

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Pioneer Elementary School
Address	5215 Hamel St. Davis, CA 95618
County-District-School (CDS) Code	57726786056279
Principal	Amelia Hess- Interim
District Name	Davis Joint Unified School District
SPSA Revision Date	May 2020
Schoolsite Council (SSC) Approval Date	May 4, 2020
Local Board Approval Date	

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

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School Vision and Mission

Pioneer School Mission Statement:

To provide a safe, positive, challenging educational environment which nurtures self-esteem and allows each child and adult to positively contribute to the Pioneer educational experience. To develop socially responsible life-long learners who use education as the key to understanding the past, exploring and enriching the present and preparing for a highly technological future.

School Profile

Community

Pioneer Elementary School is located in Davis, California, a university community with a population of approximately 66,000. It is located 14 miles west of Sacramento. It is primarily middle to upper-middle income that places high value on education and civic involvement. More than 80% of the district-wide parent community have college and post-graduate degrees.

School:

Pioneer Elementary, founded in 1966, is a TK-6 grade school with a student population of over 537. The school currently houses one Transitional Kindergarten and approximately 3 classrooms in grades K-6, one of which is a cluster (range of ability including GATE) AIM class (Gifted and Talented Program) in grades 4-6. In addition, to the general education classrooms, Pioneer hosts two Special Education programs, a Resource program and a full Inclusion program. A large focus of the Pioneer community is equity and access to education for all students through first best instruction in the general education classroom. There is a strong culture of collaboration to ensure all students are supported in the way in which they learn. This collaboration includes: teacher teams, Reading Specialist, English Language Learner Specialist, Math Paraprofessional, and Administration. Programs and events that support the development of the whole child include: Music programs for 4th-6th grades, Art instruction TK-6, Garden Program TK-6, Performing Arts opportunities 1st-6th grades, Kelso's choices in TK-3rd grade and an anti-bullying program in grades 4-6; structured lunch activities and alternatives to lunch activities for 1st-6th grade; "A Touch of Understanding" disability awareness workshop for our fifth graders along with a short assembly on the same topic for grades 1-4; monthly recognition assemblies recognizing students exhibiting the identified monthly character traits; and weekly recognition of positive behavior referral program. Pioneer welcomes students and families coming to school from a local domestic violence shelter and supports a "Families in Transition" program. This support network provides after school homework help for students and a welcome meeting with our school counselor. We have a full time counselor who works to connect families with local resources and who supports students with social and emotional skills programs as well as group and individual counseling depending upon the needs of students. We have an active and supportive PTA that provides various events and activities for students and families. In the fall of 2019-2020, Pioneer Elementary launched Positive Behavior Interventions and Supports (PBIS) and established Perry's Path.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Pioneer School Site Council team reviews academic, behavioral and climate data throughout the year. We attend in house workshops and tours focusing on needs based on data review. We bring in Pioneer departmental speakers and other community representatives to our SSC meetings to present data and discuss progress. These speakers include but are not limited to Climate, ELAC, AIM, Garden, Art, Music, Math and Reading Specialists. The SSC reviews CAASPP and CDE Dashboard data in the fall, Youth Truth climate data in the winter, and also engages in a comprehensive SPSA review and approval process in April and May.

Our parent community also participates in school goal creation and review through both school-wide surveys such as Youth Truth, presentations of various data and in our ELAC committee. During parent-teacher conferences, of which we

have a 98-99% participation rate in November, teachers review progress on standards and CAASPP testing as it pertains to certain grade levels. This one-on-one conference is critical to parent engagement with our individual student goals and growth. At the monthly Parent Teacher Association Meetings the Principal gives a report on school goals, staffing, and invites parents to attend Site Council. Site council members are made up of parents from a variety of grade levels, cultures, and socioeconomic groups, teachers from primary and intermediate, specialists and classified staff. Small regular meetings with parents through PTA meetings and coffee with the principal are held to provide access for input. Classroom visits by the principal result in additional information to help guide school goals. These processes are ongoing and continue to be refined and provide input throughout the year on the needs of all students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.19%	0.56%	0.53%	1	3	3
African American	2.47%	2.42%	4.22%	13	13	24
Asian	23.76%	24.95%	25.31%	125	134	144
Filipino	0.95%	0.93%	0.53%	5	5	3
Hispanic/Latino	14.64%	12.85%	14.59%	77	69	83
Pacific Islander	%	%	0.18%			1
White	50.19%	50.28%	45.52%	264	270	259
Multiple/No Response	0.19%	0.19%	8.96%	1	1	1
Total Enrollment				526	537	569

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	67	83	96
Grade 1	49	72	70
Grade 2	72	50	82
Grade3	77	73	66
Grade 4	83	86	81
Grade 5	90	83	90
Grade 6	88	90	84
Total Enrollment	526	537	569

Conclusions based on this data:

1. Student enrollment has increased since 2016-2017.
2. The number of families identifying as Latino/Hispanic, African American and Filipino has declined since the 2016-2017 school year.
3. The number of families identifying as Asian, American Indian, and White has increased since in 2016-2017.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	47	44	75	8.9%	8.2%	13.2%
Fluent English Proficient (FEP)	33	42	38	6.3%	7.8%	6.7%
Reclassified Fluent English Proficient (RFEP)	6	12	5	11.5%	25.5%	11.4%

Conclusions based on this data:

