

School Year: **2019-20**

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	Patricia Astin
District Name	Davis Joint Unified School District
SPSA Revision Date	May 31, 2019
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	June 20, 2019

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 just over 525. 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 1st-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.

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 SBAC data in the fall, 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 SBAC 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.2%	0.19%		1	1
African American	4.0%	4.2%	2.47%	22	22	13
Asian	20.4%	21.3%	23.76%	113	111	125
Filipino	1.4%	1.5%	0.95%	8	8	5
Hispanic/Latino	15.1%	14.4%	14.64%	84	75	77
Pacific Islander	0.4%	0.2%	%	2	1	
White	52.3%	51.2%	50.19%	290	267	264
Multiple/No Response	%	0.2%	0.19%		1	1
Total Enrollment				555	522	526

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	69	45	67
Grade 1	71	70	49
Grade 2	72	75	72
Grade3	84	73	77
Grade 4	85	90	83
Grade 5	85	83	90
Grade 6	89	86	88
Total Enrollment	555	522	526

Conclusions based on this data:

1. Student enrollment has declined since 2015-2016.
2. The number of families identifying as Latino/Hispanic, African American and White has declined since the 2015-2016 school year.
3. The number of families identifying as Asian has increased in 2017-2018.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	60	52	47	10.8%	10.0%	8.9%
Fluent English Proficient (FEP)	30	32	33	5.4%	6.1%	6.3%
Reclassified Fluent English Proficient (RFEP)	4	4	6	10.3%	6.7%	11.5%

Conclusions based on this data:

1. The number of students being reclassified has fluctuated by 4 to 5% each year.
2. The number of students identified as English Learners decrease in the 2017-2018 school year.
3. The number of Fluent English Proficient students has been steady throughout the last 3 years.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	88	72	77	83	70	77	83	70	77	94.3	97.2	100
Grade 4	83	90	81	78	85	75	78	85	75	94	94.4	92.6
Grade 5	85	83	91	82	80	88	82	80	88	96.5	96.4	96.7
Grade 6	90	81	86	86	80	75	86	80	75	95.6	98.8	87.2
All Grades	346	326	335	329	315	315	329	315	315	95.1	96.6	94

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2481.	2478.	2501.	48	52.86	57.14	25	17.14	25.97	20	20.00	11.69	6	10.00	5.19
Grade 4	2530.	2540.	2524.	46	63.53	52.00	31	20.00	21.33	17	9.41	9.33	6	7.06	17.33
Grade 5	2542.	2547.	2584.	39	38.75	57.95	27	32.50	26.14	20	15.00	9.09	15	13.75	6.82
Grade 6	2590.	2575.	2586.	37	37.50	44.00	47	35.00	32.00	10	12.50	16.00	6	15.00	8.00
All Grades	N/A	N/A	N/A	43	48.25	53.02	33	26.35	26.35	17	13.97	11.43	8	11.43	9.21

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	37	44.29	55.84	51	40.00	37.66	12	15.71	6.49	
Grade 4	37	52.94	49.33	56	38.82	28.00	6	8.24	22.67	
Grade 5	40	37.50	59.09	37	45.00	32.95	23	17.50	7.95	
Grade 6	41	41.25	49.33	49	41.25	37.33	10	17.50	13.33	
All Grades	39	44.13	53.65	48	41.27	33.97	13	14.60	12.38	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	47.14	49.35	47	41.43	42.86	14	11.43	7.79
Grade 4	51	58.33	40.00	41	32.14	45.33	8	9.52	14.67
Grade 5	38	52.50	60.23	46	35.00	28.41	16	12.50	11.36
Grade 6	42	43.75	49.33	52	38.75	37.33	6	17.50	13.33
All Grades	42	50.64	50.16	47	36.62	38.10	11	12.74	11.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	41	38.57	38.96	55	54.29	57.14	4	7.14	3.90
Grade 4	31	38.10	38.67	64	57.14	46.67	5	4.76	14.67
Grade 5	34	33.75	46.59	52	60.00	48.86	13	6.25	4.55
Grade 6	31	38.75	37.33	66	50.00	57.33	2	11.25	5.33
All Grades	34	37.26	40.63	60	55.41	52.38	6	7.32	6.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	44.29	54.55	49	47.14	37.66	5	8.57	7.79
Grade 4	49	55.95	52.00	47	40.48	36.00	4	3.57	12.00
Grade 5	50	45.00	51.14	43	40.00	43.18	7	15.00	5.68
Grade 6	48	47.50	54.67	49	42.50	40.00	3	10.00	5.33
All Grades	48	48.41	53.02	47	42.36	39.37	5	9.24	7.62

