from 2022-23 to 2023-2024.
3. Based on the ELA data, PES teachers will continue to increase opportunities for students to engage in demonstrating understanding of literary and non-fiction texts, produce clear and purposeful writing, demonstrate effective 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	87	78	81	85	78	81	85	78	98.8	97.7	100
Grade 4	71	80	90	67	80	88	67	80	88	94.4	100.0	97.8
Grade 5	86	72	80	84	72	80	84	72	80	97.7	100.0	100
All Grades	239	239	248	232	237	246	232	237	246	97.1	99.2	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2440.	2425.	2444.	22.22	11.76	23.08	32.10	30.59	29.49	28.40	34.12	28.21	17.28	23.53	19.23
Grade 4	2457.	2494.	2481.	11.94	23.75	21.59	28.36	35.00	18.18	31.34	26.25	44.32	28.36	15.00	15.91
Grade 5	2516.	2507.	2509.	32.14	20.83	22.50	11.90	18.06	25.00	32.14	37.50	26.25	23.81	23.61	26.25
Grade 11															
All Grades	N/A	N/A	N/A	22.84	18.57	22.36	23.71	28.27	23.98	30.60	32.49	33.33	22.84	20.68	20.33

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.93	14.12	23.08	55.56	62.35	53.85	18.52	23.53	23.08
Grade 4	17.91	35.00	22.73	50.75	50.00	47.73	31.34	15.00	29.55
Grade 5	33.33	22.22	28.75	50.00	51.39	40.00	16.67	26.39	31.25
Grade 11									
All Grades	26.29	23.63	24.80	52.16	54.85	47.15	21.55	21.52	28.05

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.46	15.29	29.49	54.32	57.65	50.00	22.22	27.06	20.51
Grade 4	13.43	18.75	20.45	59.70	60.00	55.68	26.87	21.25	23.86
Grade 5	23.81	15.28	15.00	46.43	61.11	63.75	29.76	23.61	21.25
All Grades	20.69	16.46	21.54	53.02	59.49	56.50	26.29	24.05	21.95

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.22	12.94	23.08	70.37	72.94	64.10	7.41	14.12	12.82
Grade 4	11.94	21.25	22.73	65.67	66.25	63.64	22.39	12.50	13.64
Grade 5	20.24	9.72	15.00	60.71	73.61	65.00	19.05	16.67	20.00
All Grades	18.53	14.77	20.33	65.52	70.89	64.23	15.95	14.35	15.45

**Conclusions based on this data:**

1. PES students nearly maintained the number of students Meeting or Exceeding standards in Math at 46%, down 1% from last year which was at 47% .
2. At PES, we continue to meet the criteria for testing rate at 99% of students testing the last two years.
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 \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

<b>ELPAC Summative Assessment Data</b> <b>Number of Students and Mean Scale Scores for All Students</b>												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1416.6	1415.5	*	1419.5	1420.2	*	1409.7	1404.7	9	11	13
1	1460.7	*	*	1466.5	*	*	1454.3	*	*	12	8	*
2	*	1484.9	*	*	1492.2	*	*	1477.2	*	*	13	8
3	*	*	1493.8	*	*	1495.5	*	*	1491.5	5	4	12
4	*	*	*	*	*	*	*	*	*	7	*	7
5	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										40	42	46

<b>Overall Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	27.27	38.46	*	18.18	15.38	*	36.36	23.08	*	18.18	23.08	*	11	13
1	25.00	*	*	25.00	*	*	16.67	*	*	33.33	*	*	12	*	*
2	*	23.08	*	*	30.77	*	*	38.46	*	*	7.69	*	*	13	*
3	*	*	25.00	*	*	25.00	*	*	33.33	*	*	16.67	*	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	19.05	19.57	37.50	28.57	36.96	17.50	38.10	26.09	20.00	14.29	17.39	40	42	46

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	9.09	38.46	*	54.55	23.08	*	18.18	15.38	*	18.18	23.08	*	11	13
1	33.33	*	*	16.67	*	*	50.00	*	*	0.00	*	*	12	*	*
2	*	38.46	*	*	38.46	*	*	23.08	*	*	0.00	*	*	13	*
3	*	*	33.33	*	*	41.67	*	*	8.33	*	*	16.67	*	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.50	28.57	36.96	25.00	42.86	36.96	25.00	16.67	10.87	7.50	11.90	15.22	40	42	46

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.38	18.18	38.46	38.46	27.27	15.38	23.08	27.27	15.38	23.08	27.27	30.77	13	11	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	15.38	*	*	30.77	*	*	30.77	*	*	23.08	*	*	13	*
3	0.00	*	16.67	18.18	*	16.67	45.45	*	41.67	36.36	*	25.00	11	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	11.90	15.22	35.00	33.33	28.26	20.00	28.57	30.43	25.00	26.19	26.09	40	42	46

