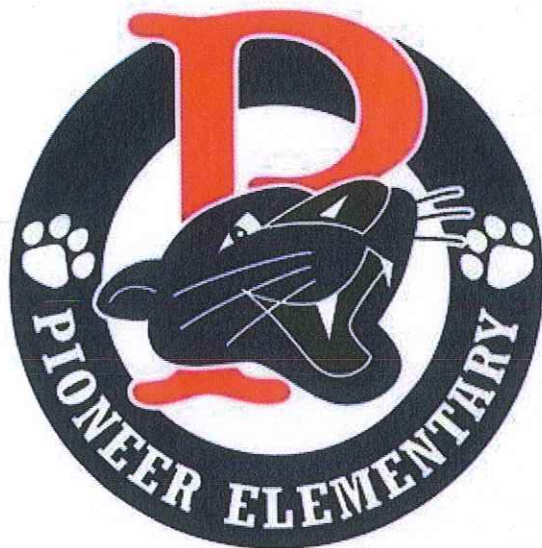# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer Elementary School	16-63990-6010557	October 9, 2023	12/13/23

Purpose and Description

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

> Schoolwide Program
> Targeted Support and Improvement
> 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.

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

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

The last annual parent, student, and staff surveys were administered during the Spring 2023 but results are pending. (*new results will be added when results are completed). Results below are from Spring 2023.

Pioneer Union Elementary School District conducts a parent survey each spring. This survey is open to all parents or legal guardians. The survey relates to two of the Eight State Priorities for education for the state of California. These two priorities are Priority #3 (Parental Involvement) and Priority #6 (School Climate). The survey seeks parental input in decision making and is used as a means of assessing and promoting participation in programs. There were 186 parent participants. This survey was an online format.

Two of Pioneer District LCAP goals address these priorities:
Goal #3 states, "The district and each school will provide systems and venues for communication and input from parents and stakeholders."
Goal #4 states the district will, "Promote positive student engagement and school climate which advance social and academic success."

The district compiles the data for all three of our schools. Results were shared out at a public School Board Meeting, at a District Parent Advisory Council Meeting, at an English Language Advisory Council meeting, and at a School Site Council meeting. The results specifically for Pioneer Elementary School for 2022-2023 were as follows:

Parent Questions about School Connectedness Results from 2022-2023=

To determine a sense of school connectedness, parents and guardians were asked the following questions. The results from all of the questions were totaled together to gauge an overall response to a feeling of school connectedness. Overall, there was a 74.2% Positve Respones, 11.5% Negative Respones, and 14.3% No Opinion.

Questions Asked:
My child's school has teachers that go out of their way to help students.
My child's school has adults that really care about students.
I feel welcome to participate in activities at my child's school.
I believe there is open communication between myself and my child's teacher(s).
My child enjoys going to school and feels connected to their school.
All cultures are treated fairly and with respect at my child's school.

Parent Questions about Sense of Safety Results from 2022-2023=

To determine a sense of school safety, parents and guardians were asked the following questions. The results from all of the questions were totaled together to gauge an overall response to a feeling

of school safety. Overall, there was a 79.6% Positve Respones, 7% Negative Respones, and 13.4% No Opinion.

Questions Asked:
My child's school has clean and well maintained facilities and properties.
I believe my child is safe while at school.
My child feels safe while at school.

Student Questions about School Connectedness Results from 2022-2023= Overall, there was a 89.5% Positve Respones and 10.5% Negative Respones.

Student survey questions about school connectedness:
My teacher talks to me about my strengths and areas to improve.
I look forward to coming to school.
There is an adult at my school who I trust and can go to for help with things other than schoolwork.

Student Questions about School Safety Results from 2022-2023= Overall, there was a 97.6% Positve Respones and 2.4% Negative Respones.

Survey questions about a sense of safety:
I feel safe when at school.
My teacher has rules for student behavior when in class.
There are clear consequences for breaking the rules.
My school is clean and in good condition.

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

Classroom Focus Walks happen regularly at Pioneer Elementary. The Site Principal and Assistant Principal do instructional rounds in all classrooms. We provide feedback to teachers the same day. We provide feedback on what worked well in an observed lesson, as well as, provide suggested next steps and ask questions we may have. At Pioneer, we also have Instructional Teams come and walk classrooms and provide feedback to teachers. These teams come to observe classes for specific purposes such as observing if lesson objectives posted match what is taught and student understanding of them, academic discourse between students, and Student Engagement Strategies to name a few. The Instructional Teams include site administration, district level curriculum personnel, and at times consultants, trainers, and coaches.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Pioneer administration and staff study and use data from the Fastbridge progress monitoring system in ELA and Math, TK/K-5 classroom assessments and benchmarks embedded in core curriculum, and TK/K-1st Skills Assessments to plan for instruction, support, and reteaching.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Twenty-one of our twenty-three classroom teachers at Pioneer Elementary School currently meet the standards of being highly qualified. Pioneer has one teacher who is an intern and one completing their New Teacher Induction program to receive their Clear Multiple Subject Credential. Pioneer has two highly qualified Special Education teachers. Of the 2 1/2 Reading Intervention Teachers (Title 1), all of them are highly qualified credentialed teachers. In sum, all of our certificated staff members are highly qualified for the area of instruction they are responsible for and have met all state certification requirements. Our intern teacher participates in professional develop and receives mentoring from a grade level colleague.

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

All of our classroom teachers, Special Education Teachers, and Title 1 Intervention teachers at Pioneer Elementary School participated in trainings on our adopted English Language Arts, Mathematics, Social Emotional Learning, English Language Development, and other core curriculum. Our one intern teacher is able to participate in all trainings and received mentor support and has been able to attend a conference specific to her grade level.

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

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

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

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

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

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

Teaching and Learning

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

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

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

A well thought out school schedule ensures that all content areas are well developed and instructional minutes are sufficient to deliver quality instruction to our students. Instructional minutes meet the state mandated requirements in all core curricular areas.

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

Pioneer Union Elementary School District has clearly developed pacing schedules in all core instructional areas. We work throughout the year to keep them updated and accurate. Data is studied to ensure that additional instructional time is dedicated to areas where students are struggling. We have implemented a school day deployment intevention model where students deploy out for a designated time during the school day to participate with another teacher (or their own) to get support in an area of need or for enrichment. Further, Pioneer offers after school tutoring in ELA and Math with credentialed teachers.

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

Title I targeted assistance in English Language Arts is provided during the school day in the Reading Labs for Kiindergarten through 5th grade students.

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The process used to consult with all stakeholders included: meetings and surveys. Diverse groups met throughout the school year to analyze actions, metrics and results, as well as gave input to school programs, school connectedness, and safety throughout the year. A survey 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
- 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.

