

# The Single Plan for Student Achievement

**School:** Pioneer Elementary School  
**CDS Code:** 57726786056279  
**District:** Davis Joint Unified School District  
**Principal:** Matthew Duffy  
**Revision Date:** May 23, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	8
School and Student Performance Data .....	9
CAASPP Results (All Students) .....	9
Title III Accountability (School Data) .....	11
Title III Accountability (District Data).....	12
Planned Improvements in Student Performance .....	13
School Goal #1 .....	13
School Goal #2 .....	16
School Goal #3 .....	17
School Goal #4 .....	19
School Goal #5 .....	21
School Goal #6 .....	24
Summary of Expenditures in this Plan.....	25
Total Allocations and Expenditures by Funding Source .....	25
Total Expenditures by Object Type and Funding Source .....	26
Total Expenditures by Goal .....	27
School Site Council Membership .....	28
Recommendations and Assurances.....	29

## School Vision and Mission

### Pioneer Elementary School's Vision and Mission Statements

#### 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 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.

In achieving this MISSION, we are guided by the following beliefs:

1. All students are entitled to develop their individual powers of intelligence: to think, to know, to reflect, to observe, to imagine, to appreciate, to analyze and synthesize in complex real life situations.
2. All students should be instructed regarding the rights and responsibilities of citizens in a free, democratic society in a global world.
3. Our staff and our parent community are our greatest assets and the foundation of our success.

#### Goals

- The learning environment of the school will reflect and recognize an academic focus with high standards for all students.
- Respect and support among and between students and staff members will be evident throughout the school.
- Effective and on-going home-school communication by staff and administration will facilitate success for each learner.
- Learning will take place in a safe, attractive and comfortable environment maintained by the students and staff.

## 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 K-6 grade school with a student population of just over 500. The school currently houses three classrooms at each grade, one of which is a self-contained AIM (Gifted and Talented Program) in grades 4-6. In addition to the general education classrooms, Pioneer hosts a Special Education Resource program of roughly 18 students, an Full Inclusion program of just under 20 and a Special Day class with 5 students. A large focus of the Pioneer community is on being inclusive and kind. Programs and events in 2014-2015 that supported this cause were: an anti-bullying program coordinated by our school counselor in grades 4-6; expansion of the lunchtime activities program to include grades 1 and 2; a week long "kindness campaign" in which over 5000 acts of kindness were documented by students and students collected over 800 pairs of shoes to donate; "A Touch of Understanding" disability awareness workshop for our fifth graders; and weekly recognition of positive acts through a positive referral program. Pioneer has an increasing number of students and families coming to school from a local domestic violence shelter and in response has started a "Families in Transition" program. This support networks provides after school homework help for students and a welcome meeting with our school counselor. During this meeting, our counselor attempts to connect families with local resources through the Center for Families and/or the Family Resource Program at Montgomery Elementary school. We hope to expand this next year and provide access to the internet and resources for parents to access before, during, or after school to help them stay connected and engaged in our school community.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

This year Pioneer participated in the Youth Truth student survey sponsored by DJUSD. Fifth grade students also participated in a disability awareness workshop called "A Touch of Understanding". We will continue this workshop with fifth graders in subsequent years and use it as a launching off point to discuss acceptance and respect.

Various teacher surveys on Professional Development and Academic Conferencing were administered. The results indicated that the staff appreciates having colleagues present and train on areas of expertise to peers. Beginning in January, we re-structured our staff meeting to a workshop model where teachers/staff chose workshops in which to participate. Topics included using Chromebooks and googledocs, Math "number talks", Functional literacy, and restorative practices. In the area of Academic conferencing, staff indicated a desire to bring specialists such as reading and math into their conference time and focus on using time to discuss math and reading curriculum and assessments, as well as the new standard-based report card.

### **Classroom Observations**

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

Frequent walkthroughs and observations were completed this year by administration. When visiting class pares, engaging, student-centered strategies were observed frequently.

Teachers were also offered the opportunity to observe colleagues while the principal covered their classes. Four teachers took advantage of this opportunity and observed grade level colleagues as well as our reading room and grades below their current grade level. All teachers participating in this opportunity raved about their experience and shared the positives they saw with colleagues. We hope that more will take advantage of this practice in the coming years.

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

Local assessments used include: math benchmark exams, whole class fall reading level assessments with follow up assessments in winter and spring for students qualifying for services.

