

The Single Plan for Student Achievement

School: Pioneer Elementary School
CDS Code: 57726786056279
District: Davis Joint Unified School District
Principal: Veronica L. Dunn
Revision Date: May 31, 2018

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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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 TK-6 grade school with a student population of just over 500. The school currently houses 2-3 classrooms at each grade, one of which is a self-contained AIM (Gifted and Talented Program) in grades 4-6. For the 2018-19 school year, Pioneer will welcome a TK afternoon program. In addition to the general education classrooms, Pioneer hosts a Special Education Resource program of roughly 18 students and a Full Inclusion program of just under 20. A large focus of the Pioneer community is on being inclusive and kind. Programs and events in 2017-2018 that supported this cause were: an anti-bullying program coordinated by our school counselor in grades 4-6; continuing our structured lunchtime game program; "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 for exhibiting the character traits from our monthly "Life Skills; and weekly recognition of positive acts through a positive referral program. Pioneer welcomes students and families coming to school from a local domestic violence shelter and has continued the "Families in Transition" program. This support network 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 promote parent engagement through the Pioneer Elementary Climate Committee.

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 would select a target area from the newly adopted English Language Arts curriculum, Benchmark with support from the District and Benchmark Trainer. In the area of Academic Conferencing, staff indicated a desire to bring specialists such as reading and support staff into their conference time and focus on student growth and social and emotional development.

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. Teachers were offered the opportunity to observe colleagues or assist other teachers with online Benchmark assessments while the principal covered their classes. Teachers participating in this opportunity raved about their experience and shared the positives they saw with colleagues and their students. 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.

Spring 2017 California EL Assessment, CELDT, was replaced by ELPAC this Spring 2018. The local assessment for the EL program uses the ADEPT which looks deeper at language and grammar skills, and the IPT which assesses Spanish speakers in their native language.

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 for the 2nd 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 ELA curriculum, Benchmark, will continue into the summer and fall of 2018. Teachers are participating in district wide professional development in areas ranging from social-emotional well-being (Restorative Practices), and implementing CCSS. Teams of teachers, through a DJUSD collaboration grant, participated in a Book Club, title "How to Talk so Kids Can Learn" this spring 2018.

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, integrated EL instruction, and increasing use of academic vocabulary.
- Teachers received past training on how to administer the Smarter Balanced Interim Tests. 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 and Interim (IAB, ICA) Assessments during the year.
- 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)

A Reading specialist and Math coach 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 coach 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 ELA curriculum was fully implemented this year. With the support of Benchmark trainers and site teachers serving as Benchmark Learning Leaders, teachers learned more and more about the program with each unit. Teachers were also supported in implementing Benchmark technology using online assessments starting in 2nd grade.

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. Our 4th and 5th grade teams began some flexible grouping for math instruction based on pre-unit/diagnostic assessments. This practice increased differentiation and produced great results with some of our students struggling in math showing gains upward of 70%.

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
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 grade 3.

14. Research-based educational practices to raise student achievement

Math support program: after school math help 3 days/week for grades 2-3
HW support program after school 2 days/week for grades 4-6
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: Students receiving small group pull-out support; EL aides pushing into classes to support students in core curriculum and integrated EL instruction.

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 volunteer frequently to support our reading exchange program and for small group reading groups at the primary level.

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 \$30,000 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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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		83	70		83	70		94.3	97.2	
Grade 4	83	90		78	85		78	85		92.9	94.4	
Grade 5	85	83		82	80		82	80		96.5	96.4	
Grade 6	90	81		86	80		86	80		95.6	98.8	
All Grades	346	326		329	315		329	315		94.8	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2481.0	2478.5		48	52.86		25	17.14		20	20.00		6	10.00	
Grade 4	2530.9	2540.2		46	63.53		31	20.00		17	9.41		6	7.06	
Grade 5	2542.8	2547.9		39	38.75		27	32.50		20	15.00		15	13.75	
Grade 6	2590.9	2575.2		37	37.50		47	35.00		10	12.50		6	15.00	
All Grades	N/A	N/A	N/A	43	48.25		33	26.35		17	13.97		8	11.43	