Conclusions based on this data:

1. Looking at the overall achievement for students in 3rd-5th grade, 5th grade trends show an overall drop under the "Standard Exceeded" indicator with an increase in the number of students.
2. The 15-16 cohort, beginning in 3rd grade, shows consistent trends across the board under all indicators.
3. Overall in ELA, 4th grade students had a significant increase in the number of 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	88	72	77	85	70	77	84	70	77	96.6	97.2	100
Grade 4	83	90	81	78	88	78	77	88	78	94	97.8	96.3
Grade 5	85	83	91	83	81	90	83	81	90	97.6	97.6	98.9
Grade 6	90	81	86	88	80	82	88	80	82	97.8	98.8	95.3
All Grades	346	326	335	334	319	327	332	319	327	96.5	97.9	97.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2493.	2492.	2499.	54	47.14	49.35	25	32.86	32.47	13	15.71	11.69	8	4.29	6.49
Grade 4	2526.	2561.	2533.	44	55.68	50.00	19	34.09	21.79	32	6.82	19.23	4	3.41	8.97
Grade 5	2546.	2569.	2594.	42	50.62	62.22	19	22.22	21.11	19	13.58	11.11	19	13.58	5.56
Grade 6	2616.	2588.	2592.	52	41.25	53.66	28	30.00	18.29	14	13.75	13.41	6	15.00	14.63
All Grades	N/A	N/A	N/A	48	48.90	54.13	23	29.78	23.24	19	12.23	13.76	9	9.09	8.87

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	68	64.29	68.83	21	25.71	20.78	11	10.00	10.39	
Grade 4	55	75.00	60.26	26	19.32	24.36	19	5.68	15.38	
Grade 5	49	64.20	68.89	27	18.52	23.33	24	17.28	7.78	
Grade 6	61	51.25	58.54	26	32.50	23.17	13	16.25	18.29	
All Grades	58	63.95	64.22	25	23.82	22.94	17	12.23	12.84	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	55.71	53.25	40	35.71	41.56	8	8.57	5.19
Grade 4	45	59.09	46.15	45	34.09	39.74	9	6.82	14.10
Grade 5	42	43.21	61.11	36	48.15	26.67	22	8.64	12.22
Grade 6	57	40.00	50.00	38	38.75	35.37	6	21.25	14.63
All Grades	49	49.53	52.91	40	39.18	35.47	11	11.29	11.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	58.57	66.23	43	35.71	24.68	4	5.71	9.09
Grade 4	49	67.05	55.13	40	27.27	29.49	10	5.68	15.38
Grade 5	37	54.32	51.11	39	33.33	40.00	24	12.35	8.89
Grade 6	51	46.25	51.22	39	36.25	35.37	10	17.50	13.41
All Grades	48	56.74	55.66	40	32.92	32.72	12	10.34	11.62

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 increased from 2015-2018 with "standard not met" decreasing.
3. The percentage of students scoring "standard met" has stayed relatively the same from 2015-2018.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				41

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3	*	*	*	*			*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*					*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	20	48.78	*	*	*	*	*	*	41

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3	*	*					*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*					*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	24	58.54	*	*	*	*	*	*	41

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1			*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3			*	*			*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*					*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	12	29.27	*	*	*	*	41