In addition to CELDT assessments for our English Learners, our ELD department conducted the ADEPT (A Developmental English Language Proficiency Test) assessment with EL students in the fall and spring.

Data from our reading intervention program is attached.

Data from ADEPT testing is attached.

Findings from our ADEPT scores were that students who have been in our program for 2 years have shown growth in their listening and speaking skills that are measured with the ADEPT assessment. It was noted when comparing CELDT sub-scores in reading and writing that growth in these areas lagged the oral language skills.

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

A standard based report card for grades K-6 was fully implemented this year.

### **Staffing and Professional Development**

#### **3. Status of meeting requirements for highly qualified staff (ESEA)**

All certificated staff are "highly qualified" according to No Child Left Behind standards.

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

Training in our newly adopted math curriculum will occur over the summer and fall 2015. Teachers are participating in district-wide professional development in areas ranging from social-emotional well being (Restorative Practices), and implementing CCSS. This spring 21 members of our staff are participating in a book study with Carol Dweck's "Mindset" as the focus. The goal is to promote a growth mindset campus-wide and support students as content rigor increases.

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

- The major focus of our staff development this year has been on implementing CCSS. We have worked to develop grade level performance tasks to be administered across the district. Members of our teaching and math/reading specialist teams presented workshops on topics such as using google docs, number talks, read-alouds for primary grades, and increasing use of academic vocabulary.
- Teachers received training on how to administer the Smarter Balanced Field Test. This allowed them to preview many of the questions that will be asked of students and begin tailoring their instruction and assessments to prepare students for these tests.
- Grade levels continued to work across the district to develop and administer Performance Task Assessments during the year. Each grade level met three times during the year to collaborate about the process and outcomes of these assessments as well as plan for future Performance Tasks.
- Teachers at Pioneer met in grade level teams to evaluate student data and progress. Meetings occurred on Wednesday afternoons and during Academic Conferencing release time.

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

Reading and Math specialists are on staff. Our Reading specialist focuses on early intervention in reading. Her team does fall, winter, and spring assessments to determine which students receive support. The math specialist works in several intermediate classrooms supporting differentiation and helping teachers with CCSS based lesson planning.

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

All grades participate 2-3 days of academic conferencing each year; they also meet once a month as grade level teams. This year each grade level had a day in the fall to evaluate individual student progress and discuss potential challenges students are facing. Data was collected and referenced during the year as SST and support meetings were scheduled.

Teaching and Learning

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

CCSS aligned math curriculum was fully implemented this year. With the support of our math specialist, teachers learned more and more about the program with each unit. Teachers were also supported in implementing the mathematical practices that push students to think critically and defend their mathematical reasoning. The ELA curriculum adoption process began in earnest and teachers will pilot material during the 2016-17 school year with the goal of adopting a new curriculum for 2017-18.

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

Each grade has a block of 60-90 minutes dedicated to math and reading/language arts.

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

Grade levels are striving to schedule core academic content areas such as math and ELA at the same time during the day to allow for differentiated instruction and grouping students according to need and ability.

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

In adherence to the Williams Act, the site has sufficient text books for all students to take a book home when work is assigned in the text. Our reading room and library is increasing their collection of non-fiction reading materials to prepare students for the increased rigor expected with the CCSS.

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

Intervention materials include:

- Read Naturally
- Reading Counts
- Imagine Learning (ELD)
- Math manipulatives and "games" used in the math lab and during after-school math help.

#### Opportunity and Equal Educational Access

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

Small group differentiation is done in classes to support student learning (see attached document for complete list of strategies)  
Our math specialist does coaching of classroom teachers in engaging math strategies.  
Push in support is done by our Math aide.  
Reading Counts program is used in grades 1-3.

14. Research-based educational practices to raise student achievement

Math support program: after school math help 4 days/week for grades 2-3  
HW support program after school 3 days/week for grades 4-6  
Targeted reading intervention support provided for first grade students after school 4 days/week  
Reading support: small group instruction focusing on decoding and comprehension in primary grades with a shift to support in academic content areas such as social studies at intermediate grades  
EL support: Lower level students receiving small group pull-out support; EL aides pushing into classes to support students in core curriculum

#### Parental Involvement

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

Our school counselor has provided great assistance to our increasing number of families from the Empower Yolo women's shelter. She has helped with transportation resources, connected families to the local family resource center, and helped some with after school childcare.  
After school HW help 2 days/week is offered for students in these families and our counselor continues to check in to support and connect to resources.