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		51	40.00		12	15.71	
Grade 4	37	52.94		56	38.82		6	8.24	
Grade 5	40	37.50		37	45.00		23	17.50	
Grade 6	41	41.25		49	41.25		10	17.50	
All Grades	39	44.13		48	41.27		13	14.60	

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		47	41.43		14	11.43	
Grade 4	51	58.33		41	32.14		8	9.52	
Grade 5	38	52.50		46	35.00		16	12.50	
Grade 6	42	43.75		52	38.75		6	17.50	
All Grades	42	50.64		47	36.62		11	12.74	

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		55	54.29		4	7.14	
Grade 4	31	38.10		64	57.14		5	4.76	
Grade 5	34	33.75		52	60.00		13	6.25	
Grade 6	31	38.75		66	50.00		2	11.25	
All Grades	34	37.26		60	55.41		6	7.32	

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		49	47.14		5	8.57	
Grade 4	49	55.95		47	40.48		4	3.57	
Grade 5	50	45.00		43	40.00		7	15.00	
Grade 6	48	47.50		49	42.50		3	10.00	
All Grades	48	48.41		47	42.36		5	9.24	

Conclusions based on this data:

1. Socioeconomically Disadvantaged ELA scores declined by -3.3 points, 7.9 points below level 3
2. Students with Disabilities ELA increased by +13.2 points, 15.6 points below level 3

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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		85	70		84	70		95.5	97.2	
Grade 4	83	90		78	88		77	88		92.9	97.8	
Grade 5	85	83		83	81		83	81		97.6	97.6	
Grade 6	90	81		88	80		88	80		97.8	98.8	
All Grades	346	326		334	319		332	319		96	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2493.2	2492.6		54	47.14		25	32.86		13	15.71		8	4.29	
Grade 4	2526.4	2561.2		44	55.68		19	34.09		32	6.82		4	3.41	
Grade 5	2546.8	2569.4		42	50.62		19	22.22		19	13.58		19	13.58	
Grade 6	2616.8	2588.3		52	41.25		28	30.00		14	13.75		6	15.00	
All Grades	N/A	N/A	N/A	48	48.90		23	29.78		19	12.23		9	9.09	

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		21	25.71		11	10.00	
Grade 4	55	75.00		26	19.32		19	5.68	
Grade 5	49	64.20		27	18.52		24	17.28	
Grade 6	61	51.25		26	32.50		13	16.25	
All Grades	58	63.95		25	23.82		17	12.23	

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		40	35.71		8	8.57	
Grade 4	45	59.09		45	34.09		9	6.82	
Grade 5	42	43.21		36	48.15		22	8.64	
Grade 6	57	40.00		38	38.75		6	21.25	
All Grades	49	49.53		40	39.18		11	11.29	

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		43	35.71		4	5.71	
Grade 4	49	67.05		40	27.27		10	5.68	
Grade 5	37	54.32		39	33.33		24	12.35	
Grade 6	51	46.25		39	36.25		10	17.50	
All Grades	48	56.74		40	32.92		12	10.34	

Conclusions based on this data:

1. All socioeconomically disadvantage students increased significantly by +18.5 points to Medium, 12.3 points below level 3.
2. All students increased +7.7 points to Very High, 53.6 points above level 3!!

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
1	18			45	75		36	25							
2		22			22		***	44		***			***	11	
3	14			29			43	80					14	20	
4		22		67	56		33	22							
5	25	33		50	50		25				17				
6		14		25	29		75	14			14			29	
Total	11	18		40	38		40	30		3	5		6	10	

Conclusions based on this data:

1. There is a stagnant percentage of ELA proficiency (is this because of a changing student population?)
2. More frequent data (like reading program) would help in making assessment of program or conclusions.
3. Questions arose about the merits of push-in v. pull-out; and how much service is proportionally provided to higher CELDT level students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K				22	17		22	33		33	33		22	17	
1	15	13		38	50		31	25					15	13	
2		22			22		10	44		30			60	11	
3	12			24			24	83		6			35	17	
4		20		67	40		33	13			7			20	
5	11	25		22	38		33			11	13		22	25	
6		13		50	25		50	13			13			38	
Total	7	15		29	30		28	27		11	8		25	20	