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*			*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*			*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	24	58.54	*	*	*	*	41

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*			*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*			*	*	*
Grade 6	*	*	*	*			*
All Grades	21	51.22	12	29.27	*	*	41

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	*	*	19	46.34	12	29.27	41

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1			*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	12	29.27	22	53.66	*	*	41

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
526	16.2%	8.9%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	47	8.9%
Homeless	2	0.4%
Socioeconomically Disadvantaged	85	16.2%
Students with Disabilities	46	8.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.5%
American Indian	1	0.2%
Asian	125	23.8%
Filipino	5	1.0%
Hispanic	77	14.6%
Two or More Races	40	7.6%
White	264	50.2%

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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Suspension rates for low socioeconomic students continues to fall into the Orange range with little to no change from the prior year.
2. African American students make up 2.5% of the population however they have been suspended at a rate of 12.5% with an increase of 8.5% in 2017-2018.
3. Suspensions for students with disabilities fall within the red at a percentage of 6.8% which is a 1.7% increase from the year prior.

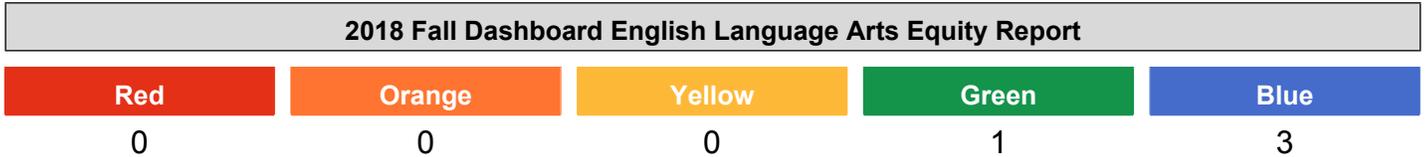
School and Student Performance Data

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>67.6 points above standard</p> <p>Increased 14.7 points</p> <p>305 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>47.5 points above standard</p> <p>Increased 34.1 points</p> <p>25 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>5.9 points above standard</p> <p>Increased 13.9 points</p> <p>57 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>20.8 points below standard</p> <p>Declined -4.2 points</p> <p>24 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 Blue 110.7 points above standard Increased 22.4 points 73 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 46.1 points above standard Increased 32.2 points 48 students	 No Performance Color 93.9 points above standard Increased 4.7 points 24 students	 No Performance Color 0 Students	 Blue 54.7 points above standard Maintained 2.2 points 150 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7 students	56.7 points above standard 18 students	64.6 points above standard Increased 11.6 points 260 students

Conclusions based on this data:

- There was an overall increase of academic success (+14.7%) in ELA for the 2017-2018 school year.
- Students with disabilities decreased in proficiency in ELA on overall scores by -4.2%
- Overall, the majority of student groups increase in proficiency in ELA.

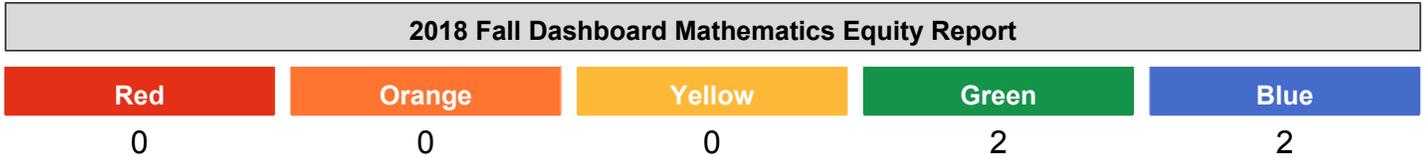
School and Student Performance Data

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 57.8 points above standard Increased 4.2 points 306 students	<p>English Learners</p>  No Performance Color 41.2 points above standard Increased 15.4 points 26 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Green 0.5 points below standard Increased 11.8 points 58 students	<p>Students with Disabilities</p>  No Performance Color 27.1 points below standard Declined -6.2 points 24 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 Blue 103.8 points above standard Increased 9.1 points 74 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 26.8 points above standard Increased 10.4 points 48 students	 No Performance Color 85.3 points above standard Declined -12.7 points 24 students	 No Performance Color 0 Students	 Blue 46.9 points above standard Maintained -2.4 points 150 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8 students	48.2 points above standard 18 students	54.4 points above standard Maintained 1.8 points 260 students