1. The number of students being reclassified has more than doubled since 2017-2018.
2. The number of students identified as English Learners slightly decreased in since 2017-2018 school year.
3. The number of Fluent English Proficient students has been steady throughout the last 3 years with an increase in 2018-2019.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	77	74	70	77	67	70	77	67	97.2	100	90.5
Grade 4	90	81	90	85	75	85	85	75	85	94.4	92.6	94.4
Grade 5	83	91	81	80	88	78	80	88	78	96.4	96.7	96.3
Grade 6	81	86	88	80	75	85	80	75	85	98.8	87.2	96.6
All Grades	326	335	333	315	315	315	315	315	315	96.6	94	94.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2478.	2501.	2467.	52.86	57.14	43.28	17.14	25.97	20.90	20.00	11.69	20.90	10.00	5.19	14.93
Grade 4	2540.	2524.	2563.	63.53	52.00	68.24	20.00	21.33	20.00	9.41	9.33	7.06	7.06	17.33	4.71
Grade 5	2547.	2584.	2553.	38.75	57.95	46.15	32.50	26.14	26.92	15.00	9.09	7.69	13.75	6.82	19.23
Grade 6	2575.	2586.	2612.	37.50	44.00	49.41	35.00	32.00	36.47	12.50	16.00	9.41	15.00	8.00	4.71
All Grades	N/A	N/A	N/A	48.25	53.02	52.38	26.35	26.35	26.35	13.97	11.43	10.79	11.43	9.21	10.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.29	55.84	43.28	40.00	37.66	41.79	15.71	6.49	14.93
Grade 4	52.94	49.33	64.71	38.82	28.00	31.76	8.24	22.67	3.53
Grade 5	37.50	59.09	51.28	45.00	32.95	30.77	17.50	7.95	17.95
Grade 6	41.25	49.33	55.29	41.25	37.33	40.00	17.50	13.33	4.71
All Grades	44.13	53.65	54.29	41.27	33.97	35.87	14.60	12.38	9.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.14	49.35	37.31	41.43	42.86	47.76	11.43	7.79	14.93
Grade 4	58.33	40.00	48.81	32.14	45.33	46.43	9.52	14.67	4.76
Grade 5	52.50	60.23	37.18	35.00	28.41	50.00	12.50	11.36	12.82
Grade 6	43.75	49.33	45.88	38.75	37.33	47.06	17.50	13.33	7.06
All Grades	50.64	50.16	42.68	36.62	38.10	47.77	12.74	11.75	9.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.57	38.96	35.82	54.29	57.14	58.21	7.14	3.90	5.97
Grade 4	38.10	38.67	44.71	57.14	46.67	50.59	4.76	14.67	4.71
Grade 5	33.75	46.59	37.18	60.00	48.86	48.72	6.25	4.55	14.10
Grade 6	38.75	37.33	42.35	50.00	57.33	52.94	11.25	5.33	4.71
All Grades	37.26	40.63	40.32	55.41	52.38	52.38	7.32	6.98	7.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.29	54.55	38.81	47.14	37.66	41.79	8.57	7.79	19.40
Grade 4	55.95	52.00	54.12	40.48	36.00	42.35	3.57	12.00	3.53
Grade 5	45.00	51.14	44.87	40.00	43.18	39.74	15.00	5.68	15.38
Grade 6	47.50	54.67	63.53	42.50	40.00	29.41	10.00	5.33	7.06
All Grades	48.41	53.02	51.11	42.36	39.37	38.10	9.24	7.62	10.79

Conclusions based on this data:

1. Looking at the overall achievement for students in 3rd-5th grade, 3rd and 5th grade trends show an overall drop under the "Standard Exceeded" indicator with a significant drop in the number of students tested in 3rd grade.
2. There was a significant increase in the number of students in 6th grade tested and scoring above standard in ELA (16% increase since 2016-2017) along with a modest increase in students scoring below standard.
3. Overall in ELA, 4th grade and 6th students had a significant increase in the number of students who scored above standard while 3rd and 5th grades show a significant increase in students who scored below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	77	74	70	77	72	70	77	72	97.2	100	97.3
Grade 4	90	81	91	88	78	87	88	78	87	97.8	96.3	95.6
Grade 5	83	91	81	81	90	78	81	90	78	97.6	98.9	96.3
Grade 6	81	86	88	80	82	85	80	82	85	98.8	95.3	96.6
All Grades	326	335	334	319	327	322	319	327	322	97.9	97.6	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2492.	2499.	2476.	47.14	49.35	41.67	32.86	32.47	20.83	15.71	11.69	27.78	4.29	6.49	9.72
Grade 4	2561.	2533.	2557.	55.68	50.00	57.47	34.09	21.79	27.59	6.82	19.23	11.49	3.41	8.97	3.45
Grade 5	2569.	2594.	2559.	50.62	62.22	48.72	22.22	21.11	17.95	13.58	11.11	15.38	13.58	5.56	17.95
Grade 6	2588.	2592.	2637.	41.25	53.66	70.59	30.00	18.29	10.59	13.75	13.41	14.12	15.00	14.63	4.71
All Grades	N/A	N/A	N/A	48.90	54.13	55.28	29.78	23.24	19.25	12.23	13.76	16.77	9.09	8.87	8.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64.29	68.83	50.00	25.71	20.78	33.33	10.00	10.39	16.67
Grade 4	75.00	60.26	68.97	19.32	24.36	22.99	5.68	15.38	8.05
Grade 5	64.20	68.89	56.41	18.52	23.33	20.51	17.28	7.78	23.08
Grade 6	51.25	58.54	69.41	32.50	23.17	20.00	16.25	18.29	10.59
All Grades	63.95	64.22	61.80	23.82	22.94	23.91	12.23	12.84	14.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.71	53.25	44.44	35.71	41.56	40.28	8.57	5.19	15.28
Grade 4	59.09	46.15	63.22	34.09	39.74	32.18	6.82	14.10	4.60
Grade 5	43.21	61.11	46.15	48.15	26.67	42.31	8.64	12.22	11.54
Grade 6	40.00	50.00	65.88	38.75	35.37	28.24	21.25	14.63	5.88
All Grades	49.53	52.91	55.59	39.18	35.47	35.40	11.29	11.62	9.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58.57	66.23	38.89	35.71	24.68	54.17	5.71	9.09	6.94
Grade 4	67.05	55.13	65.52	27.27	29.49	28.74	5.68	15.38	5.75
Grade 5	54.32	51.11	46.15	33.33	40.00	33.33	12.35	8.89	20.51
Grade 6	46.25	51.22	61.18	36.25	35.37	32.94	17.50	13.41	5.88
All Grades	56.74	55.66	53.73	32.92	32.72	36.65	10.34	11.62	9.63

Conclusions based on this data:

1. Overall the majority of students met or exceeded standards in math in 3rd-6th grade.
2. The percent of students scoring "standard exceeded" has significantly increased from 2016-2017 with "standard not met" decreasing for grades 4th and 6th.
3. Overall there is a downward trend for students scoring "standard not met" with a spike in grades 3rd and 5th and significant decrease in grades 4th and 6th .

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1425.9	*	1439.2	*	1394.8	*	13
Grade 1	*	*	*	*	*	*	*	9
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	10
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	4
Grade 6	*	*	*	*	*	*	*	*
All Grades							41	48

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	*	23.08	*	46.15		15.38	*	13
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*		*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	48.78	22.92	*	25.00	*	35.42	*	16.67	41	48

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	*	30.77	*	38.46		15.38	*	13
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*		*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*		*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	58.54	31.25	*	29.17	*	22.92	*	16.67	41	48

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	38.46	*	53.85	*	7.69	*	13
1		*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*		*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	10.42	29.27	25.00	*	39.58	*	25.00	41	48

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	*	76.92		7.69	*	13
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	58.54	33.33	*	50.00	*	16.67	41	48

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	*	38.46		46.15	*	13
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	51.22	39.58	29.27	37.50	*	22.92	41	48

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	100.00		0.00	*	13
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	*	10.42	46.34	62.50	29.27	27.08	41	48

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	38.46	*	38.46	*	23.08	*	13
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	29.27	22.92	53.66	58.33	*	18.75	41	48

Conclusions based on this data:

1. There is not enough information in this area to draw conclusions.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
537	14.3	8.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	8.2
Homeless	4	0.7
Socioeconomically Disadvantaged	77	14.3
Students with Disabilities	48	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.4
American Indian	3	0.6
Asian	134	25.0
Filipino	5	0.9
Hispanic	69	12.8
Two or More Races	42	7.8
White	270	50.3





Conclusions based on this data:

1. White students at Pioneer are the majority group as compared to all other races.
2. Socioeconomically disadvantaged students are a minority group at Pioneer.
3. African American, Filipino and Hispanic students are minority groups at Pioneer.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension rates for low socioeconomic students has decreased placing Pioneer in the Green range while the Hispanic subgroup continues in the orange in 2018-2019.
2. Absenteeism declined in most subgroups including EL, Socioeconomically disadvantaged, White and Asian but increased in students with disabilities and Hispanics in 2018-2019.
3. Suspensions for students with disabilities is now in green with a 5.2% drop in suspensions in 2018-2019 from the year prior.