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

Parents are in classrooms in grades K-6 supporting reading groups. UCD interns work in many classrooms and five work-study UCD students work in our math support program after school. Parents representing ELAC, Climate Committee, PTA, and Special Education participated in our site self-study.

#### Funding

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

The main focus of our SPSA funding is on math, EL, and reading aides to support instruction and provide support and intervention for struggling students.

#### 18. Fiscal support (EPC)

The Pioneer PTA contributes over \$60,000 to support classroom intervention programs and materials as well as developing a strong community through climate programs and communication with our parent population.

### **Description of Barriers and Related School Goals**



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	75	71	94.7	70	2439.0	28	17	41	13
Grade 4	79	78	98.7	76	2522.8	51	22	9	15
Grade 5	91	88	96.7	88	2562.7	44	35	14	7
Grade 6	91	88	96.7	87	2586.5	36	40	15	8
All Grades	336	325	96.7	321		40	29	19	10

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	30	40	23	24	56	13	29	59	7	23	59	10
Grade 4	47	37	13	46	38	13	33	61	5	54	30	13
Grade 5	42	44	14	50	40	10	30	59	11	61	35	3
Grade 6	41	52	7	49	39	11	43	51	7	44	51	6
All Grades	40	44	14	43	43	12	34	57	8	46	43	8

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	75	71	94.7	70	2464.1	30	41	15	13
Grade 4	79	76	96.2	74	2529.1	49	22	20	7
Grade 5	91	88	96.7	87	2565.1	44	23	20	11
Grade 6	91	86	94.5	85	2624.6	63	19	12	6
All Grades	336	321	95.5	316		47	26	17	9

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	46	36	16	41	43	13	41	41	13
Grade 4	61	22	18	42	43	15	51	34	15
Grade 5	54	30	16	43	44	14	44	44	13
Grade 6	72	16	12	61	32	7	61	32	7
All Grades	59	26	15	47	40	12	50	38	12

#### Conclusions based on this data:

1. Assessments were a challenge for 3rd grade students
2. Sixth grade students showed the highest scores in communication and reasoning

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	16	27	
Percent with Prior Year Data	93.8%	100.0%	
Number in Cohort	15	27	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	59.0	60.5%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	23	1	37	3		
Number Met	--	--	11	--		
Percent Met	--	--	29.7%	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	--	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. Pioneer's EL population is growing
2. A larger percentage of EL Students are residents (staying from year to year) as opposed to visiting for 1-2 years.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	
Percent with Prior Year Data	98.5	98.8	
Number in Cohort	660	641	
Number Met	443	431	
Percent Met	67.1	67.2	
NCLB Target	59.0	60.5%	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	649	218	673	203		
Number Met	189	139	190	137		
Percent Met	29.1	63.8	28.2	67.5		
NCLB Target	22.8	49.0	24.2%	50.9%	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
<b>Met Target for AMAO 3</b>	<b>No</b>		