Conclusions based on this data:

1. Overall, SED students, scored .5 below standard, however increased in proficiency from the year prior by 11.8 points.
2. SWD scored 27.1 points below standard in math decreasing by 6.2 points from the year prior.
3. Hispanic students scored 26.8 point overall above standard, increasing by 10.4 points the year prior.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
41	48.8%	17.1%	12.2%	22%

Conclusions based on this data:

1. Pioneer has 41 English Language Learners with 22% at level 1, beginning level.
2. Pioneer has 41 English Language Learners with 12.2% at level 2, somewhat developed.
3. Pioneer has 41 English Language Learners with 17.1% at level 3, moderately developed.

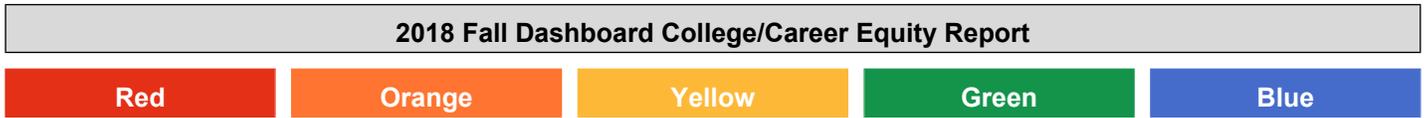
School and Student Performance Data

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.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

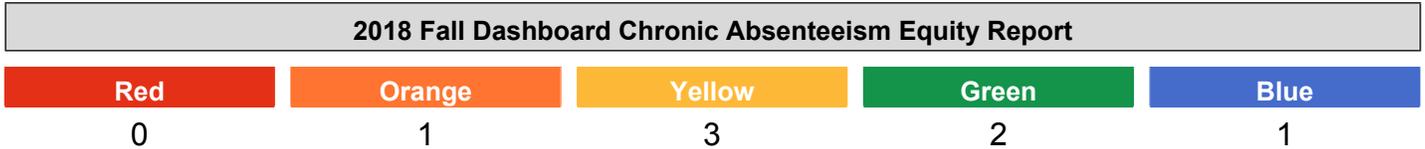
School and Student Performance Data

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.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 4.5% chronically absent Increased 0.7% 551 students	<p>English Learners</p>  Orange 10% chronically absent Increased 3.5% 60 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p>Socioeconomically Disadvantaged</p>  Yellow 12.4% chronically absent Declined 0.5% 97 students	<p>Students with Disabilities</p>  Green 5.1% chronically absent Declined 1.8% 59 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 25% chronically absent Increased 12% 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 3.6% chronically absent Increased 2% 137 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.8% chronically absent Declined 2.8% 80 students	 Blue 0% chronically absent Maintained 0% 41 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Yellow 4.8% chronically absent Increased 1.2% 271 students

Conclusions based on this data:

1. In 2017-2018, Pioneer students had a 4.5% rate of absenteeism with an increase of .7 points from the year prior.
2. English Learners (10%), SED (12.4%), SWD (5.1%) were considered chronically absent during the 2017-2018 school year.
3. African American student absenteeism increased by 12% from the year prior.