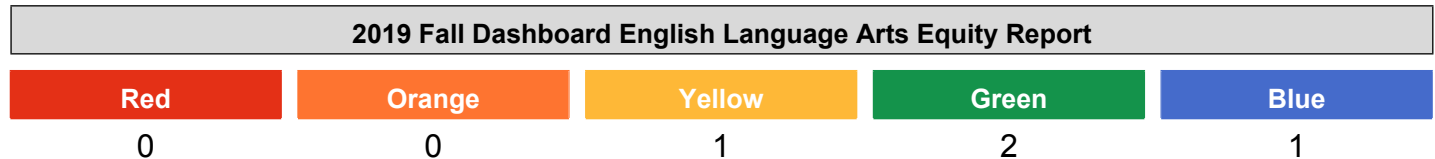
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Blue 68.6 points above standard Maintained ++2.1 points 312	 No Performance Color 34 points above standard Declined -13.8 points 26	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 0.2 points above standard Declined -5.2 points 46
		 No Performance Color 1.3 points above standard Increased Significantly ++37.1 points 27		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color 0 Students	Asian  Green 106.1 points above standard Declined -4.6 points 73	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Green 32.3 points above standard Declined -13.1 points 44	Two or More Races  No Performance Color 77.3 points above standard Declined Significantly -16.6 points 26	Pacific Islander  No Performance Color 0 Students	White  Blue 64.4 points above standard Increased ++11.3 points 156

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 10	Reclassified English Learners 76.2 points above standard Increased Significantly ++19.5 points 16	English Only 66.9 points above standard Increased ++3.6 points 265
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Conclusions based on this data:

1. Pioneer maintained academic success (+2.1 points) in ELA for the 2018-2019 school year.
2. Students with disabilities increased in proficiency in ELA on overall scores by 37.1 points.
3. Overall, the majority of student groups increase in proficiency in ELA.

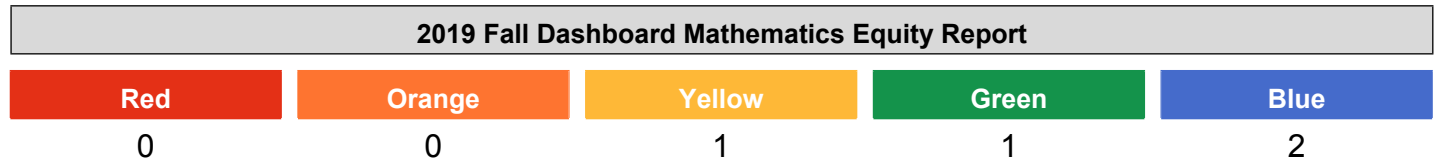
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 60.2 points above standard Increased ++3.4 points 312	English Learners  No Performance Color 40.2 points above standard Maintained ++0.6 points 26	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Socioeconomically Disadvantaged  Yellow 6.8 points below standard Declined -6.4 points 46	Students with Disabilities  No Performance Color 7.1 points below standard Increased Significantly ++39.6 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  Blue 108.6 points above standard Increased ++4.8 points 73	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Green 18.8 points above standard Declined -6.9 points 44	Two or More Races  No Performance Color 52.9 points above standard Declined Significantly -32.4 points 26	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Blue 55.3 points above standard Increased ++9.5 points 156

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 10	Reclassified English Learners 75.1 points above standard Increased Significantly ++27 points 16	English Only 56.6 points above standard Increased ++3.1 points 265
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Conclusions based on this data:

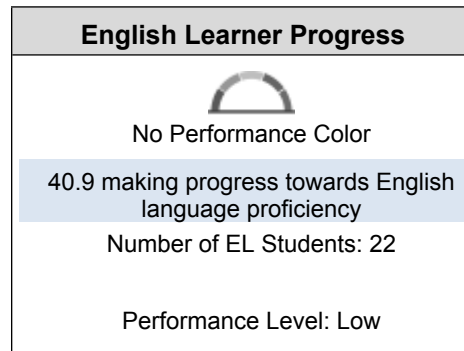
- Overall, Socioeconomically disadvantaged students, scored continue to perform below standard and experience a drop of 6.4 points from the year prior.
- Students with disabilities had the largest increase of 39.6 points but continues to be 7.1 points below standard.
- Hispanic students scored 18.8 points overall above standard, decreasing by 6.9 points from the year prior.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	6	5	4

Conclusions based on this data:

1. Pioneer has 22 English Language Learners with 27% at levels 1-3.
2. Pioneer has 22 English Language Learners with 22.7% maintaining an ELPI Level 4..
3. Pioneer had 7 English Language Learners decrease one ELPI Level and 4 progress at least one ELPI level with the remainder maintaining their current ELPI Level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	3	2

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 3.9 Declined -0.6 561	English Learners  Green 5.1 Declined -4.9 59	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 20 15	Socioeconomically Disadvantaged  Green 10 Declined -2.4 90	Students with Disabilities  Orange 10.9 Increased +5.9 64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 23.1 Declined -1.9 13	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  Blue 1.4 Declined -2.3 146	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 10.8 Increased +7.1 74	Two or More Races  Blue 0 Maintained 0 43	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Green 2.9 Declined -1.9 277

Conclusions based on this data:

1. In 2018-2019, Pioneer students had a 3.9 rate of absenteeism with an increase of .6 points from the year prior primarily in the groups of students with disabilities and Hispanic.
2. English Learners, Students with Disabilities, Asian, White, socioeconomically disadvantage, and African American all experienced a decline in absenteeism however some of these groups continue to have high absenteeism.
3. African American followed by Hispanics continue to have a very disproportionate level of student absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