Not any identified at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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

Student Enrollment
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 2018-2023. 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. 1.67% increase).

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

Student Enrollment
English Learner (EL) Enrollment

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	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 (5.5% 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)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
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

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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

Reading
Demonstrating understanding of literary and non-fictional texts

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	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

Writing
Producing clear and purposeful writing

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	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

Listening Demonstrating effective communication skills								
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	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

Research/Inquiry Investigating, analyzing, and presenting information								
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	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

Conclusions based on this data:

1. At PES, we continue to meet the criteria for testing rate at 99.2% 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)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
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			% Standard Met			% Standard Nearly			% Standard Not		
	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

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

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

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% 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	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

Conclusions based on this data:

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

2. Data indicates that since the 2021-2022 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

ELPAC Results

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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

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

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

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

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

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

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

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

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
510	**48.6**	**8.2**	Students whose well being is the responsibility of a court.
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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	42	8.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	248	48.6
Students with Disabilities	45	8.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	4.1
American Indian	4	0.8
Asian	9	1.8
Filipino	8	1.6
Hispanic	290	56.9
Two or More Races	22	4.3
Pacific Islander		
White	156	30.6

Conclusions based on this data:

1. Pioneer Elementary data is indicating that the greatest subgroup is the Socioeconomically Disadvantaged subgroup at 48.6% of the student population.

2. During the 2021-2022 school year, Pioneer had 47 students that were identified as English Language Learners (9.2% of the student population).

3. Enrollment by race data shows that over half of the PES student population is Hispanic (56.3%) with the second biggest student population being the white subgroup (30.2%).
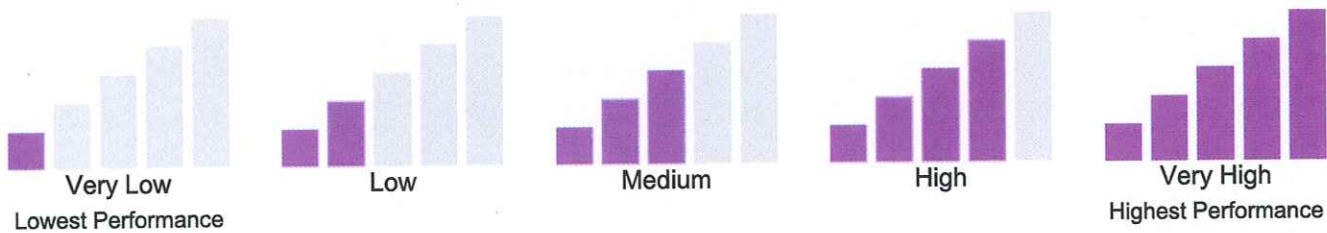
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Medium

Mathematics

Medium

English Learner Progress

Medium

Academic Engagement

Chronic Absenteeism

Very High

Conditions & Climate

Suspension Rate

Medium

Conclusions based on this data:

1. Pioneer's suspension data has increased since the previous school year to a Level 3 (Medium). 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 (2021-2023) all year to 46 during the 2022-23 school year. 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 Second Step.

2. PES will continue to monitor academic progress in ELA and Math. We current scored a Level 3 (Medium) in both areas. The goal will be to increase at least one level to a Level 4 (High) for the Spring 2023 CAASPP testing.

3. Post COVID-19 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. The goal for PES for the 2022-2023 school year is to decrease chronic absenteeism to Level 3 (Medium).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 is for student absences to decrease.
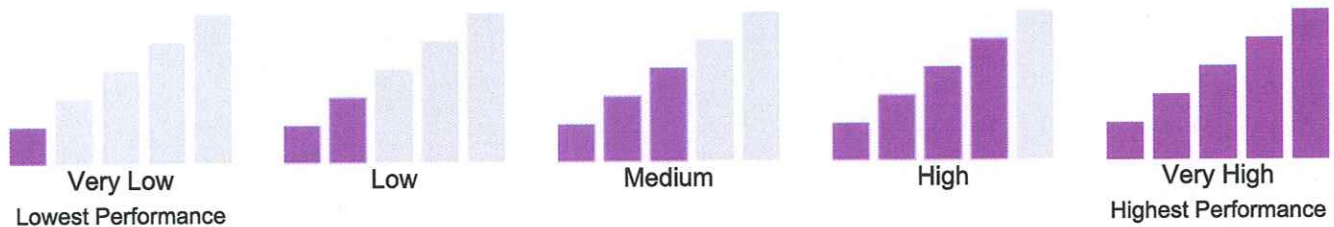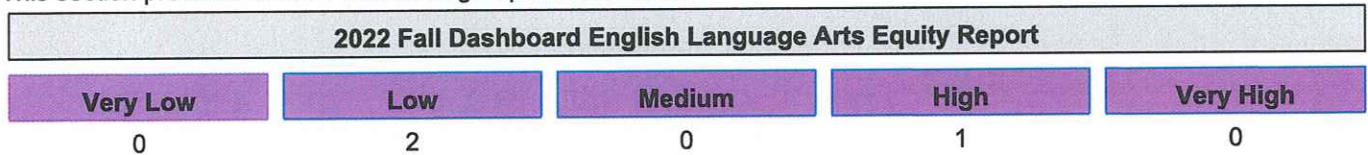
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
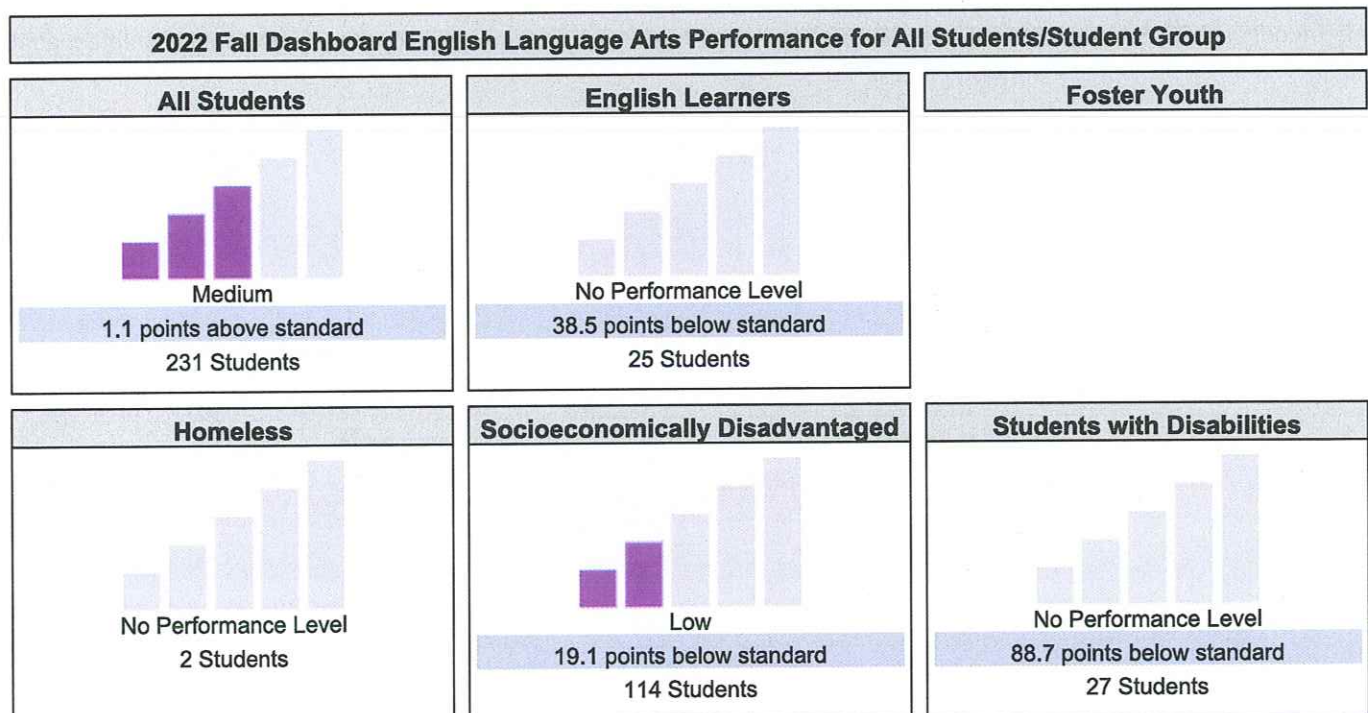
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