School and Student Performance Data

Academic Engagement Graduation Rate

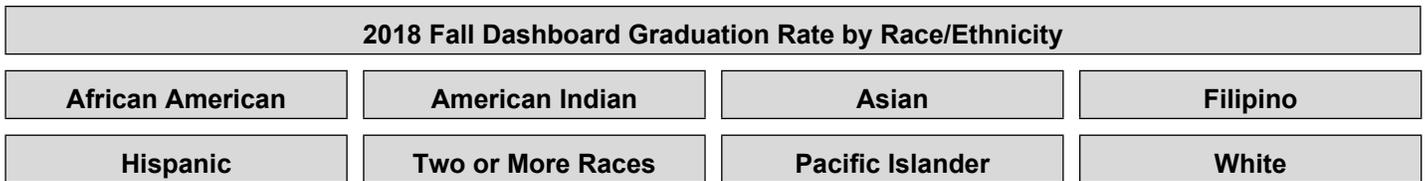
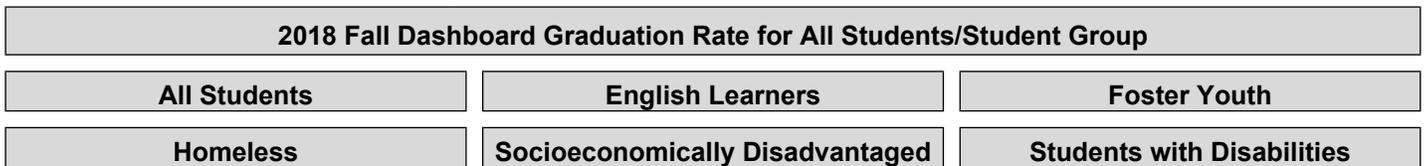
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

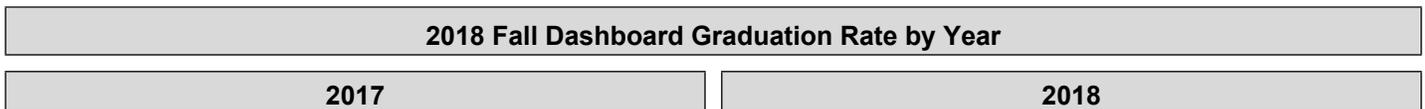
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

- 1.

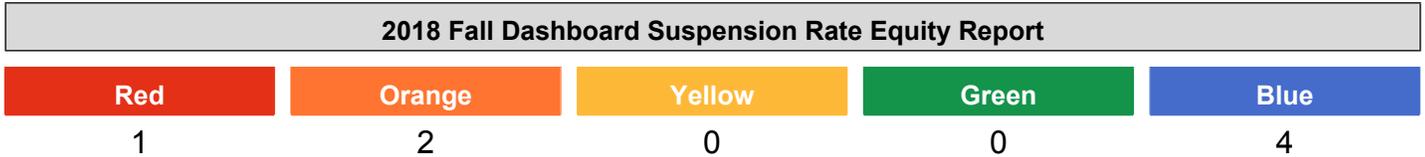
School and Student Performance Data

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 1.6% suspended at least once Maintained 0.2% 556 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 60 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 6 students	<p>Socioeconomically Disadvantaged</p>  Orange 4% suspended at least once Maintained 0% 99 students	<p>Students with Disabilities</p>  Red 6.8% suspended at least once Increased 1.7% 59 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 12.5% suspended at least once Increased 8.3% 16 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Declined -0.8% 139 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 81 students	 Blue 0% suspended at least once Maintained 0% 41 students	 No Performance Color 0 Students	 Orange 2.6% suspended at least once Increased 0.4% 272 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.2% suspended at least once	1.4% suspended at least once	1.6% suspended at least once

Conclusions based on this data:

1. Four percent (4%) of SED students were suspended at least once in 2017-2018 with no change from the year prior.
2. Of SWD 6.8% were suspended during the 2017-2018 school year which is an increase of 1.7% from the prior year.
3. Overall suspension rates for Pioneer have remained consistent from the 2015-16 school year to 2017-18 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Classrooms and school communities will be safe and inclusive 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 a culturally relevant and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners.