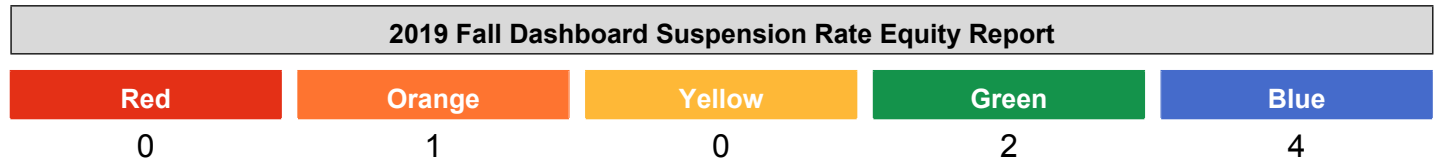
School and Student Performance Data

Conditions & Climate Suspension Rate







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



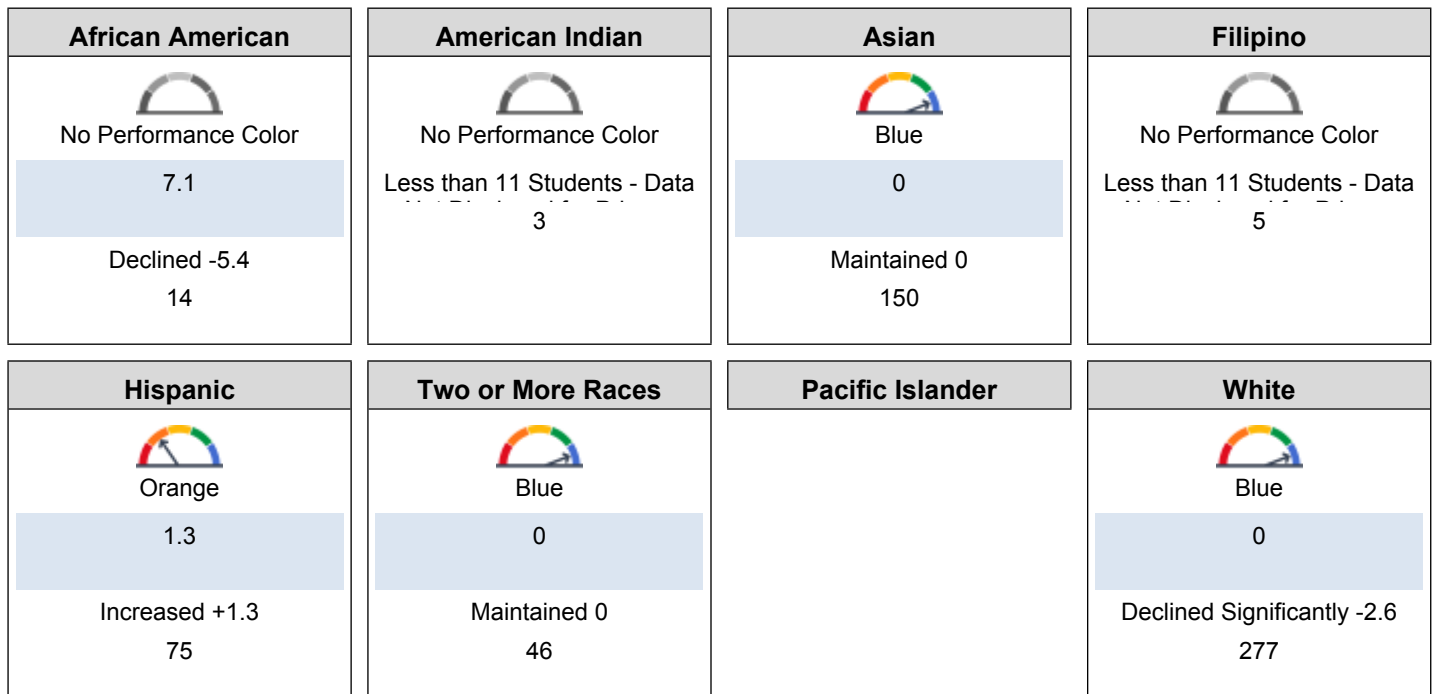
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.4 Declined Significantly -1.3 570	English Learners  Blue 0 Maintained 0 63	Foster Youth  No Performance Color Less than 11 Students - Data Not 2
Homeless  No Performance Color 0 19	Socioeconomically Disadvantaged  Green 2.1 Declined -1.9 94	Students with Disabilities  Green 1.6 Declined -5.2 64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	0.4

Conclusions based on this data:

1. Pioneer Elementary had an overall drop of 1.2% in suspension rate.
2. Students with Disabilities, Socioeconomically Disadvantaged and African American students experienced a decrease in suspensions from the prior year. However African American students continue to have a significantly disproportionate number of suspensions compared to their peer groups.
3. Hispanics experienced a slight increase in suspensions in 2018-2019.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching and Learning

Goal Statement

All students at Pioneer will experience 21st Century learning through rigorous evidence-based curriculum and instructional practices, active learning environments, and collaborative staff centered around student outcomes.

LCAP Goal

All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.

Basis for this Goal

DJUSD LCAP, staff, student, and parent community's response to student needs and outcomes.
Review of data related to CAASPP and CDE Dashboard.
Review of Youth Truth Survey.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>Dashboard:</p> <ul style="list-style-type: none">Chronic AbsenteeismELAMathematicsSuspension Rates <p>CAASPP</p> <ul style="list-style-type: none">ELAMathematics <p>ELPAC: Levels of proficiency</p> <p>Youth Truth Survey:</p> <ul style="list-style-type: none">Conditions and Climate	<p>CAASPP Performance Levels</p> <p>CDE Dashboard Results</p> <p>Youth Truth Survey Results</p>	<p>Student groups including Socioeconomically Disadvantaged, Students with Disabilities, and African American will have a decrease in suspension rates and an increase in attendance and academic performance in report cards in addition to other routine academic measures such as CAASPP.</p> <p>Students will increase their attendance and overall rating of school climate and culture related to the deficit areas in the Youth Truth Survey.</p> <p>Parents will increase overall rating of Pioneer in the Youth Truth Survey.</p>

Planned Strategies/Activities

Strategy/Activity 1

Implement art enrichment program with a focus on creativity, VAPA standards, and movement toward integration of art through adopted ELA, Social Studies, Science, and Math curriculum.

Students to be Served by this Strategy/Activity

All students with additional focus on Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students and students greatly affected by the school closure of March 2020.

Timeline

August 2020 - June 2021

Person(s) Responsible

Principal, Faculty, Staff, Parent Community (PTA, Garden & Art)

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Parent-Teacher Association (PTA/O)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Art specialist, materials, collaboration (VSA)

Strategy/Activity 2

Produce a musical performance involving intermediate students (Grades 4th - 6th).