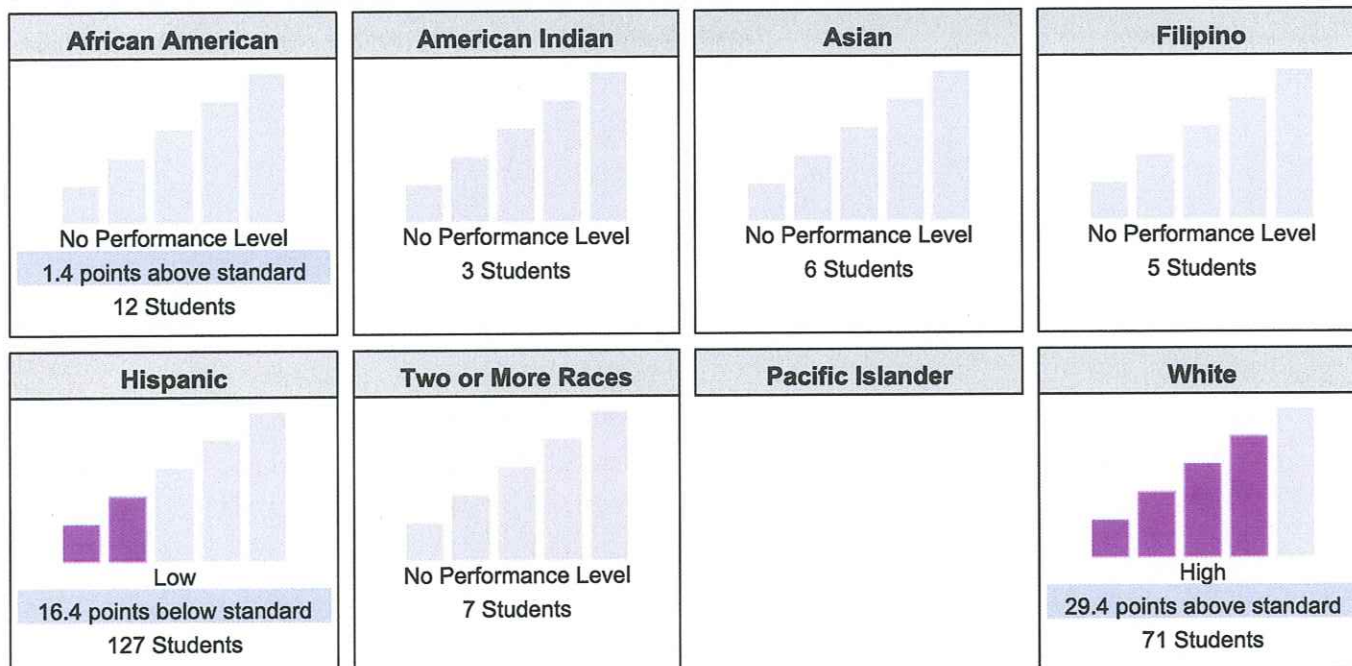| 2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	2	0	1	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	
1.1 points above standard	38.5 points below standard	
231 Students	25 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
2 Students	19.1 points below standard	88.7 points below standard
	114 Students	27 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 1.4 points above standard 12 Students	No Performance Level 3 Students	No Performance Level 6 Students	No Performance Level 5 Students

Hispanic	Two or More Races	Pacific Islander	White
Low 16.4 points below standard 127 Students	No Performance Level 7 Students		High 29.4 points above standard 71 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.6 points below standard 16 Students	9 Students	3.3 points above standard 198 Students

Conclusions based on this data:

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

2. English Learners are preforming in the low range at 75.6 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) in ELA as identified by reading assessment data.
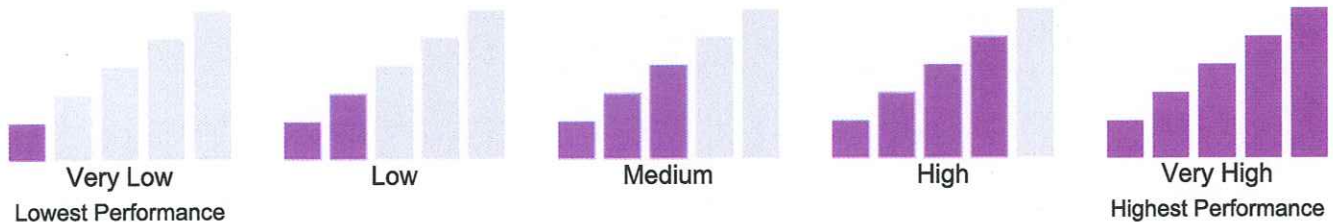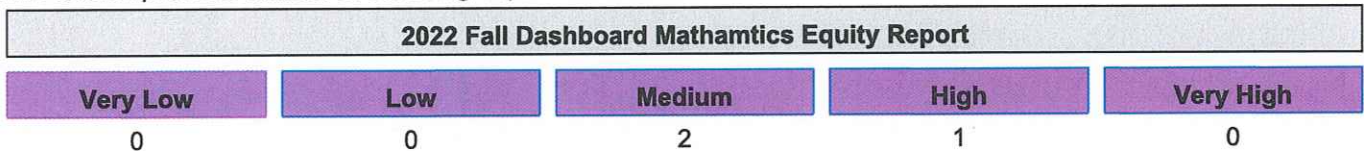
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
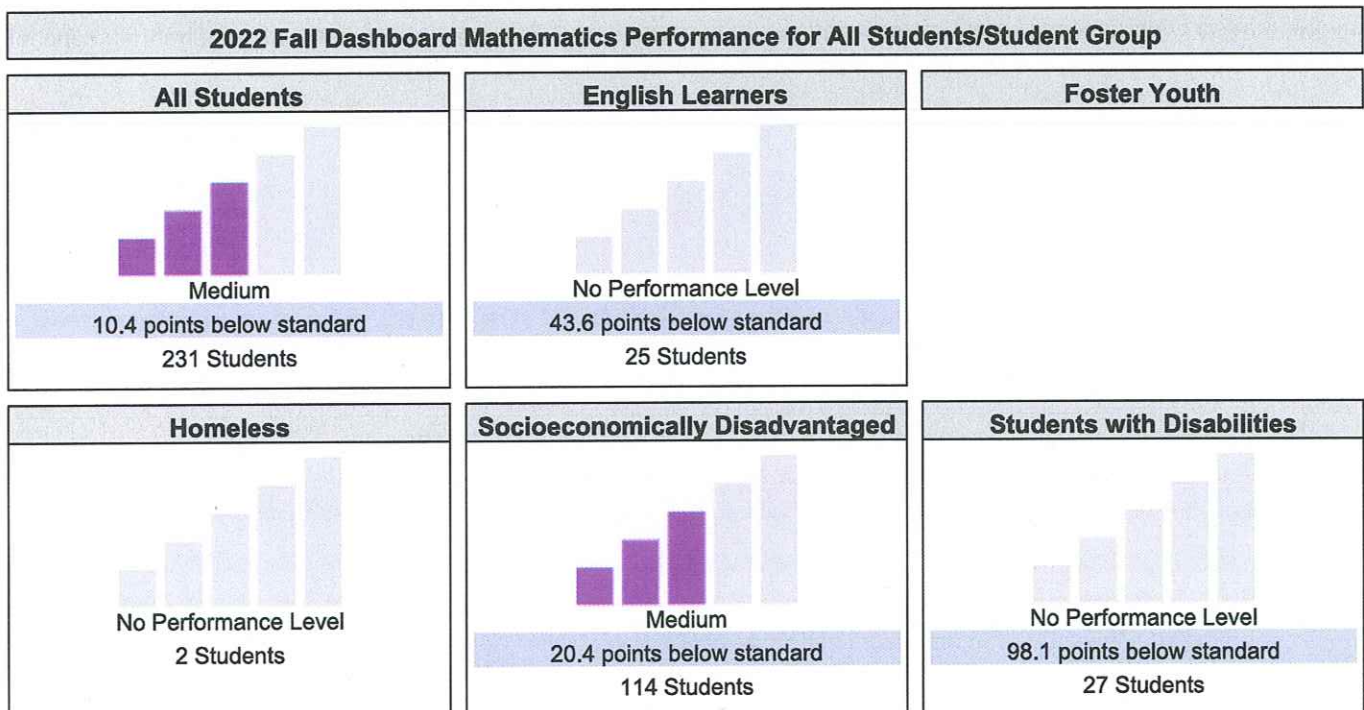
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

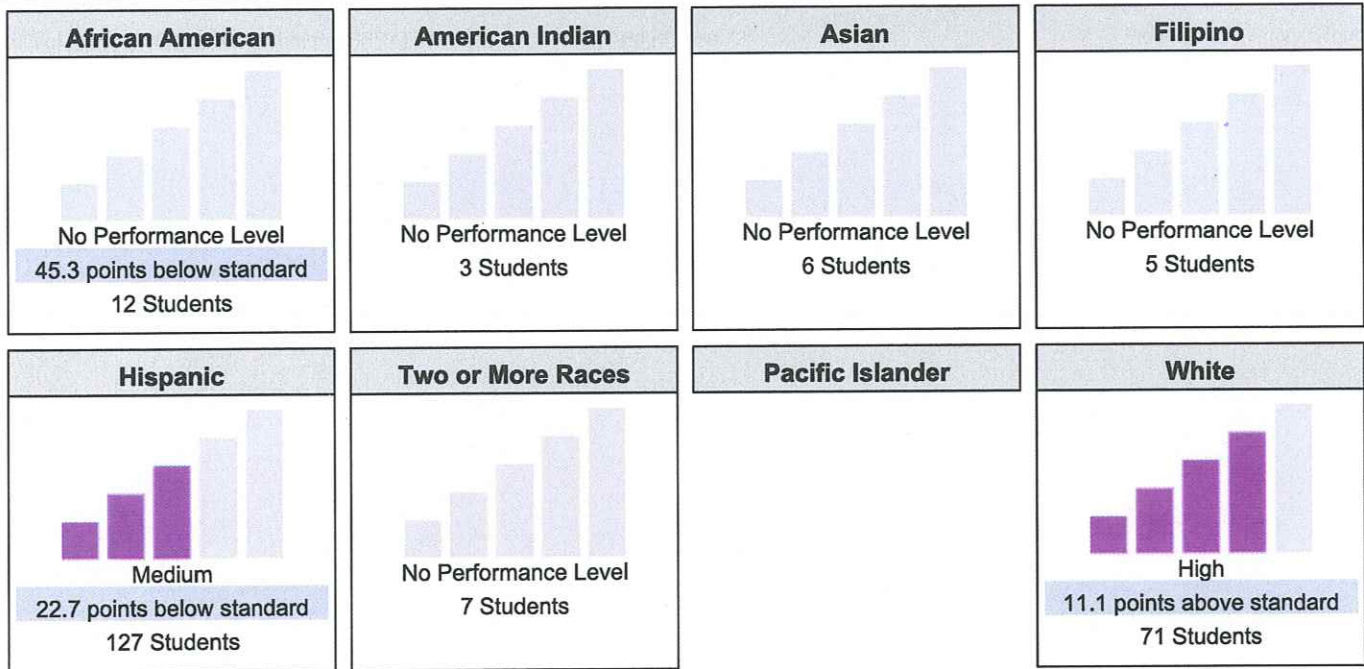| 2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	2	1	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium 10.4 points below standard 231 Students	No Performance Level 43.6 points below standard 25 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 2 Students	Medium 20.4 points below standard 114 Students	No Performance Level 98.1 points below standard 27 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
No Performance Level
45.3 points below standard
12 Students

American Indian
No Performance Level
3 Students

Asian
No Performance Level
6 Students

Filipino
No Performance Level
5 Students

Hispanic
Medium
22.7 points below standard
127 Students

Two or More Races
No Performance Level
7 Students

Pacific Islander

White
High
11.1 points above standard
71 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
84.8 points below standard
16 Students

Reclassified English Learners
9 Students

English Only
8.1 points below standard
198 Students

Conclusions based on this data:

1. In Mathematics, based on the SBAC assessment data, all student groups scored in the Medium Range (Level 3) which was 10.3 points below the standard with a total of 231 students.