Basis for this Goal

Youth Truth student survey (measures low in engagement, rigor, and relevance)
 Discipline data (high number of boys, students of color and special education students)
 Chronic absentee data (socioeconomic disadvantaged, English Learners, African American)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth truth survey results Chronic absentee data Suspension data	Youth Truth survey results showed more favorable outcomes on: Instructional Methods Relationships Culture Less favorable on: Rigor, Engagement, Relevance Chronic absence: currently 4.5% English Language Learners 10% overall; SED 12.4; students with disabilities 5.1% African American (16) 25% Suspension data for Pioneer on the dashboard is in Yellow, 1.6% overall Students with Disabilities 6.8% (Red) Socioeconomically disadvantaged 4% (orange) African American 12.5%	Maintain or improve favorable survey areas. Decrease chronic absence for SED, students with disabilities and African American Students by 1% to 11.4% and 4.1%, and 24% Decrease suspension rates by 1% for students with disabilities, SED, and African American students to 5.8%, 3%, and 11.5%

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

PBIS All students (Tier 1), Students with additional needs (Tier 2) students, students with identified targeted needs and supports (Tier 3).

Timeline

August 2019 - June 2020

Person(s) Responsible

Intramural Directors (1st-2nd) & (3rd-6th) (VSA), Principal

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	Parent-Teacher Association (PTA/O)
Description	Intramural setup, coordination, facilitation and monitoring of students 3-6th grade (VSA)
Amount	10,000
Source	Parent-Teacher Association (PTA/O)
Description	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).

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All students, students with identified social emotional needs at the Tier 2 and Tier 3 levels

Timeline

August 2019- June 2020

Person(s) Responsible

Counselor

Proposed Expenditures for this Strategy/Activity

Amount	37,500
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Counselor, .5 FTE

Strategy/Activity 3

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 2019

Person(s) Responsible

Principal / intermediate teachers,

Proposed Expenditures for this Strategy/Activity**Amount**

1,800

Source

Parent-Teacher Association (PTA/O)

Description

Program cost - funded directly by PTA

Strategy/Activity 4

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 restorative environments for all students.

Students to be Served by this Strategy/Activity

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

Timeline

August 2019- June 2020

Person(s) Responsible

Principal, Program coordinator/School counselor/School Psychologist

Proposed Expenditures for this Strategy/Activity**Amount**

4,750

Source

District Funded

Description

PBIS Implementation Training for Tier 1 & 2:

Amount

325

Source

District Funded

Description

SWIS data system to identify school wide supports, classroom needs and student needs

Amount	1,200
Source	District Funded
Description	Substitutes for 1 additional training for Tier 1 team and 3 trainings for Tier 2 team.

Strategy/Activity 5

Various assemblies are done throughout the year on topics ranging from safety, art education, drama/music, and patriotic events.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019- June 2020

Person(s) Responsible

Principal
PTA VP of Enrichment

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Parent-Teacher Association (PTA/O)
Description	Assembly funded directly by PTA

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

All students and teachers

Timeline

August 2019-September 2020

Person(s) Responsible

Principal, PBIS Tier 1, 2, 3 teams

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	District Funded
Description	Certificates, materials (classroom containers, PBIS posters, materials to support assemblies etc.)

Goals, Strategies, & Proposed Expenditures

Goal 2

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, Parent Community response to student needs and outcomes, review of data related to CAASPP, YTS etc.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard Chronic Absenteeism, Conditions and Climate CAASPP, ELPAC,	Chronic absentee rates school wide & student groups YTS-lowest scoring areas engagement, rigor, and relevance <ul style="list-style-type: none">more prominent for boys and SED, all students for rigor CAASPP data SED, Minority groups	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.

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All students, male students, SED students and SWD

Timeline

September 2019-2020

Person(s) Responsible

Principal, Teachers, Science Teacher, Art teacher, STEAM Liaison, Garden Coordinator,

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	District Funded
Description	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.