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	36.36	38.46	*	45.45	38.46	*	18.18	23.08	*	11	13
1	58.33	*	*	41.67	*	*	0.00	*	*	12	*	*
2	*	30.77	*	*	61.54	*	*	7.69	*	*	13	*
3	*	*	25.00	*	*	75.00	*	*	0.00	*	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.50	26.19	30.43	45.00	59.52	54.35	7.50	14.29	15.22	40	42	46



Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	18.18	23.08	*	63.64	53.85	*	18.18	23.08	*	11	13
1	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
2	*	53.85	*	*	46.15	*	*	0.00	*	*	13	*
3	*	*	41.67	*	*	33.33	*	*	25.00	*	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	35.71	43.48	50.00	50.00	36.96	12.50	14.29	19.57	40	42	46

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	18.18	38.46	*	54.55	30.77	*	27.27	30.77	*	11	13
1	25.00	*	*	33.33	*	*	41.67	*	*	12	*	*
2	*	15.38	*	*	53.85	*	*	30.77	*	*	13	*
3	*	*	0.00	*	*	66.67	*	*	33.33	*	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	11.90	13.04	40.00	54.76	56.52	35.00	33.33	30.43	40	42	46

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	45.45	46.15	*	18.18	15.38	*	36.36	38.46	*	11	13
1	25.00	*	*	41.67	*	*	33.33	*	*	12	*	*
2	*	23.08	*	*	53.85	*	*	23.08	*	*	13	*
3	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	23.81	19.57	45.00	50.00	56.52	20.00	26.19	23.91	40	42	46

**Conclusions based on this data:**

1. A total of 46 English Learners completed the ELPAC Assessment which is an increase of four students from the previous school year. 56.53% of PES English Learners scored an overall 3 (Moderately Developed) or 4 (Well Developed). These scores indicate that over half of the PES EL Population has developed the English language and are able to access academic concepts.
2. 43.47% of PES English Learners scored at a Level 1 (Beginning Stage) or 2 (Somewhat Developed). There is a decrease of students that are limited in English Language acquisition to previous year.

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 instruction 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

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
501	49.7%	9%	1.4%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	45	9%
Foster Youth	7	1.4%
Homeless	4	0.8%
Socioeconomically Disadvantaged	249	49.7%
Students with Disabilities	36	7.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.6%
American Indian	4	0.8%
Asian	9	1.8%
Filipino	11	2.2%
Hispanic	305	60.9%
Two or More Races	16	3.2%
Pacific Islander	1	0.2%
White	144	28.7%

### Conclusions based on this data:

- Pioneer Elementary data is indicating that the greatest subgroup is the Socioeconomically Disadvantaged subgroup at 49.7% of the student population.

2. During the 2023-2024 school year, Pioneer had 45 students that were identified as English Language Learners (9% of the student population). This is a 1% decrease.
3. Enrollment by race data shows that over half of the PES student population is Hispanic (60.9%) with the second biggest student population being the White subgroup (28.7%).

# School and Student Performance Data






## Overall Performance

The 2024 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 grayed out color dial with the words "No Performance Color."



2024 Fall Dashboard Overall Performance for All Students		
Academic Achievement	Academic Achievement	Conditions of Learning
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

### Conclusions based on this data:

1. Pioneer's suspension data decreased from the previous school year. The state average is 3.2% of students who are suspended at least once in a given day. At Pioneer our average was 1.8% daily which is was a 1.5% decline. Lasts year's data showed a decrease in suspensions all year going from an Orange to Green (Low Rate) on the Dashboard. 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 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 currently scored Blue in English Language Arts (High-Increased) and Green in Math (High-Maintained) on the Spring 2024 CAASPP testing.
3. There has been a decrease in chronic absenteeism going from a Yellow on the Dashboard to a Green. 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 to 6 days, attendance rates have improved.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2024 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."












This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>21.1 points above standard</div> <div>Increased 22.2 points</div> <div>232 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>8.7 points below standard</div> <div>Increased 33.8 points</div> <div>23 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>3.5 points above standard</div> <div>Increased 24.2 points</div> <div>131 Students</div>

<b>Students with Disabilities</b>  No Performance Color 54.8 points below standard Increased 27.0 points 16 Students	<b>African American</b>  No Performance Color Less than 11 Students 6 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color Less than 11 Students 6 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 5 Students	<b>Hispanic</b>  Green 9.7 points above standard Increased 22.1 points 143 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 6 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Blue 39.0 points above standard Increased 29.2 points 63 Students

**Conclusions based on this data:**

1. Overall, students in grades 3rd-5th are performing at a Level 5 (BLUE). This is one level increase.
2. English Learners are performing at 8.7 points below the standard but we had an increase of 33.8 points overall. There were 23 students in the EL subgroup.
3. PES students will continue to receive appropriate supports (small group guided reading, reading intervention services, Science of Reading instruction, UFLI Phonics, Core Phonics Screeners, and Heggerty Phonemic Awareness) in ELA as identified by reading assessment data.