2. English Learners scored in the below standard range (84.8 points below the standards) with 16 students. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

48.4 making progress towards English language proficiency

Number of EL Students: 31 Students

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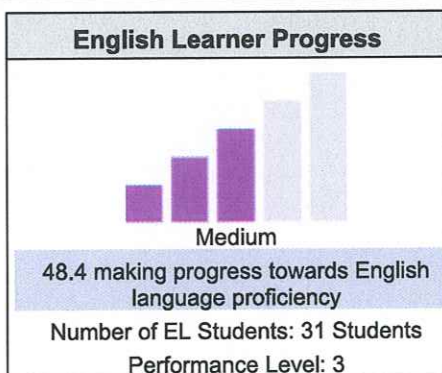
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
22.6%	29.0%	9.7%	38.7%

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, 48.4% of these students are showing progress toward proficiency, They scored a MEDIUM performance level on the ELPAC. During the Fall 2022 school year ELPAC assessment. Currently in 2022-23 we have a slight decrease in the number of ELs.

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

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

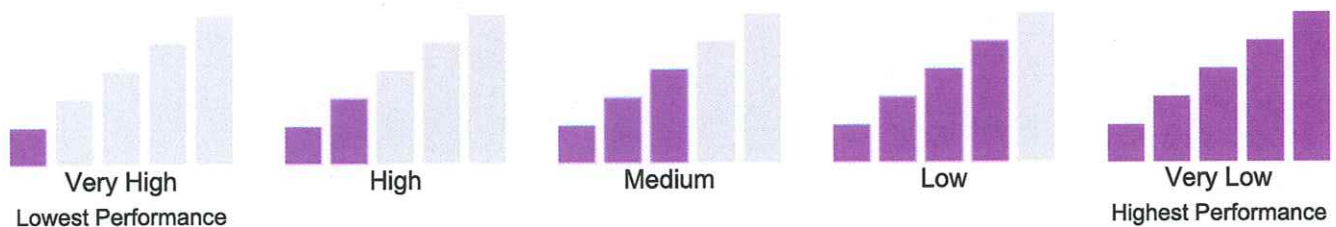**Conclusions based on this data:**
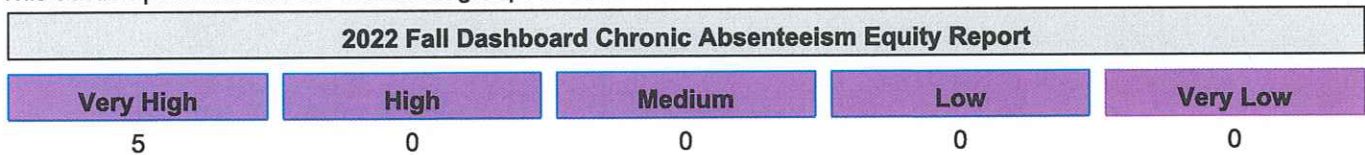
1. Not applicable.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
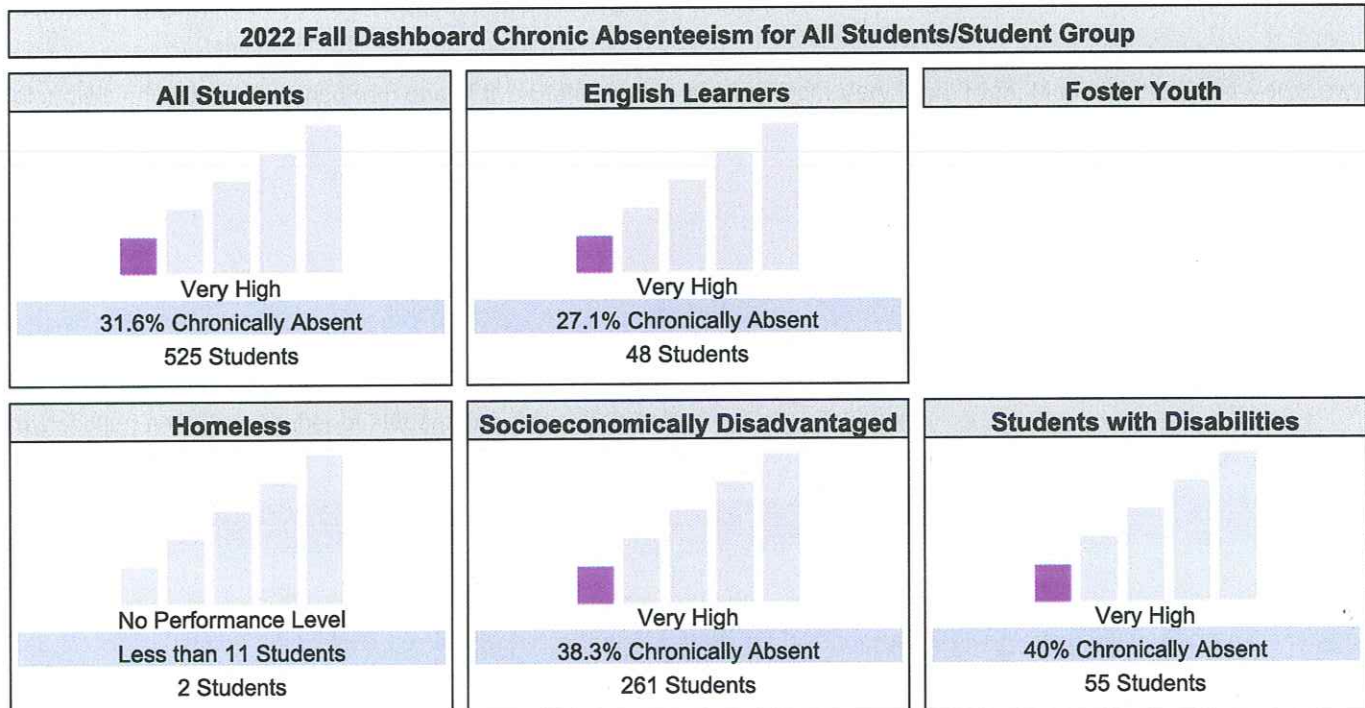
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
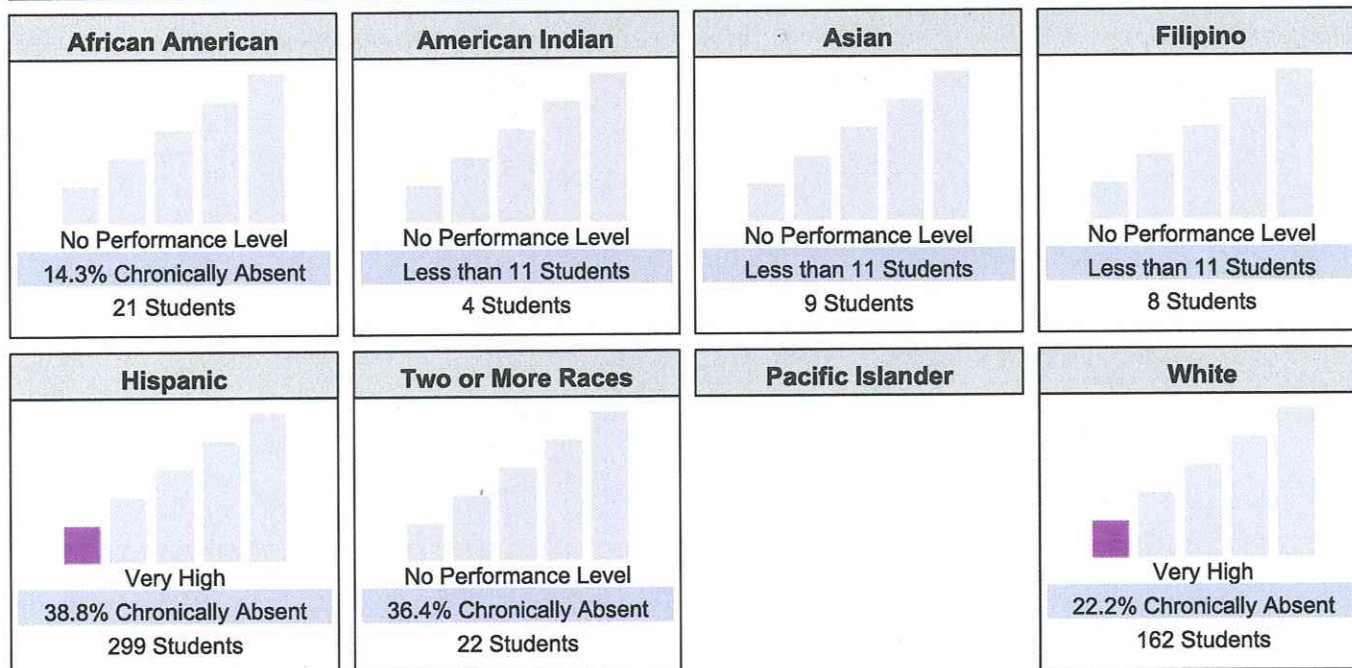
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
31.6% Chronically Absent	27.1% Chronically Absent	
525 Students	48 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	38.3% Chronically Absent	40% Chronically Absent
2 Students	261 Students	55 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
14.3% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
21 Students	4 Students	9 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level		Very High
38.8% Chronically Absent	36.4% Chronically Absent		22.2% Chronically Absent
299 Students	22 Students		162 Students