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
LCAP Goal 6: Conduct a district-wide climate assessment to obtain base line climate data. The school culture/climate tool will have particular focus on cultural attributes that correlate to success of student groups identified in the LCAP. LCAP goal 7: Increase parent engagement through effective two-way communication to 1) communicate with families about school programs and student progress; 2) foster involvement of families at school; support academic learning at home; and 3) include families as knowledgeable participants in school decisions.
<b>SCHOOL GOAL #1:</b>
Create a positive, inclusive school climate where students feel connected and engaged, staff can provide support when needed, and parents are informed and engaged in the school community.
<b>Data Used to Form this Goal:</b>
YouthTruth student survey Discipline data Teacher feedback
<b>Findings from the Analysis of this Data:</b>
Increased structured activities at lunch and recess has been successful and should be continued. Continued character education and conflict resolution is needed.
<b>How the School will Evaluate the Progress of this Goal:</b>
Future Climate data Future parent surveys Discipline data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fully implement "luncha-palooza" (lunchtime activity program)	September 2016-June 2017	PE Teacher	Coordination time (VSA)		Parent-Teacher Association (PTA/O)	5,300
			Playground and Games Equipment		Parent-Teacher Association (PTA/O)	1,000
Continue teaching Kelso's choice curriculum in grades K-3 and in . Continue support groups for small groups of students on topics such as friendship, anger management, social skills	September 2016-June 2017	Counselor	Counselor, .5 FTE		District Funded	37,500
A Touch of Understanding disability awareness program with 5th grade, using program as a catalyst to engage 5/6 grade students in creating public service announcements to share with younger grades promoting positive school engagement	Fall 2016	Principal / intermediate teachers	Program cost		Parent-Teacher Association (PTA/O)	1,000
Families in Transition support program: After school Homework help; 2 hours additional counselor time; family resource room with technology resources. Plan for counselor to greet all families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.	September 2016-June 2017	Principal Program coordinator/tutor School counselor	Coordination time, Counselor time, Technology, Basic office and family supplies		District Funded	4,000
			After-School reading support, primary grades VSA		District Funded	2,000
			After-school homework support, intermediate grades VSA		District Funded	2,000
			Summer "book in a bag" reading program		District Funded	2,000
Various assemblies are done throughout the year on topics ranging from safety, art education, drama/music, and patriotic events.	September 2016-June 2017	Principal PTA VP of Enrichment	Assembly costs		Parent-Teacher Association (PTA/O)	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of Restorative Practices and Trauma informed schools	September 2016- June 2017	Principal, Counselor, Psychologist				

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Visual &amp; Performing Arts</b>
<b>LEA GOAL:</b>
Every student will pursue academic, social, and personal goals at periodic intervals throughout their school career (DJUSD Strategic Plan)
<b>SCHOOL GOAL #2:</b>
All students will receive instruction in art and music. The Pioneer PTA has continued to fund art and music for k-6.
<b>Data Used to Form this Goal:</b>
The program has been reviewed to insure that all students have access to music and art instruction.
<b>Findings from the Analysis of this Data:</b>
The PTA along with teachers, and Site Council believe that the curriculum must be balanced by creating a program across the grades that includes music and art in each grade
<b>How the School will Evaluate the Progress of this Goal:</b>
Evaluation will be a direct reflection of recorded projects directly tied to curriculum subjects.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate schedules with band and orchestra teachers to allow intermediate students to participate in these programs	September 2016- June 2017	Music Teachers Classroom Teachers				
Implement art enrichment programs <ul style="list-style-type: none"> <li>Intermediate art specialist</li> <li>All grades participate in art assembly</li> <li>School dramatic production</li> <li>Classroom music/drama productions</li> </ul>	September 2016- June 2017	Classroom teachers Art specialists	Art specialist Drama stipend Assembly costs		Parent-Teacher Association (PTA/O)	7,000



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
Goal 3: Develop and implement a district-wide assessment system aligned with the CCSS to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.
<b>SCHOOL GOAL #3:</b>
All students demonstrate proficiency in the mathematical domains identified as critical area standards identified in the CA frameworks at each grade level. Mathematically proficient students will be able to explain and defend their solutions using evidence and mathematical reasoning..
<b>Data Used to Form this Goal:</b>
District Math benchmark assessments Illuminate benchmarks Classroom unit assessments Standard based report cards
<b>Findings from the Analysis of this Data:</b>
Observation findings: Students have improved their ability to explain their reasoning with the use of number talks and rich mathematical tasks. There is still room for growth.
<b>How the School will Evaluate the Progress of this Goal:</b>
District benchmarks that are tied to CCSS and the Envision curriculum. Measurement of proficiency on identified standards on report card.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review benchmark data, report card review, unit pretests and/or end-of-year math assessments to determine levels of student skills and abilities in mathematical strands and practices.	September 2016- June 2017	Classroom Teachers Math coach/aide Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement diagnostic math assessments for grades 1-3 and support intermediate level teachers in the development and use of diagnostic assessments.	September 2016-June 2017	Math coach Math aide Classroom teachers				
Increase instructional coaching of grade level teachers	September 2016-June 2017	Math coach Classroom teachers				
Use identified critical areas from the CA framework (and articulated on our standard based report card) to determine areas of math focus and support. Supports and interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.	September 2016-June 2017	Math aide Math coach Teachers Principal	Math Aide	2000-2999: Classified Personnel Salaries	LCFF - Base	9,942
			Math Aide	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA/O)	5,696
Implement classroom and home use of "MobyMax" on-line math support program	September 2016-June 2017	Classroom teachers Math aide		4000-4999: Books And Supplies	Parent-Teacher Association (PTA/O)	700