Strategy/Activity 2

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 to be Served by this Strategy/Activity

All students, SED students, EL students, SWD

Timeline

September 2019- June 2020

Person(s) Responsible

Classroom teachers, Art Specialist (PTA funded), STEAM Liaison

Proposed Expenditures for this Strategy/Activity

Amount	7,300
Source	Parent-Teacher Association (PTA/O)
Description	Art specialist, materials, collaboration VSA

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

Intermediate students 4th-6th grade

Timeline

August 2019- June 2020

Person(s) Responsible

Teacher, PTA

Proposed Expenditures for this Strategy/Activity

Amount	2,200
Source	Parent-Teacher Association (PTA/O)

Description

Drama stipend VSA

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All students, EL students, SED students, SWD

Timeline

August 2019-2020

Person(s) Responsible

Principal, teachers, specialists, coaches

Proposed Expenditures for this Strategy/Activity**Amount**

2,000

Source

District Funded

Description

substitutes and PD specific to school site needs related for MTSS team to have additional collaboration, work with teams around student work and data

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-2020

Person(s) Responsible

Instructional Technology Specialist

Proposed Expenditures for this Strategy/Activity**Amount**

25,500

Source

District Funded

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Support the implementation of Technology, ITS

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Closing the achievement gap

Goal Statement

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 student's individual needs in order to close the achievement 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 achievement gap.

Basis for this Goal

At Pioneer, there continues to be a gap between overall academic performance and SWD, SED, EL students and minority groups.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP, ELPAC, YTS (engagement), CA Dashboard-chronic absenteeism, conditions and climate (suspensions)	Currently, assessment information shows a gap between overall achievement in ELA and math for ELs, SWD, SED.	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.

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

September 2019- June 2020

Person(s) Responsible

Classroom Teachers, Instructional Coach, Principal

Proposed Expenditures for this Strategy/Activity

Amount	6,804
Source	District Funded
Description	Math paraprofessional
Amount	10,000
Source	Parent-Teacher Association (PTA/O)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Math Paraprofessional

Strategy/Activity 2

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 assist all students in accessing and progressing in core content areas related to CCSS and respond to the social emotional needs of students.

Students to be Served by this Strategy/Activity

All students, Students in RTI Tier 1, 2, 3.

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, teachers, Reading Specialist, Education Specialist, Inclusion Teacher, Coaches

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	District Funded
Description	Supports collaborative conversations around student work and data for math, ELA, science, social studies and social emotional development

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.

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Teacher, Reading Specialist

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	3 .1 FTE paraprofessionals reading support
Amount	5,140
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional to support core curriculum, teachers, Reading Specialist
Amount	3,536
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional to support core curriculum, teachers, Reading Specialist
Amount	4,122
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional to support core curriculum, teachers, Reading Specialist

Strategy/Activity 4

After school homework help for students in need of support including 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 2019-June 2020

Person(s) Responsible

Principal, Teacher

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pays teacher to provide support for concept learning and complete homework after school.

Strategy/Activity 5

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 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, ELPAC and ELAC committee facilitation.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, EL specialist, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL Specialist .20, instruction, teacher support, ELAC lead
Amount	8,599
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EL Para-educator III support total
Amount	4,630
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EL Para-educator support
Amount	7,672
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EL Para-educator support/ Site Supplemental
Amount	2,037
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EL Para-Educator support

Expenditures by Funding Source

Funding Source	Amount
District Funded	110,774.00
LCFF - Base	18,369.00
LCFF - Supplemental	22,672.00
Parent-Teacher Association (PTA/O)	39,300.00

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
Heema Govindjee-Merchant	Parent or Community Member
Nancy Hafer	Parent or Community Member
Deepali Bhargava	Parent or Community Member
Sue Viguie	Classroom Teacher
Patricia Astin	Principal
Kim Wright	Other School Staff
Rachael Fulp-Cooke	Parent or Community Member
Tara Johnson	Classroom Teacher
Dana Sodergren	Classroom Teacher
Justin Smalley	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: 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 5/30/19.

Attested:



Principal, Patricia Astin on

5/30/19

SSC Chairperson, Heema Govindjee-Merchant on

5/30/19

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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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