Students to be Served by this Strategy/Activity

Intermediate Students in Grades 4th - 6th

Timeline

March 2021- June 2021

Person(s) Responsible

Teacher, Principal, PTA

Proposed Expenditures for this Strategy/Activity

Amount	2,200
Source	Parent-Teacher Association (PTA/O)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Musical Drama Stipend VSA

Strategy/Activity 3

Multi-Tiered Systems of Supports: Teachers will engage in professional development, coaching, and collaboration time to create and support district-wide and school-wide systems that focus on student data and outcomes to ensure equitable access and opportunity for all students with a focus on adopted material and universal assessment implementation and review TK-6th grade and/or additional instructional support such as (but not limited to) paraprofessional support and assisted technology.

Students to be Served by this Strategy/Activity

All students with extra focus on EL, SED, and SWD students

Timeline

August 2020 - June 2021

Person(s) Responsible

Principal, Teachers, Specialists, Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Base
Description	Substitutes and PD specific to school site needs related to MTSS team to have additional collaboration and work with teams around student work.
Amount	5303
Source	LCFF - Base
Description	Instructional support specific to school site needs related to MTSS, additional collaboration, work with teams around student work and data.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Close the Opportunity and Achievement Gap

Goal Statement

All students at Pioneer Elementary will benefit from high quality evidence-based instructional practices and engaging curriculum guided by staff collaborating around student work and student data to refine and adjust teaching strategies targeting students individual needs in order to close the achievement and opportunity gap (EL, SWD, SED, Minority Groups).

LCAP Goal

All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaborating on closing the opportunity and achievement gap.

Basis for this Goal

At Pioneer there continues to be a gap in overall academic performance between SWD, SED, EL, and minority groups and their White and Asian counterparts.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CDE Dashboard <ul style="list-style-type: none">Chronic AbsenteeismSuspension Rates CAASPP <ul style="list-style-type: none">ELAMathematics Youth Truth Survey <ul style="list-style-type: none">Conditions and Climate ELPAC	Assessment information continues to show a gap between overall achievement in ELA and mathematics for ELs, SWD, SED, and other minority students.	Students will increase their academic performance by at least one year in ELA and mathematics on CAASPP (Note: No CAASPP given in 2020 due to COVID-19 school closures), trimester benchmark assessments in ELA and mathematics, and report card outcomes.

Planned Strategies/Activities

Strategy/Activity 1

Provide a highly qualified paraprofessional to support teachers core instruction in math focused on CCSS, targeting student learning styles related to academic needs and differentiation to increase student access to core concepts and curriculum in mathematics.

Students to be Served by this Strategy/Activity

Students scoring in the below standards range including but not limited to ELs, SWD, and SED students.

Timeline

August 2020-2021

Person(s) Responsible

Principal, Classroom Teacher, Instructional Coach, Paraprofessional

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Parent-Teacher Association (PTA/O)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Math Paraprofessional for 2020-2021

Strategy/Activity 2

Academic Conferencing: Utilize CAASPP Interim Assessment results to target grade-level standards during PLC/Academic Conferencing. Utilize common assessments including but not limited to analyzing screeners, trimester benchmark data, progress monitoring data, student work, and observational data to determine needs of students. Reflect on teaching practices to assist all students in accessing and progressing in core content areas related to CCSS. Respond to the social emotional needs of students.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020 - June 2021

Person(s) Responsible

Principal, Teachers, Reading Specialists, SpEd Specialist, Inclusion Teacher, Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount	7,300
Source	LCFF - Base
Description	Supports collaboration conversations around student work and data for math, ELA, science, social studies and social emotional development, site specific PD, focus on unduplicated. Cost of subs.

Strategy/Activity 3

Provide reading paraprofessionals to support trimester assessment periods and core instruction for targeted students in 1st-6th grades who are identified through multiple assessments as at risk or far below in reading development.

Students to be Served by this Strategy/Activity

Students scoring on multiple measures related to reading (screeners, core curriculum assessments, trimester benchmark assessments, CAASPP, writing) as at risk or far below in reading will be provided additional supports to access core curriculum. Additional para support for English Learners.

Timeline

August 2020 - June 2021

Person(s) Responsible

Principal, Teacher, Reading Specialist

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading para support
Amount	10000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading para support paid through (Parcel Tax)
Amount	7000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EL para support
Amount	4000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL para support second EL para professional

Strategy/Activity 4

After school intervention to provide help for students in need of academic support and students of families in transition.

Students to be Served by this Strategy/Activity

Target students: Families in transition and underperforming students who are struggling in class and require additional supports to understand and complete homework in grades 4-6.

Timeline

August 2020 - June 2021

Person(s) Responsible

Principal, Teacher

Proposed Expenditures for this Strategy/Activity

Amount	1548
Source	LCFF - Supplemental

Description	Pays teacher to provide support for conceptual learning and complete homework after school (VSA)
Amount	500
Source	LCFF - Base
Description	Pays teacher to provide support for conceptual learning and complete homework after school (VSA)

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive and Safe Environments

Goal Statement

All students at Pioneer will have equal opportunity to learn in a culturally relevant and inclusive environment that ensures physical and emotional safety with a focus on equitable supports and responses to student needs.

LCAP Goal

All students will have equal opportunity to learn in an inclusive and safe learning environment that is physically and emotionally safe and informed by the relationships with parents and community partners.

Basis for this Goal

Youth Truth Survey measures
Discipline data shows high number of boys, students of color, and Special Education students
Chronic Absenteeism data for SWD, Hispanic, and other minority groups

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Survey Results	Youth Truth Survey results shows:	Maintain or improve favorable Youth Truth Survey results.
CDE Dashboard Data <ul style="list-style-type: none">AbsenteeismSuspensions	Although there was a significant decrease in the number of suspensions school-wide, the number of suspensions continues to be very disproportionate for minority groups.	Improve areas on Youth Truth Survey that were less favorable.
Q Database for DJUSD <ul style="list-style-type: none">Discipline data	CDE Dashboard shows improvement in attendance, however the baseline for some groups continues to show high/disproportionate absenteeism for some groups.	Decrease chronic absenteeism for most impacted groups. Decrease suspension rates by using alternative interventions and supports such as Restorative Practices, PBIS, CICO...etc.

Planned Strategies/Activities

Strategy/Activity 1

Continue to implement intramural director time to support PBIS Tier 2, structured recess and check in program (recess games, table activities, ...etc.) for students in 1st - 6th grade.

Students to be Served by this Strategy/Activity

All Students in grades 1st - 6th.

Timeline

August 2020- June 2021

Person(s) Responsible

Intramural Director, Principal, Teachers, PTA

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Parent-Teacher Association (PTA/O)
Description	Intramural setup, coordination, facilitation, and monitoring of students at morning recess, lunch, and lunch recess, including interactive hands on activities at outdoor or indoor tables, support for lunch activities such as yoga...etc. The Tier 2 check ins (CICO PBIS) in grades 1-6. (VSA)
Amount	6,000
Source	Parent-Teacher Association (PTA/O)
Description	Intramural setup, coordination, facilitation, and monitoring of students 3rd-6th grade (VSA)

Strategy/Activity 2

A Touch of Understanding Disability Awareness Program with 5th grade using program as a catalyst to engage 5th grade students in creating and promoting positive school engagement. With an introduction to 4th grade students providing background to ready them for 5th grade.