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
LCAP Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.
<b>SCHOOL GOAL #4:</b>
All students in the Beginner and Early Intermediate students will improve ADEPT score by .5. Intermediate and Advanced students will show improvement in their ADEPT score over time.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• CELDT testing results over time and current results</li><li>• ADEPT (A Developmental English Proficiency Test) in Fall, Spring</li><li>• RFEP (EL Reclassification data)</li></ul>
<b>Findings from the Analysis of this Data:</b>
High turnover of our EL population makes using annual assessments to measure our program difficult. ADEPT testing: students who were in our program for 2 years have shown great growth on ADEPT scores which measure oral language skills (listening, speaking). When CELDT subscores were compared to oral language skills, growth lagged in the areas of reading and writing. Reclassification: 4 students were reclassified "fully English proficient" this year - 13% of our EL population
<b>How the School will Evaluate the Progress of this Goal:</b>
We will review our EL reclassification data and monitor RFEP students in classroom ADEPT scores will be used to adjust program and services provided. CELDT scores will be used each fall to determine the needs of that year's student cohort. Focus will increase in the areas of reading and writing skills. Our EL specialist will begin working with classroom teachers to integrated EL instruction into the classroom on a more regular basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Specialist and Para-educators will provide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oral comprehension, speaking, reading and writing. This will be provided through varied means including the use of HM Reading programs (K-5), Prentice Hall Reading (grade 6), On Our Way to English, Rosetta Stone Software, Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.	September 2016-June 2017	EL Specialist, classroom teachers	EL Specialist, .20 FTE		District Funded	15,000
			EL Para-educator III		District Funded	10,000
			EL Para-educators		LCFF - Supplemental	16,286
Conduct ADEPT assessment in fall and spring to track progress of students over the course of the academic year and make adjustments to meet individual student needs	September 2016-June 2017	EL Specialist, Para educators				
Professional development on increasing student opportunities to speak and collaborate effectively and in an academic format in the classroom.	Sept 2015-June 2016	Principal, EL specialist			Parent-Teacher Association (PTA/O)	1500

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Reading/Language Arts</b>
<b>LEA GOAL:</b>
LCAP Goal 3: Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards
<b>SCHOOL GOAL #5:</b>
All students will demonstrate benchmark proficiency in phonetic/phonemic awareness, decoding, and reading comprehension.
<b>Data Used to Form this Goal:</b>
District ELA assessments are used three times a year to measure reading progress and need for intervention.
<b>Findings from the Analysis of this Data:</b>
Based on the data on reading test scores and student progress, the current program is successful in identifying students needing intervention and providing appropriate interventions.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will review report card scores to determine whether students are achieving grade level standards. SBAC scores will be evaluated for student growth

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identification of individual students at each grade level who are performing below the district established level of proficiency in writing.	September 2016-June 2017	Grade level teams Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer, score and/or review assessment results for students. (Gates McGinitie, SRI, District Assessments)	September 2015-June 2016	School Teaching Staff Reading Specialist Principal				
Provide differentiated instruction based on the information provided by the assessment of each individual student. Differentiated instruction will include a focus on low achievers, English Learners, high achievers, gifted students, special education and students on grade level.	September 2016-June 2017	Librarian Classroom teachers Principal Reading Specialist/Para-Educators				
All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers and in the classrooms.	September 2016-June 2017	Reading Specialist Reading Para-educators Special Education Para-educators Classroom Teachers Principal	Para-educator (also funded through Parcel Tax funds)	1000-1999: Certificated Personnel Salaries	LCFF - Base	10,408
			3rd Grade Reading Para-educator, .1 FTE per 3rd grade class	1000-1999: Certificated Personnel Salaries	District Funded	9,000
			Para-educator	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7426
			Para-educator	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA/O)	583
Increase library of available texts for students to access and provide for classroom reading assessment tool	September 2016-June 2017	Reading specialist	Reading room books	4000-4999: Books And Supplies	None Specified Parent-Teacher Association (PTA/O)	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will participate in Academic Conferencing. A total of at least 2-3 release days per year per teacher based on assigned FTE teachers to site. The 1/2 or full days will be used to meet, collaborate and discuss each child to ensure that all students are receiving the instruction and interventions they need to be successful. Teachers will use the time to strengthen their programs, formative assessment tools in a collaborative manner with the focus always on learning.	September 2016-June 2017	All teaching staff members	Release days for PLC / Academic Conferencing		District Funded	6,000

## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Technology Literacy</b>
<b>LEA GOAL:</b>
LCAP Goal 2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission
<b>SCHOOL GOAL #6:</b>
Maintain updated technology resources for students and promote technological proficiency in students grades K-6
<b>Data Used to Form this Goal:</b>
Student performance on SBAC assessment (anecdotal from teacher observations because results of the assessment were not publicized)
<b>Findings from the Analysis of this Data:</b>
Students fall short of the keyboarding and technology skills needed for success on the SBAC on-line assessment
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"> <li>Monitor student keyboarding skill progression from grade to grade</li> <li>Evaluate SBAC performance data</li> </ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evaluate and maintain campus technology hardware and software. Assist teachers in choosing the best software to meet student needs. Maintain hardware and software systems. Support classroom teachers in promoting access of chrome books for all grade students. Promote digital citizenship.	September 2015-June 2016	IT Support, Principal	Instructional Computer Technician, .50 FTE	1000-1999: Certificated Personnel Salaries	District Funded  None Specified	12,500



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	20,350	0.00
LCFF - Supplemental	23,712	0.00
District Funded	100,000	0.00
Parent-Teacher Association (PTA/O)	29,300	1,021.00
None Specified		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	100,000.00
LCFF - Base	20,350.00
LCFF - Supplemental	23,712.00
Parent-Teacher Association (PTA/O)	28,279.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	6,000.00
	District Funded	72,500.00
1000-1999: Certificated Personnel Salaries	District Funded	21,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	10,408.00
2000-2999: Classified Personnel Salaries	LCFF - Base	9,942.00
	LCFF - Supplemental	16,286.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,426.00
	Parent-Teacher Association (PTA/O)	1,500.00
	Parent-Teacher Association (PTA/O)	19,300.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA/O)	583.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA/O)	5,696.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA/O)	1,200.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,800.00
Goal 2	7,000.00
Goal 3	16,338.00
Goal 4	42,786.00
Goal 5	33,917.00
Goal 6	12,500.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Ryan				X	
Jennifer Ermoian				X	
Winnie Desai				X	
Bev Batha		X			
Matthew Duffy	X				
Patricia Liverman			X		
Tiffany Yost				X	
Tara Johnson		X			
Dana Sodergren		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

School Climate Committee

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5/23/16.

Attested:

Matthew Duffy

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Jennifer Ermoian

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Budget By Expenditures

## Pioneer Elementary School

**Funding Source: District Funded**

**\$100,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Counselor, .5 FTE		\$37,500.00	School Climate	Continue teaching Kelso's choice curriculum in grades K-3 and in . Continue support groups for small groups of students on topics such as friendship, anger management, social skills
Coordination time, Counselor time, Technology, Basic office and family supplies		\$4,000.00	School Climate	Families in Transition support program: After school Homework help; 2 hours additional counselor time; family resource room with technology resources. Plan for counselor to greet all families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.
After-School reading support, primary grades VSA		\$2,000.00	School Climate	Families in Transition support program: After school Homework help; 2 hours additional counselor time; family resource room with technology resources. Plan for counselor to greet all families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.
After-school homework support, intermediate grades VSA		\$2,000.00	School Climate	Families in Transition support program: After school Homework help; 2 hours additional counselor time; family resource room with technology resources. Plan for counselor to greet all families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.
Summer "book in a bag" reading program		\$2,000.00	School Climate	Families in Transition support program: After school Homework help; 2 hours additional counselor time; family resource room with technology resources. Plan for counselor to greet all families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families.