Conclusions based on this data:

1. Overall, all subgroups were in the "Very High" range for Chronic Absenteeism. Due to the pandemic and the quarantine procedures implemented during the school year, this caused chronic absenteeism to increase in comparison to previous years. (31.6% absenteeism rate of 525 students)

2. PES had five subgroups in the "Very High" range for Chronic Absenteeism (white at 22.2%; Hispanic at 38.8%; English Learners at 27.1%; Social Economically Disadvantaged at 38.3%; and Students with Disabilities at 40%).

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

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

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

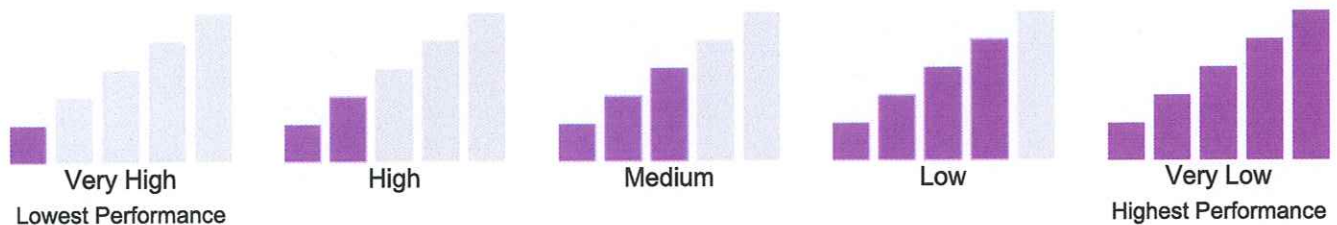| African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable.