# School and Student Performance Data

## Academic Performance Mathematics

The 2024 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."












This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 2.3 points below standard Increased 3.1 points 233 Students	 No Performance Color 21.5 points below standard Increased 40.5 points 24 Students	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Less than 11 Students 4 Students	 No Performance Color Less than 11 Students 1 Student	 Yellow 17.0 points below standard Maintained 2.1 points 132 Students

<b>Students with Disabilities</b>  No Performance Color 100.6 points below standard Declined 34.8 points 16 Students	<b>African American</b>  No Performance Color Less than 11 Students 6 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color Less than 11 Students 6 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 5 Students	<b>Hispanic</b>  Green 11.2 points below standard Increased 3.2 points 144 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 6 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Green 6.7 points above standard Increased 3.0 points 63 Students

**Conclusions based on this data:**

1. In Mathematics, based on the SBAC assessment data, Pioneer scored in the Green Range (Level 4-High) which was 2.3 points below the standard with a 3.1 points increase. We had a total of 233 students who tested.
2. English Learners did not have a reported score due to not enough students to have a significant subgroup in the testing range. Overall, EL's scored 21.5 points below the standard average but had a 40.5 points increase overall. EL students will continue to get EL supports with the EL Instructor and or from their credentialed classroom teacher.
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 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 34.5% making progress. Number Students: 29 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2024 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
24.1%	41.4%	0%	34.5%

### Conclusions based on this data:

1. Of the 29 English Learners reported and tested on ELPAC (English Language Proficiency Assessment for California) during this reported school year, 34.5% of these students are showing progress toward proficiency.
2. During this reported school year data, it is to be noted that 24.1% of students decreased one ELPI Level, 41.1% Maintained one level growth, while 34.5% who tested 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 2024 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."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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."












This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 9.1% Chronically Absent Declined 4.3 530 Students	 Green 7.5% Chronically Absent Declined 0.5 53 Students	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 Yellow 11.4% Chronically Absent Declined 5.7 298 Students

<b>Students with Disabilities</b>  Yellow 11.1% Chronically Absent Declined 3.7 45 Students	<b>African American</b>  No Performance Color 0% Chronically Absent Declined 21.1 12 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	<b>Filipino</b>  No Performance Color 15.4% Chronically Absent Increased 15.4 13 Students	<b>Hispanic</b>  Yellow 10.5% Chronically Absent Declined 4.1 323 Students
<b>Two or More Races</b>  No Performance Color 0% Chronically Absent Declined 11.8 20 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>White</b>  Green 6.8% Chronically Absent Declined 5.7 146 Students

**Conclusions based on this data:**

- Overall, all subgroups averaged in the Green on the Dashboard for Chronic Absenteeism. This was a decrease of 4.3% in absenteeism from the 2023-2024 school year and an improvement by one level. PES has a 9.1% absenteeism rate.
- Pioneer's largest subgroup, Hispanics, received a Yellow on the dashboard with a 10.5% chronically absent rate with a 4.1% decline. The second largest subgroup White, received a Green on the Dashboard with a 6.8% chronically absent rate with a 4.1% decline.
- 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

The 2024 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."



This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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 2024 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."












This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	3	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 1.8% suspended at least one day Declined 1.5% 545 Students	 Green 1.9% suspended at least one day Declined 2% 53 Students	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 Yellow 3.2% suspended at least one day Declined 0.9% 309 Students



<b>Students with Disabilities</b>  Red 6.5% suspended at least one day Increased 1% 46 Students	<b>African American</b>  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	<b>Filipino</b>  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	<b>Hispanic</b>  Green 2.1% suspended at least one day Declined 1.1% 329 Students
<b>Two or More Races</b>  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>White</b>  Green 2% suspended at least one day Declined 2.9% 153 Students