Students to be Served by this Strategy/Activity

4th and 5th grade students

Timeline

Winter/Spring 2020-2021

Person(s) Responsible

Principal, Intermediate Teachers (grades 4-5), PTA

Proposed Expenditures for this Strategy/Activity

Amount	1,800
Source	Parent-Teacher Association (PTA/O)
Description	A Touch of Understanding (understanding special needs for children) Program cost-funded directly by PTA

Strategy/Activity 3

Develop a continuum of evidence-based behavioral practices and school-wide systems (Positive Behavioral Interventions and Supports, PBIS) encompassing social-emotional learning, clear and consistent classroom practices and corrective responses that support the whole child through first best instruction and interventions and supports to create a restorative environment for all students.

Students to be Served by this Strategy/Activity

All students, students with identified social emotional needs (Tier 2), targeted students with specific trauma/needs (Tier 3).

Timeline

August 2020-June 2021

Person(s) Responsible

Principal, Teachers, Counselor, School Psychologist

Proposed Expenditures for this Strategy/Activity

Amount	4,750
Source	LCFF - Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	PBIS Implementation Training for Tier 1 & 2
Amount	650
Source	LCFF - Supplemental
Description	SWIS data system to identify school-wide supports, classroom needs and student needs
Amount	5,500
Source	LCFF - Base
Description	Substitutes for additional training for Tier 1 team and 3 trainings for Tier 2 team.
Amount	200
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	PBIS Posters, Certificates, Materials
Amount	300
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	PBIS Posters, Certificates, Materials

Strategy/Activity 4

Teach social emotional, friendship, problem solving curriculum in grades K-3 as well as coordinate classroom lessons in grades 4-6. Focus on PBIS Tier 2 and 3 targeting the needs of students through intervention supports related to specific small group needs and individual student needs. Work with families in transition support program, domestic violence shelter to help connect families with community resources accessed through the center for families. Coordinator for all SST & 504 meetings and manager for Tier 2 and Tier 3 support under PBIS guidelines.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2020 - June 2021

Person(s) Responsible

Counselor, Principal

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Counseling and teaching supplies.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

All students at Pioneer will have equal opportunity to learn in a culturally relevant and inclusive environment that ensures physical and emotional safety with a focus on equitable supports and responses to student needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth truth survey results Chronic absentee data Suspension data	<p>Maintain or improve favorable survey areas.</p> <p>Decrease chronic absence for SED, students with disabilities and African American Students by 1% to 11.4% and 4.1%, and 24%</p> <p>Decrease suspension rates by 1% for students with disabilities, SED, and African American students to 5.8%, 3%, and 11.5%</p>	<p>Youth Truth Survey results were maintained.</p> <p>Although some improvements were made with some groups there is still room for improvement in attendance.</p> <p>Pioneer met the goal to decrease suspension rates overall. Will continue to work towards reducing suspension rates amongst all groups.</p>

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement/increase Intramural Director time to support PBIS Tier 2, structured recess/check in program (recess games, table activities etc.) for students in 1st-6th grade.	The intramural director position continues at Pioneer. The team reviews and brainstorms ways to make the program grow in order to best support all students.	<p>Intramural setup, coordination, facilitation and monitoring of students 3-6th grade (VSA) Parent-Teacher Association (PTA/O) 6,000</p> <p>Intramural setup, coordination, facilitation, and monitoring of students at AM recess, Lunch and lunch recess, including interactive hands on activities at outdoor or indoor tables, support for lunch activities such as yoga etc. and Tier 2 check-ins. 1st - 6th grades (VSA). Parent-Teacher Association (PTA/O) 10,000</p>	<p>Intramural setup, coordination, facilitation and monitoring of students 3-6th grade (VSA) Parent-Teacher Association (PTA/O) 6000</p> <p>Intramural setup, coordination, facilitation, and monitoring of students at AM recess, Lunch and lunch recess, including interactive hands on activities at outdoor or indoor tables, support for lunch activities such as yoga etc. and Tier 2 check-ins. 1st - 6th grades (VSA). Parent-Teacher Association (PTA/O) 10000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teach social emotional, friendship, problem solving curriculum in grades K-3 as well as coordinated classroom lessons in 4-6. Focus on PBIS Tier 2 and 3 targeting the needs of students through intervention supports related to specific small group needs and individual student needs. Families in Transition support program, Domestic Violence Shelter to help connect families with community resources accessed through Center for Families; coordinator for SST & 504 manager to include a focus on Tier 2 and Tier 3 support for under PBIS guidelines.	New full time counselor at Pioneer Elementary hired mid-fall trimester. Lessons did not begin until after winter break. Counselor is being trained on PBIS Tier 1 and Tier 2. Next year will be trained for Tier 3.	Counselor, .5 FTE 1000-1999: Certificated Personnel Salaries District Funded 37,500	Full time counselor. 1000-1999: Certificated Personnel Salaries District Funded 37500
A Touch of Understanding disability awareness program with 5th grade, using program as a catalyst to engage 5th grade students in creating and promoting positive school engagement. With an introduction to 4th grade students providing background to ready them for 5th grade.	Assembly took place in March of 2020 and was well received by students and staff.	Touch of Understanding (understanding special needs for students) Program cost - funded directly by PTA Parent-Teacher Association (PTA/O) 1,800	Touch of Understanding (understanding special needs for students) Program cost - funded directly by PTA Parent-Teacher Association (PTA/O) 1800
Develop a continuum of evidence-based behavioral practices and school wide systems (Positive Behavioral Interventions and Supports, PBIS) encompassing, social-emotional learning, clear and consistent classroom practices and corrective response that support the whole child through first best instruction and interventions and supports to create	School launched year 1 of PBIS implementation. School participated in assemblies, awards, special lunch...etc. Data was gathered and entered in SWIS.	PBIS Implementation Training for Tier 1 & 2: District Funded 4,750 SWIS data system to identify school wide supports, classroom needs and student needs District Funded 325 Substitutes for 1 additional training for Tier 1 team and 3 trainings for Tier 2 team. District Funded 5,530	PBIS Implementation Training for Tier 1 & 2: District Funded 4750 SWIS data system to identify school wide supports, classroom needs and student needs District Funded 325 Substitutes for 1 additional training for Tier 1 team and 3 trainings for Tier 2 team. District Funded 5530