## Pioneer Elementary School

EL Specialist, .20 FTE		\$15,000.00	English Language Development	EL Specialist and Para-educators will provide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oral comprehension, speaking, reading and writing. This will be provided through varied means including the use of HM Reading programs (K-5), Prentice Hall Reading (grade 6), On Our Way to English, Rosetta Stone Software, Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.
EL Para-educator III		\$10,000.00	English Language Development	EL Specialist and Para-educators will provide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oral comprehension, speaking, reading and writing. This will be provided through varied means including the use of HM Reading programs (K-5), Prentice Hall Reading (grade 6), On Our Way to English, Rosetta Stone Software, Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.
3rd Grade Reading Para-educator, .1 FTE per 3rd grade class	1000-1999: Certificated Personnel Salaries	\$9,000.00	Reading/Language Arts	All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers and in the classrooms.
Release days for PLC / Academic Conferencing		\$6,000.00	Reading/Language Arts	Staff will participate in Academic Conferencing. A total of at least 2-3 release days per year per teacher based on assigned FTE teachers to site. The 1/2 or full days will be used to meet, collaborate and discuss each child to ensure that all students are receiving the instruction and interventions they need to be successful. Teachers will use the time to strengthen their programs, formative assessment tools in a collaborative manner with the focus always on learning.
Instructional Computer Technician, .50 FTE	1000-1999: Certificated Personnel Salaries	\$12,500.00	Technology Literacy	Evaluate and maintain campus technology hardware and software. Assist teachers in choosing the best software to meet student needs. Maintain hardware and software systems. Support classroom teachers in promoting access of chrome books for all grade students. Promote digital citizenship.
District Funded Total Expenditures:		\$100,000.00		
District Funded Allocation Balance:		\$0.00		

## Pioneer Elementary School

### Funding Source: LCFF - Base

**\$20,350.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Math Aide	2000-2999: Classified Personnel Salaries	\$9,942.00	Mathematics	Use identified critical areas from the CA framework (and articulated on our standard based report card) to determine areas of math focus and support. Supports and interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.
Para-educator (also funded through Parcel Tax funds)	1000-1999: Certificated Personnel Salaries	\$10,408.00	Reading/Language Arts	All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers and in the classrooms.

LCFF - Base Total Expenditures: \$20,350.00

LCFF - Base Allocation Balance: \$0.00

### Funding Source: LCFF - Supplemental

**\$23,712.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Para-educator	1000-1999: Certificated Personnel Salaries	\$7,426.00	Reading/Language Arts	All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers and in the classrooms.
EL Para-educators		\$16,286.00	English Language Development	EL Specialist and Para-educators will provide appropriate supplemental English Language Development instruction to English Learners. Instruction will focus on oral comprehension, speaking, reading and writing. This will be provided through varied means including the use of HM Reading programs (K-5), Prentice Hall Reading (grade 6), On Our Way to English, Rosetta Stone Software, Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.

LCFF - Supplemental Total Expenditures: \$23,712.00

LCFF - Supplemental Allocation Balance: \$0.00



## Pioneer Elementary School

**Funding Source: Parent-Teacher Association (PTA/O) \$29,300.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,500.00	English Language Development	Professional development on increasing student opportunities to speak and collaborate effectively and in an academic format in the classroom.
Para-educator	1000-1999: Certificated Personnel Salaries	\$583.00	Reading/Language Arts	All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers and in the classrooms.
Reading room books	4000-4999: Books And Supplies	\$500.00	Reading/Language Arts	Increase library of available texts for students to access and provide for classroom reading assessment tool
Assembly costs		\$5,000.00	School Climate	Various assemblies are done throughout the year on topics ranging from safety, art education, drama/music, and patriotic events.
Art specialist Drama stipend Assembly costs		\$7,000.00	Visual & Performing Arts	Implement art enrichment programs-Intermediate art specialist -All grades participate in art assembly-School dramatic production-Classroom music/drama productions
Program cost		\$1,000.00	School Climate	A Touch of Understanding disability awareness program with 5th grade, using program as a catalyst to engage 5/6 grade students in creating public service announcements to share with younger grades promoting positive school engagement
Coordination time (VSA)		\$5,300.00	School Climate	Fully implement "luncha-palooza" (lunchtime activity program)
Playground and Games Equipment		\$1,000.00	School Climate	Fully implement "luncha-palooza" (lunchtime activity program)
Math Aide	2000-2999: Classified Personnel Salaries	\$5,696.00	Mathematics	Use identified critical areas from the CA framework (and articulated on our standard based report card) to determine areas of math focus and support. Supports and interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.
	4000-4999: Books And Supplies	\$700.00	Mathematics	Implement classroom and home use of "MobyMax" on-line math support program

## Pioneer Elementary School

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Parent-Teacher Association (PTA/O) Total Expenditures: \$28,279.00

Parent-Teacher Association (PTA/O) Allocation Balance: \$1,021.00

Pioneer Elementary School Total Expenditures: \$172,341.00