**Conclusions based on this data:**

- Overall, all students scored Green on the Dashboard for the 2023-2024 school year. This is a decrease from the prior year with a 1.8% daily average suspension rate which is a 1.5% decline and improvement.
- PES had two subgroups in the Green range (Low) for suspensions (Hispanics and White). Socioeconomically Disadvantaged students were in the Yellow (Medium) range with a 0.9% decline. Students with Disabilities scored a Red (High) with a suspension rate of 6.5%. Finally, English Learners scored Green on the Dashboard with a suspension rate of 1.9%. Overall, Pioneer Elementary made improvements and made one level growth.
- 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)**  
 63.5% of all students in 3rd-5th will meet/exceed grade level standards in ELA as measured by the 2025 Smarter Balanced Assessment California (SBAC).  
 49% of all students in 3rd-5th will meet/exceed grade level standards in Math as measured by the 2025 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 2024 Met or Exceeded	Spring 2024 61.5% students Met or Exceeded standards 38.5% students did Not Meet or Nearly Met  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	63.5% of All students will meet or exceed standards. (Spring 2025)
CAASPP Math 2024: Met or Exceeded	Spring 2024	49% of All students will meet or exceed standards. (Spring 2025)

	<p>46% students Met or Exceeded standards 54% students did Not Meet or Nearly Met</p> <p>Spring 2023 47% students Met or Exceeded standards 53% students did Not Meet or Nearly Met</p> <p>Spring 2022 46.55% students Met or Exceeded standards 53.4% students did Not Meet or Nearly Met</p> <p>Outcome for CDE Dashboard: MEDIUM</p>	
ELA- CDE Dashboard Spring 2024 results	<p>Spring 2024 Outcome for CDE Dashboard: Blue (HIGH) 21.1 points above standard; 22.2 points increased</p>	ELA Academic Dashboard Indicator: HIGH (Maintain Blue) Spring 2025
Math- CDE Dashboard Spring 2024 results	<p>Spring 2022 Outcome for CDE Dashboard: Green (MEDIUM-HIGH) 2.3 points below standard; Increased 3.1 points</p>	MATH Academic Dashboard Indicator: Medium HIGH (Maintain Green or higher) Spring 2025
English Learner Progress Rate = ELPAC (2023-2024) AND CA Dashboard Results Spring 2024	<p>2023- 2024 ELPAC Results CA Dashboard - No Performance Color Level 4 (Well Developed): 36.96% Level 3 (Moderately Developed): 36.96% Level 2- (Somewhat Developed): 10.87% Level 1- (Beginning Stage): 15.22% Total Number of Students Tested= 46</p> <p>ELA CAASPP 2024= Current English Learners-56.6 Points Below Standard (N=16 students); RFEP (N=7 students) Math CAASPP 2024= Current English Learners-66.5 Points Below Standard (N=17 students); RFEP (N=7 students)</p>	English Learner Dashboard Indicator: Expected to score in the Yellow (Medium) or Green (Medium-High) on the CA Dashboard for Spring 2025.
EL Reclassification Rates 2024	<p>2024 Number of Students RFEP= 7 *District average is 10 per year (+/-).</p>	Reclassify a minimum of 7 students (in 2025)

## 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	All Students and Low Income Students.	98,917 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Professional Development to support new teacher hires (NTI).		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, Science of Reading (Heggerty, UFLI, Core Phonics), 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.	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
1.4	Identified English Language Learners will receive additional support in English language development with an ELD Instructor-Liaison	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

**SPSA Year Reviewed: 2024-25**

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.

Title 1 teachers supported students that were significantly below grade level (at least 2 years below) in most grade levels through their support of the Tier 2 level of intervention (Walk to Learn) and through the reading intervention programs ( Science of Reading =UFLI, Core Phonics, Heggerty, LLI Reading Groups).

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

Budget expenditures align with the services provided to Pioneer Elementary students.

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.

At this time, no changes, if any, will be made to this goal during the 2025-2026 school year. Pioneer will continue to implement all Tier 2 Programs: Walk to Learn and Reading Lab Intervention.

# 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) Pioneer Elementary will reduce suspension rates from 1.8% daily average rate to 1.5% or lower.**