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
restorative environments for all students.			
Various assemblies are done throughout the year on topics ranging from safety, art education, drama/music, and patriotic events.	Various assemblies are done throughout the year on topics ranging from safety, art education and patriotic events. The school musical was cancelled due to COVID-19 school closure.	Assemblies funded directly by PTA Parent-Teacher Association (PTA/O) 2,000	Assemblies funded directly by PTA Parent-Teacher Association (PTA/O) 2000
Other related PBIS activities: Trimester Assemblies to support school culture and climate including PBIS, monthly assemblies to support PBIS focus and implementation, support PBIS for staff, posters, tools, printed materials to support PBIS	Many PBIS activities took place throughout the year such as assemblies, special student lunches, awards, Perry's paws...etc.	Professional development, coaching, resources, materials (classroom containers, PBIS posters, materials to support assemblies, engagement and relationships etc.) to support a positive school wide climate for students and teachers. District Funded 500 Professional development around SEL, student and teacher coaching, resources, materials (classroom containers, PBIS posters, materials to support assemblies, engagement and relationships etc.) to support a positive school wide climate for students and teachers. Additional funds to support staffing for tier II check ins. LCFF - Base 4,000	Professional development, coaching, resources, materials (classroom containers, PBIS posters, materials to support assemblies, engagement and relationships etc.) to support a positive school wide climate for students and teachers. District Funded 500 Professional development around SEL, student and teacher coaching, resources, materials (classroom containers, PBIS posters, materials to support assemblies, engagement and relationships etc.) to support a positive school wide climate for students and teachers. Additional funds to support staffing for tier II check ins. LCFF - Base 4000

Analysis

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

All strategies and activities listed under goal 1 were implemented with great fidelity during the academic year. Unfortunately, due to COVID-19 school closures, Pioneer was not able to fully measure, analyze, and document the impact of each item on the school as a whole.

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

Due to COVID-19 school closures, the school was not able to effectively measure success of strategies and activities. There is however some anecdotal data showing impact of PBIS on specific behaviors on the playground.

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

Expenditures at the site level are fairly precise. Actual expenditures paid by the District may vary with staff participation and costs of trainings.

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.

Although all three goals on the current SPSA will remain in effect in the 2020-2021 SPSA, please note that the order of the goals has changed to be consistent with DJUSD LCAP goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

All students at Pioneer will experience 21st century learning through rigorous evidence-based curriculum and instructional practices, active learning environments, and collaborative staff centered around student outcomes.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dashboard Chronic Absenteeism, Conditions and Climate CAASPP, ELPAC,	Students will increase their attendance and overall rating of school climate and culture related to the deficit areas (YTS). Parents will increase overall rating of Pioneer on the YTS. Students groups (SED, SWD, minority groups) will have decreased suspension rates, increase attendance rates and increase academic performance on Report Cards, routine academic measures and CAASPP.	There is some improvement in attendance at Pioneer for some groups however absenteeism for some student groups continues to be high. Suspension rates decreased significantly. This will continue to be an area of focus and Pioneer continues to seek interventions that support all students through PBIS.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Pioneer will develop and implement a STEAM (science, technology, engineering, arts, and math) lab, create and coordinate curriculum and materials that align to the DJUSD language arts adoptions in ELA (Benchmark Advance) and math (Envision with supplemental materials) to support integrated learning through science. (LCAP-Innovative Pilot)	STEAM was not implemented at Pioneer Elementary due to sudden change in leadership and lack of follow through and/or communication between administration and stakeholders.	Redesign classroom into a lab to incorporate movement of students, easily accessible materials, easily cleanable areas, maximize space for experimentation, and purchase of tools and materials to support curriculum development and integration. Provide professional development and coaching around integrated learning. District Funded 6,000	STEAM was not implemented in 2019-2020. District Funded 0
		Purchase of tools and materials to support 21st century learning, curriculum development and curriculum	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		integration. Provide professional development and coaching around integrated learning. LCFF - Base 5,249	
Implement art enrichment program with a focus on creativity, VAPA standards, and movement toward integration of art through adopted (ELA, Social Studies, Science, Math) curriculum.	Students enjoyed guided art activities with the art specialist. Student work was displayed year round on campus including the main office.	Art specialist, materials, collaboration VSA Parent-Teacher Association (PTA/O) 7,300	Art specialist, materials, collaboration VSA Parent-Teacher Association (PTA/O) 7300
Produce a musical performance involving intermediate students (4th-6th).	Musical performance was cancelled due to COVID-19 school closures in March 2020.	Musical Drama stipend VSA Parent-Teacher Association (PTA/O) 2,200	Musical Drama Stipend VSA Parent-Teacher Association (PTA/O) 0
Multi-Tiered Systems of supports: Teachers will engage in professional development and collaboration time to create and support district wide and school wide systems that focus on student data and outcomes to ensure equitable access and opportunity for all students with a focus on adopted material and universal assessment implementation and review TK-6th grade.	MTSS professional development in August of 2019. Additional MTSS trainings took place throughout the year, mostly in the form of PBIS trainings.	substitutes and PD specific to school site needs related for MTSS team to have additional collaboration, work with teams around student work and data, District Funded 2,000	Substitutes and PD related to MTSS District Funded 2000
		PD specific to school site needs related for MTSS, including substitutes for additional collaboration, work with teams around student work and data, LCFF - Base 4,000	PD specific to school site needs related to MTSS. LCFF - Base 4000
Evaluate and maintain campus technology hardware and software. Assist with up-to-date software needs, maintain technology systems and support teachers in promoting access of technology for all grade levels.	Technology support was provided by an IT technician.	Support the implementation of Technology, ITS 2000-2999: Classified Personnel Salaries District Funded 25,500	IT Technician 2000-2999: Classified Personnel Salaries District Funded 25500

Analysis

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

MTSS as a whole was introduced to staff in the summer of 2019. A significant portion of the staff attended the training. Additional MTSS reviews were provided throughout the year, mostly focusing on PBIS.

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

Implementation of PBIS was well thought out and carried through by staff members. Information gathering began in October of 2019 but was interrupted in March 2020 due to COVID-19 school closures.

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

Unsure of some of the actual expenditures paid for with District Funds since some of the Tier 2 trainings were cancelled due to COVID-19 which may have impacted the cost of the trainings and the cost of substitute pay.