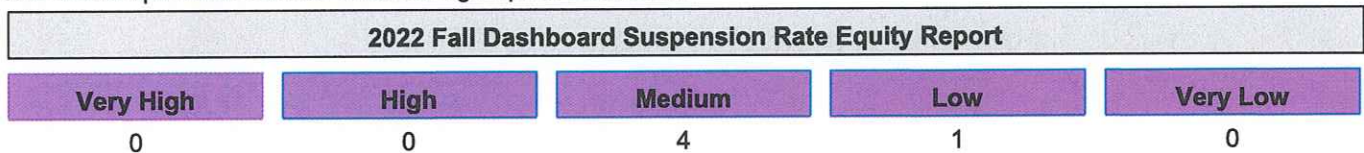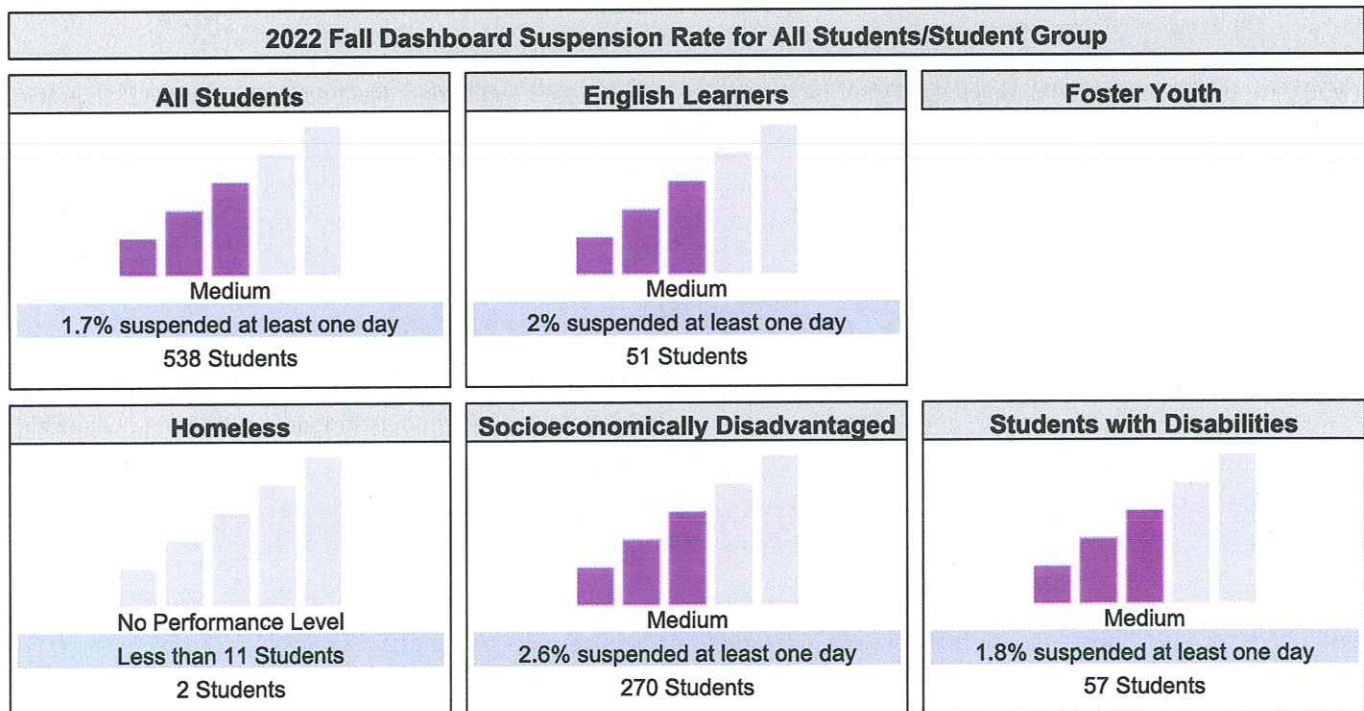# School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

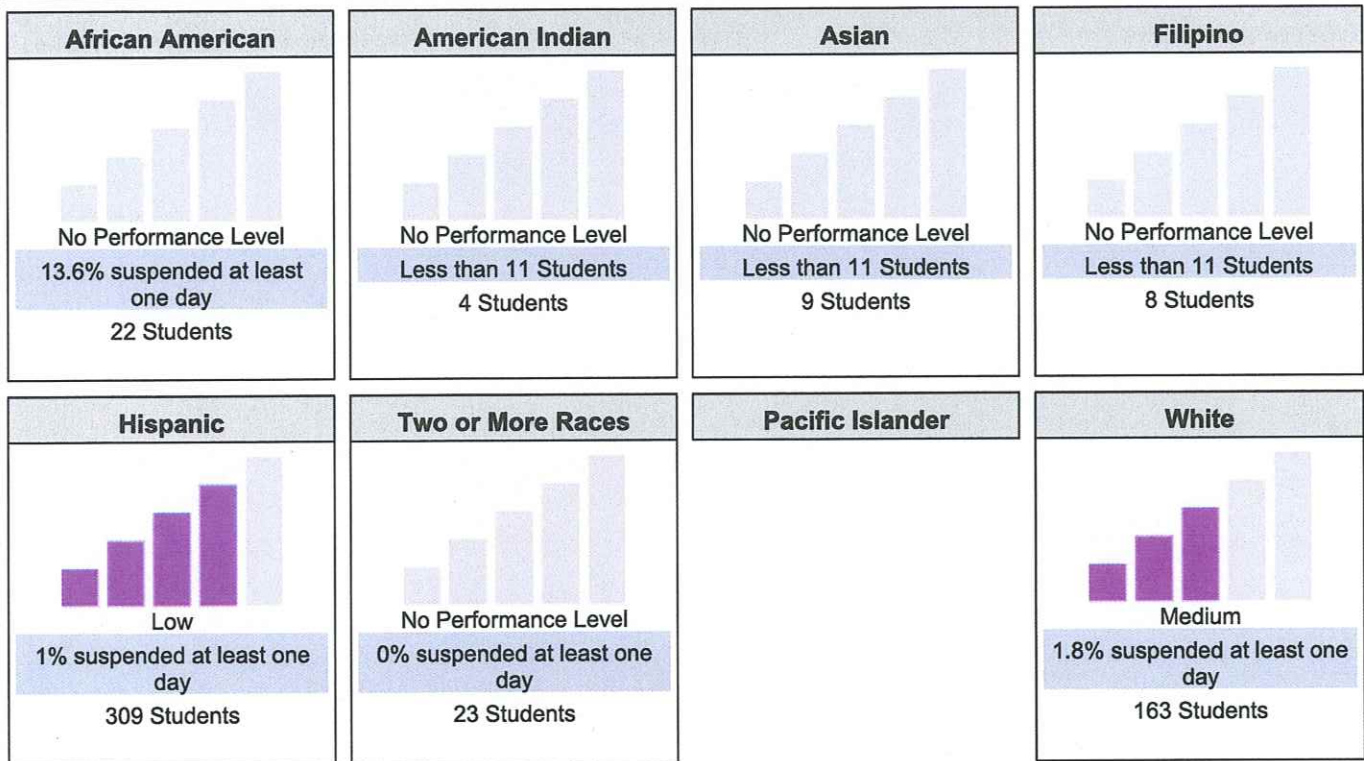| Very High	High	Medium	Low	Very Low
0	0	4	1	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	
1.7% suspended at least one day	2% suspended at least one day	
538 Students	51 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	2.6% suspended at least one day	1.8% suspended at least one day
2 Students	270 Students	57 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

13.6% suspended at least one day

22 Students

American Indian

No Performance Level

Less than 11 Students

4 Students

Asian

No Performance Level

Less than 11 Students

9 Students

Filipino

No Performance Level

Less than 11 Students

8 Students

Hispanic

Low

1% suspended at least one day

309 Students

Two or More Races

No Performance Level

0% suspended at least one day

23 Students

Pacific Islander

White

Medium

1.8% suspended at least one day

163 Students

Conclusions based on this data:

1. Overall, all students fell in the Medium Range of Suspension Rates during the 2021-2022 school year. (538 students-1.7% suspended one day).

2. PES had four subgroups in the "Medium" range for suspensions. The subgroups included: White (1.8%), English Learners (2%), Socioeconomically Disadvantaged (2.6%), and Students with Disabilities (1.8%) One subgroup fell in the Low range, Hispanic at 1%.

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 Subject

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

LEA/LCAP Goal

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

Goal 1

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).

Identified Need

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

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)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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)

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and Low Income Students.