#### 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 2024 Suspension Results	<p>CDE Dashboard 2024  ALL STUDENTS= LOW (Green)  (1.8% suspended at least one day)  *decline by 1.5% (N=545)  English Learners= LOW (Green)  (1.9%) *decline by 2% (N=53)  SED= MEDIUM (Yellow) 3.2%  *declined by .9% (N=309)  SWD=HIGH (RED) 6.5% *increased by 1% (N=46)  HISPANIC=LOW (Green) (2.1%)  *decline by 1.1% (N=329)  WHITE= LOW (Green) (2%) *decline by 2.9% (N=153)  African American, American Indian, Asian, Filipino, Foster Youth, and Homeless = NO PERFORMANCE LEVEL</p> <p>NOTE: (%)= Number in subgroup suspended at least one day</p>	Decrease the Suspension Rate back to 1.3% or lower (Spring 2025) Expected Suspension Rate to LOW for all subgroups and all students.
Infinite/Illuminate Campus Student Information System Data	<p>2024-2025 May 2025  Number of Referrals= 82  Suspensions=19</p> <p>2023-2024 (June 2023)  Number of Referrals= 122  Suspensions= 46</p> <p>2021-2022 School Year Data  Number of Referrals= 85  Suspension=12</p> <p>2020-2021 School Year Data (modified year)  Number of Referrals= 18  Suspension= 1</p> <p>2019-2020 School Year Data  Number of Referrals= 54  Suspension=1</p> <p>2018-2019 School Year Data  Number of Referrals=91  Suspension=2</p>	Keep the number of yearlong school referrals to 100 or less each year and to reduce the number of suspensions by 25% by June 2025.

## 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	All Student Groups but not limited to: African American Students with Disability Hispanic	500.00 Unrestricted 4000-4999: Books And Supplies Designated money for school-wide reward for PBIS

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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).	Socioeconomically Disadvantaged	0 Donations 5000-5999: Services And Other Operating Expenditures Designated for PBIS Signage Replacements on Campus (annual and/or bi-annual) The Parent Teacher Club pays for our sign replacements.

## Annual Review

**SPSA Year Reviewed: 2024-25**

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.

Pioneer Elementary will continue to implement our school-wide PBIS Program, use Restorative Practices, conduct Parent Conferences, develop formal Behavior Intervention Plans as needed, and Use of Think Sheets and Counseling with Support Staff. These actions prove to be ways to reduce to suspensions.

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

Budget expenditures are aligned to the services and program offered to Pioneer Elementary School students.

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.

Adjustments will be made through out the year as our Support Staff plans for alternative ways to support students. The Pioneer Team will continue to implement the school-wide PBIS Program and supporting practices.



# 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 Winter Family Fun Night Awards Assemblies Kinder Winter Program Restaurant Nights Fall Fundraiser Grandparent's Day Back to School Night Spring Open House Fall Festival Family Paint Night and/or Family Picnic and Games 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	Results from the 2024-2025 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 (flyers) 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

**SPSA Year Reviewed: 2024-25**

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.

Pioneer parents have a variety of opportunities to be notified and to communicate with the school.

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

No major differences to note at this time.

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.

If there are any changes necessary to this goal, it will be adjusted during the 2024-2026 school year. Dashboard data will be our baseline to determine changes if needed.

# 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
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### 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, Back to School, Open House, Read Across America, Grandparents' 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/ Morning Meetings 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	2nd- 5th Grade Students	0 None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(4th & 5th). Kindness Crew Leadership Opportunity for students in 2nd-5th grades. School Day Sports Intramurals during unstructured time (4th & 5th).		
4.5	Positive Behavior and Intervention Supports Program & Restorative Practices	All Students	0 None Specified

## Annual Review

**SPSA Year Reviewed: 2024-25**

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.

Pioneer Staff Provides many opportunities for students to be engaged and connected to school. The staff has increased opportunities for students to build their leadership skills on campus through activities and clubs. Pioneer students are strongly connected to the school. Parents have many opportunities to participate in various community events held on campus. The Pioneer PTC is very active in building community connectedness through the school with all of the school events they host.

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

No major differences at this time.

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.

At this time there are no changes that will be made to this goal. School Connectedness for students and parents is very important. At Pioneer Elementary we are very successful with providing student and parent opportunities to get involved.

# 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
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### 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
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## Annual Review

SPSA Year Reviewed: 2024-25

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
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
3000-3999: Employee Benefits
4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures
4000-4999: Books And Supplies

Title I
Title I
Title I
Title I
Unrestricted

98,917.00
34,401.00
1,400.00
541.00
500.00

## Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 4

Total Expenditures
158,005.00
500.00
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
Lindsay McCullough	Classroom Teacher
Beau Legarretta	Classroom Teacher
Lucas Stockdale	Classroom Teacher
Shari Davis , Assistant Principal	Other School Staff
Stephanie Wlaschin	Parent or Community Member
Rob Froberg	Parent or Community Member
Michelle Sholander	Parent or Community Member
Nicole Kopitzke	Parent or Community Member
Talia Caperetta	Parent or Community Member

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:

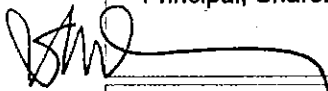
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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 5/19/25.

Attested:

	Principal, Sharon Cronk on 5/19/25
	SSC Chairperson, Sharon Cronk on 5/19/25 