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

This goal continues in the 2020-2021 SPSA. The goal is to gather complete data from the beginning of the school year to the end.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

All students at Pioneer will benefit from high quality evidence-based instructional practices and engaging curriculum guided by staff collaborating around student work and student data to refine and adjust teaching strategies targeting students individual needs in order to close the achievement gap (EL, SWD, SED, Minority groups).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP, ELPAC, YTS (engagement), CA Dashboard-chronic absenteeism, conditions and climate (suspensions)	Students will increase their academic performance by at least one year in ELA and math on CAASPP, trimester benchmark assessments in ELA and Math, and report card outcomes.	Youth Truth results showed highest ratings on Culture and Engagement and lowest ratings on Academic Rigor and Instructional Methods.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide a highly qualified paraprofessional to support teachers core instruction in math focused on CCSS, targeting student learning styles related to academic needs and differentiation to increase student access to core concepts and curriculum in mathematics.	Math paraprofessional was hired late in the fall (last week of October) and it took some adjustment period to finalize a schedule that worked for all teachers. Consistent services to students began at the beginning of November. Direct support was interrupted by the closure of schools due to COVID-19 mid-March.	Math Paraprofessional for 2019-2020 .25 2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA/O) 10,000	Math paraprofessional 2019-2020 2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA/O) 10000
Academic Conferencing: Utilize Smarter Balanced Interim Assessment results to target grade-level Standards during PLC/Academic Conferencing, utilize common assessments including but not limited to analyzing screeners, trimester benchmark data, progress monitoring data, student work, observational data to determine needs of students as well as reflect on teaching practices to	Some grade levels met for Academic Conferencing but not all grade levels were able to meet.	Supports collaborative conversations around student work and data for math, ELA, science, social studies and social emotional development, site specific PD, focus on unduplicated (subs etc) District Funded 7,300	Supports collaborative conversations around student work and data for math, ELA, science, social studies and social emotional development, site specific PD, focus on unduplicated (subs etc) District Funded 7300

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
assist all students in accessing and progressing in core content areas related to CCSS and respond to the social emotional needs of students.			
Provide reading paraprofessionals to support trimester assessment periods and core instruction for targeted students in 1st-6th grades who are identified through multiple assessments as at risk or far below in reading development.	Reading support was provided by a paraprofessional under the guidance and support of Reading specialist.	3 .1 FTE paraprofessionals reading support 2000-2999: Classified Personnel Salaries District Funded 8,670	3 .1 FTE paraprofessionals reading support 2000-2999: Classified Personnel Salaries District Funded 8670
		Paraprofessional to support core curriculum, teachers, Reading Specialist .2188 2000-2999: Classified Personnel Salaries LCFF - Supplemental 8,600	Paraprofessional to support core curriculum, teachers, Reading Specialist .2188 2000-2999: Classified Personnel Salaries LCFF - Supplemental 8600
		Paraprofessional to support core curriculum, teachers, Reading Specialist .25 (parcel tax) 2000-2999: Classified Personnel Salaries District Funded 9,290	Paraprofessional to support core curriculum, teachers, Reading Specialist .25 (parcel tax) 2000-2999: Classified Personnel Salaries District Funded 9290
After school homework help for students in need of support including students of families in transition.	Teacher delivered after school intervention to students needing support with homework and school concepts.	Pays teacher to provide support for concept learning and complete homework after school VSA 1000-1999: Certificated Personnel Salaries District Funded 1,500	Pays teacher to provide after school intervention. 1000-1999: Certificated Personnel Salaries District Funded 1500
EL specialist and para educators will provide appropriate supplemental English Language Development instruction to English Language Learners with a focus on Designated ELD while supporting teachers with Integrated ELD, through core curriculum (Benchmark Advance) and supplemental	English Language support and services were provided to students learning English as a second language by EL specialist and paraeducators.	EL Specialist .30 , instruction, teacher support, ELAC lead (district Supplement) 1000-1999: Certificated Personnel Salaries District Funded 21,000	EL Specialist .30 1000-1999: Certificated Personnel Salaries District Funded 21000
		EL Para-educator III support total .275 2000-2999: Classified Personnel Salaries	EL Para-educator III support total .275 2000-2999: Classified Personnel Salaries

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
supports such as GLAD to work toward proficiency in English (speaking, listening, oral comprehension, reading and writing). To include, support with assessments, analyzing assessment data, Professional development for teachers, ELPAC and ELAC committee facilitation.		LCFF - Supplemental 6,650	LCFF - Supplemental 6650
		EL Para-educator support .10 (district supplemental) 2000-2999: Classified Personnel Salaries District Funded 2,440	EL Para-educator support .10 (district supplemental) 2000-2999: Classified Personnel Salaries District Funded 2440
		EL Para-educator support/ Site Supplemental .1788 (district Supplemental) 2000-2999: Classified Personnel Salaries District Funded 5,950	EL Para-educator support/ Site Supplemental .1788 (district Supplemental) 2000-2999: Classified Personnel Salaries District Funded 5950
		EL Para-Educator support .0963 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,200	EL Para-Educator support .0963 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3200
		EL Professional development, additional collaboration time between EL specialist and teachers, GLADD coaching and team teaching, additional collaboration time, resources and PD related to unduplicated students. LCFF - Supplemental 4,222	EL Professional development, additional collaboration time between EL specialist and teachers, GLADD coaching and team teaching, additional collaboration time, resources and PD related to unduplicated students. LCFF - Supplemental 4222

Analysis

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

All strategies and activities outlined in this goal were implemented in 2019-2020, however there was interruption in services due to COVID-19 school closures.

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

Targeted supports for students with greatest academic and socioemotional needs are effective and support student academic growth and sense of belonging.

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

Actual expenditures and proposed expenditures are consistent despite the school closure due to the decision to continue pay and services during distance learning.

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

This goal will continue in the 2020-2021 SPSA plan with an understanding that there may be a need to adjust programs and supports to address student need as a result of COVID-19 school closures and the impact of distance learning.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	96,301.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	21053	0.00
LCFF - Supplemental	27248	0.00
District Funded	10000	0.00
Parent-Teacher Association (PTA/O)	38000	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	10,000.00
LCFF - Base	21,053.00
LCFF - Supplemental	27,248.00
Parent-Teacher Association (PTA/O)	38,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	23,250.00
0001-0999: Unrestricted: Locally Defined	4,750.00
1000-1999: Certificated Personnel Salaries	6,200.00
2000-2999: Classified Personnel Salaries	44,000.00
4000-4999: Books And Supplies	750.00











Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	10,000.00
	LCFF - Base	5,803.00
	LCFF - Base	14,800.00
4000-4999: Books And Supplies	LCFF - Base	450.00
	LCFF - Supplemental	1,548.00
	LCFF - Supplemental	650.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	4,750.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	16,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	300.00
	Parent-Teacher Association (PTA/O)	10,000.00
	Parent-Teacher Association (PTA/O)	7,800.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA/O)	2,200.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA/O)	18,000.00

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

Name of Members		Role
Amelia D. Hess		Principal
Stephanie Thomas		Parent or Community Member
Joanie Daly		Parent or Community Member
Justin Smalley		Parent or Community Member
Nicole Gleason		Parent or Community Member
Swapna Panigrahi		Parent or Community Member
Matthew Tealdi		Classroom Teacher
Dana Sodergren		Classroom Teacher
Jarell Campbell		Classroom Teacher
Jennifer McNair		Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Climate Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/20.

Attested:



Principal, Amelia Hess- Interim on 5/18/20

SSC Chairperson, Stephanie Thomas on 5/18/20

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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