Strategy/Activity

Provide two and a half Title 1 Intervention Credentialed Teachers for reading intervention and Professional Development to support new teacher hires (NTI).

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

Amount(s)	Source(s)
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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students (MTSS- Walk to Learn) ; English Learners, Low Income, Low Performing Identified Students

Strategy/Activity

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).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
750	Local Categorical 4000-4999: Books And Supplies Costs for Walk to Learn

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners
Low Income
Under Performing Identified Students

Strategy/Activity

Summer School Jump Start Program-After School Program (Note: Summer School is paid through ESSER III Funds)

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

Amount(s)	Source(s)
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

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

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

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

Amount(s)	Source(s)

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: 2022-23

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

ANALYSIS

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

Pioneer Elementary implemented all planned strategies and activities as planned during the 2022-2023 school year. In the area of English Language Arts, we performed 3% less overall than last year reported with students meeting or exceeding standards. In Math, we maintained 47% of students meeting or exceeding standards in the area of math. Our overall program was reviewed and there will be similar actions implemented which include multi-tiered systems of support, summer school Jump Start Program, Reading Lab (Title 1 Teachers), addtional support for EL students in Level 1-3 with the EL Instructor, and the school wide Walk To Learn Program. Additionally, we are implementing the Heggerty Program in grades TK/K-2nd grades during the 2023-2024 school year. We are also going to be doing Science of Reading Professional Development this year for grades TK/K-2 and book study. We will be starting to implement the SOR strategies in these grades.

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

All planned actions were carried out in regards to academic achievement and supports for students. The differences for the upcoming year will be Science of Reading Training and book study for grades TK/K-2 and full implementation in grades TK/K-2 with the Heggerty Program which is an expansion in grades beyond TK/K.

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

The program will continue with Multi-Tiered Systems of Supports which will include: Reading Lab (Title 1 Teachers), Walkto Learn (school day intervention school-wide), Heggerty Program in TK/K-2, Science of Reading PD, small group instruction in classrooms by teachers, summer school Jump Start Program, and English Learner Instructor support for students in Levels 1-3 on the ELPAC.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 2

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.

Identified Need

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

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Infinite/Illuminate Campus Student Information System Data	2023-2024 (June 2023) Number of Referrals= 122 Suspensions= 46 2021-2022 School Year Data 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	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.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student Groups
African American
Students with Disability
Hispanic
Socioeconomically Disadvantaged

Strategy/Activity

School-wide PBIS Program: Behavior Incentives, Individual Behavior Plans, SEL Lessons, PBIS school-wide training and assemblies, school signage, Check-in and Check-out System, Peer Mentors (Panther Pals), 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).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	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: 2022-23

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

ANALYSIS

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

All strategies and activities planned during 2022-2023 were implemented as planned. Pioneer Elementary, in conjunction with the District, has made a concerted effort to address positive behavior expectations and the socio-emotional needs of our students. Systems of support are available at all levels (Tier 1, Tier 2, and Tier 3) and there are systematic processes in place to identify student needs. More intensive resources, strategies, and activities are provided to students who have been identified as requiring additional support through teacher recommendation, parent request, and/or PBIS Team suggestion.

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

We were fortunate enough to continue to have a full time counselor on site.The School Counselor provides services for identified students and support to classroom teachers. Pioneer Elementary has one major difference this year which is the addition of the Kindness Crew led by the School Counselor. The Counselor has also implemented Social Emotional Learning monthly lessons in class and has implemented an award system which identifies students who exhibit SEL Charactericis each month (i.e., Creativity, Gratitude, Upstander, Empathy, Growth Mindset, Kindness, Courage, Confidence,and Integrity). The SEL Lessons and Awards Program compliments the schocol existing Character Pillar Awards and Second Step SEL Program. In general, a cost for PBIS sign replacement annually and/or biannually does occur but the Parent Teacher Club pays for those costs.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State Priority: 3 (Parent Involvement)

LEA/LCAP Goal

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

Goal 3

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

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Events	Read Across America Fall Family Night Drive Thru Dinner Winter Family Fun Night Awards Assemblies 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	All elected members will attend all meetings and a quorum is established.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	available; and is posted on school website) Posted Agendas and Minutes (online publicly)	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.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

All strategies for achieving Goal 3 were implemented and carried out for the 2022-2023 school year. Pioneer was successful with consistent communication to parents regarding school events and parent meetings. Pioneer has consistent large numbers of participants at all school events, sometimes up to over 300 in attendance. Meetings for parents to give input to our school plan for student achievement were offered consistently and well attended. School Staff and Parent Teacher Club members have worked well together to provide opportunities for families to be involved both during the school day and outside of the school day.

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

No differences noted. All events planned were carried out in person during the 2022-2023 school year.

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

The Parent Teacher Club continues to advertise their social media platforms as a mean to advertise events, solicit volunteer support, and provide a means for the Pioneer community to reach out to them. These media platforms were successful in their implementation (i.e., Instagram, Facebook, and Sign-Up Volunteer App). There are no other new changes to parent events at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Pioneer Elementary Parent Teacher Club (PEPTC)- All Students Benefit

Strategy/Activity

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)

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Anti-Bullying Pledge/Anti-Bullying Assemblies/Character Counts Programs/ Second Step SEL Curriculum/SEL Monthly Lessons in Classes by the Counselor

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Character Counts Assemblies (Panther Pride Rallies), Character Counts Panthers of the Month, SEL Lessons and Monthly Awards

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

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

2nd- 5th Grade Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive Behavior and Intervention Supports Program

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 22-23 school year, the Pioneer parent group (PTC) was able to hold events/fundraisers for families. The school site held rallies/assemblies on campus. Pioneer students participated in Panther Pals, Student Council, Intramural Sports, Mileage Club, etc. Teachers were able to present anti-bullying information in the classroom as well as activities from the Second Step SEL curriculum that was implemented. The school counselor provided small group support (i.e., anti-bullying, social skills) for students.

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

No restrictions or differences. All planned programs and events were fully implemented on campus.

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

Pioneer will continue to provide opportunities for students to participate in school activities that promote a positive learning environment and connectedness. During the 2023-2024 school year, we will be implementing the Kindness Crew (new), SEL Lessons and Awards with the Counselor. We will also include Coffee with the Counselor once a month with parents to get training on various SEL topics.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$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:

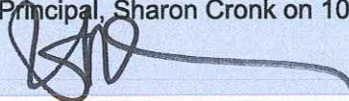| Signature	Committee or Advisory Group Name	
Whitney Nelson (signature)	English Learner Advisory Committee	Whitney Nelson
	Other:	

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 10/9/23.

Attested:

Principal, Sharon Cronk on 10/9/23
Sharon Cronk (signature)
SSC Chairperson, Sharon Cronk on 10/9/23