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 student performance 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:

SUBJECT: School Climate
LEA GOAL:
All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners (Engagement).
SCHOOL GOAL #1:
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.
Data Used to Form this Goal:
YouthTruth student survey Discipline data Teacher feedback
Findings from the Analysis of this Data:
Increased structured activities at lunch and recess has been successful and should be continued. An emphasis in increasing Campus Safety and Supervision during school hours, especially recesses. Continued character education and conflict resolution; looking into a peer-mediator program (4th-6th). Support Staff reported a need to implement PBIS/ Multi-Tier System of Supports (MTSS) for general education teachers with data and decision-making systems.
How the School will Evaluate the Progress of this Goal:
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). Create a system to monitor participation, 1st and 3rd grade introduction to the program; consider a paraeducator/campus supervisor to be brought in to learn games and help support teacher, students and program.	September 2018-June 2019	PE Teacher; paraeducator	Coordination time (VSA)		Parent-Teacher Association (PTA/O)	6,000
Continue teaching Kelso's choice curriculum in grades K-3 and counselor coordinated classroom lessons in 4-6 . Continue support groups for small groups of students on topics such as friendship, anger management, social skills. Families in Transition support program: 1.5 hours additional counselor time. Plan for counselor to greet all families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families; SST & 504 manager	September 2018-June 2019	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 5th grade students in creating and promoting positive school engagement.	Winter 2019	Principal / intermediate teachers	Program cost - funded directly by PTA		Parent-Teacher Association (PTA/O)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a continuum of research-based behavior, social-emotional and academic interventions and supports (Positive Behavioral Interventions and Supports/Multi-Tier Systems of Supports) that address classroom management and disciplinary issues, create more restorative environments for all students, and maximize academic engagement and achievement for all students. After school Homework help, intermediate grades 4th-6th.	September 2018-June 2019	Principal Program coordinator/School counselor/School Psychologist	PBIS/MTSS Implementation Training for Tier 1: Universal PBIS Team		District Funded	4,500
			After-School math support, intermediate grades VSA		District Funded	1,500
Various assemblies are done throughout the year on topics ranging from safety, art education, drama/music, and patriotic events.	September 2018-June 2019	Principal PTA VP of Enrichment	Assembly funded directly by PTA			
Continue implementation of Restorative Practices and Trauma informed schools	September 2018-June 2019	Principal, Counselor, Psychologist				
Character trait of the month is used by 1st-3rd teachers to focus on character development. Monthly Life Skills assemblies for primary students individually recognize character development.	September 2018-June 2019	Principal, Classroom teachers				
ELAC parent committee meets quarterly to address needs of English learner families. Buddy families will be assigned for EL families to answer questions and help families integrate into Pioneer.	September 2018-June 2019	Principal, ELD specialist, teacher representative				

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 student performance 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:

SUBJECT: Visual & Performing Arts
LEA GOAL:
All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners (Engagement).
SCHOOL GOAL #2:
All students will receive instruction in art and music. The Pioneer PTA has continued to fund art and music for k-6.
Data Used to Form this Goal:
The program has been reviewed to insure that all students have access to music and art instruction.
Findings from the Analysis of this Data:
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
How the School will Evaluate the Progress of this Goal:
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 2018- June 2019	Music Teachers Classroom Teachers				
Implement art enrichment programs in cooperation with YoloArts to include art instruction in each classroom.	September 2018- June 2019	Classroom teachers Artists from YoloArts	Art specialist Assembly costs Funded directly by PTA		Parent-Teacher Association (PTA/O)	
Produce a musical performance involving intermediate students.	September 2018- June 2019	PTA Drama teacher	Drama stipend funded directly by PTA		Parent-Teacher Association (PTA/O)	

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 student performance 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:

SUBJECT: Mathematics
LEA GOAL:
All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap (Pupil Outcomes).
SCHOOL GOAL #3:
All students demonstrate proficiency in the mathematical domains identified as critical area standards identified in the CCSS at each grade level as measured by the district benchmark assessments. Mathematically proficient students will be able to explain and defend their solutions using evidence and mathematical reasoning. Our goal for SED and Hispanic students is to increase by 15 points on the CAASPP math assessment, moving this subgroup to a status of High with a significant increase of +15.5 pts or higher.
Data Used to Form this Goal:
District Math common assessments Illuminate benchmarks Classroom unit assessments Standard based report cards
Findings from the Analysis of this Data:
Observation findings: Students have improved their ability to explain their reasoning with the use of number talks and rich mathematical tasks. CAASPP +15.5 Math scores Increased Significantly, 51 SED students 12.3 pts. Below level 3.
How the School will Evaluate the Progress of this Goal:
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 students skills and abilities in mathematical strands and practices.	September 2018- June 2019	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
Align Envision Math curriculum with CCSS. Determine math tasks that will support differentiation and increase proficiency in mathematical practices.	September 2018-June 2019	Math Aide Math Coach Classroom teachers				
Utilize Smarter Balanced Interim Assessment results to target grade-level Standards by Domain during PLC/Academic Conferences with Math Aide and Math Coach.	September 2018-June 2019	Math Aide Math Coach Classroom teachers				
Supports and interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.	September 2018-June 2019	Math Aide Math Coach Teachers Principal	Math Aide Math Aide		LCFF - Base Parent-Teacher Association (PTA/O)	6,419 10,000

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 student performance 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:

SUBJECT: English Language Development
LEA GOAL:
All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap (Pupil Outcomes).
SCHOOL GOAL #4:
All English Learners serviced in the EL Program will improve on site level reading assessments by 1.5 grade levels from their initial status during the course of the school year. Our goal for our English Learners is to continue progress and increase ADEPT and ELPAC scores by 15-20% in 2019.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Site level reading data (Letter names and sounds, BPST, IRI)• ELPAC 2018 assessment data to compare with 2019• ADEPT (A Developmental English Proficiency Test) in Fall, Spring• RFEP (EL Reclassification data)
Findings from the Analysis of this Data:
High turnover of our EL population makes using annual assessments to measure our program difficult. English Learners performed very well on CAASPP ELA assessments last year, increasing significantly their performance. Reclassification: 12 students were reclassified "fully English proficient" this Spring 2018 - 22% of our EL population
How the School will Evaluate the Progress of this Goal:
We will review our EL reclassification data and monitor RFEP students in classroom. ELPAC administered next Spring 2019 to compare with our 2018 baseline to determine needs, growth and groupings for the following school year, ADEPT scores used to adjust program and services provided. Site level reading assessments will be given in the fall to determine the needs and reading levels of the students and then again in the winter and spring to monitor growth.

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 Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.	September 2018-June 2019	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
			EL Para-educators		LCFF - Base	1,314
Conduct site level reading assessment in fall, winter and spring to track progress of students over the course of the academic year and make adjustments to meet individual student needs.	September 2018-June 2019	EL Specialist, Para educators, Reading Support Team, Classroom Teachers				
			None Specified			

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 student performance 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:

SUBJECT: Reading/Language Arts
LEA GOAL:
All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap (Pupil Outcomes).
SCHOOL GOAL #5:
All students will demonstrate benchmark proficiency in phonetic/phonemic awareness, decoding, and reading comprehension. The status of our socioeconomically disadvantage and English Learning students' CAASPP ELA results showed a -3.3 pts decline; 51 SED students 7.9 pts below level 3, MEDIUM. Our goal is to increase by 15.1 points on the CAASPP ELA assessment, moving this subgroup to a status of HIGH.
Data Used to Form this Goal:
District ELA assessments or the Gates-McGinitie are used three times a year to measure reading and writing progress and need for intervention. CAASP scores are used annually to assess student growth in grades 3-6.
Findings from the Analysis of this Data:
Based on the data on reading test scores and student progress, the current program is successful in identifying students needing reading intervention and providing appropriate interventions.
How the School will Evaluate the Progress of this Goal:
We will review district ELA assessments, report card scores and district benchmark data to determine whether students are achieving grade level standards. CAASP 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
All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers and in the classrooms.	September 2018-June 2019	Reading Specialist Reading Paraeducators Special Education Paraeducators Classroom Teachers Principal	Paraeducator (also funded through Parcel Tax funds)		LCFF - Base	11,299
			3rd grade Reading Paraeducator, 0.1 FTE per 3rd grade class		District Funded	9,000
			Paraeducator		LCFF - Supplemental	7,426
Administer, score and/or review assessment results for students. (Gates McGinitie, SRI, District Assessments); Identification of individual students at each grade level who are performing below the district-established level of proficiency in reading/writing.	September 2018-June 2019	Grade level teams Reading Specialist Reading Paraeducators 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 2018-June 2019	Classroom Teachers Principal Reading Specialist/Para-Educators				
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 analyze district benchmark data and use the time to strengthen their programs using formative assessment tools in PLC format.	September 2018-June 2019	All Teaching Staff Specialists Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive training and implement the Benchmark ELA adoption to serve the needs of students.	September 2018-June 2019	Classroom Teachers Reading Specialist Principal				
Reading and writing assessment data on English learners will be shared with the EL Specialist and EL Paraeducators.	September 2018-June 2019	Classroom Teachers EL Specialist EL Paraeducators	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 student performance 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:

SUBJECT: Technology Literacy
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff (Conditions of Learning).
SCHOOL GOAL #6:
Maintain updated technology resources for students, support technology instruction in the classroom, and promote technological proficiency in students grades K-6
Data Used to Form this Goal:
Student performance on CAASPP and ELA Benchmark on-line assessments .
Findings from the Analysis of this Data:
Students fall short of the keyboarding and technology skills needed for success on the SBAC on-line assessment
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> • Monitor student keyboarding skill progression from grade to grade • Evaluate CAASPP and ELA Benchmark performance data

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 2018-June 2019	ITS Support, Principal	Instructional Technology Specialist, .50 FTE		District Funded	25,500

Planned Improvements in Student Performance

School Goal #7

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 student performance 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #8

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 student performance 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Increase proficiency in English Language Arts & Math
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries		

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	19,314	282.00
LCFF - Supplemental	23,920	208.00
District Funded	113,000	4,000.00
Parent-Teacher Association (PTA/O)	16,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	109,000.00
LCFF - Base	19,032.00
LCFF - Supplemental	23,712.00
Parent-Teacher Association (PTA/O)	16,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	120,919.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	10,500.00
	District Funded	98,500.00
	LCFF - Base	12,613.00
	LCFF - Base	6,419.00
	LCFF - Supplemental	23,712.00
	Parent-Teacher Association (PTA/O)	16,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,500.00
Goal 3	16,419.00
Goal 4	42,600.00
Goal 5	33,725.00
Goal 6	25,500.00

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
Heema Govindjee-Merchant				X	
Nancy Hafer				X	
Deepali Bhargava				X	
Sue Viguie		X			
Veronica L. Dunn	X				
Patricia Smith			X		
Rachael Fulp-Cooke				X	
Tara Johnson		X			
Dana Sodergren		X			
Linda Lingbloom				X	
Numbers of members of each category:	1	3	1	5	

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 5/30/18.

Attested:

Veronica L. Dunn

Typed Name of School Principal

Signature of School Principal

Date

Heema Govindjee-Merchant

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

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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 5/30/18. *LL*

Attested:

Veronica L. Dunn
Typed Name of School Principal

V. L. Dunn

Signature of School Principal

6/4/18

Date

Heema Govindjee-Merchant
Typed Name of SSC Chairperson

H. Govindjee-Merchant

Signature of SSC Chairperson

6/4/18

Date

Budget By Expenditures

Pioneer Elementary School

Funding Source: District Funded

\$113,000.00 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 counselor coordinated classroom lessons in 4-6 . Continue support groups for small groups of students on topics such as friendship, anger management, social skills. Families in Transition support program: 1.5 hours additional counselor time. Plan for counselor to greet all families arriving from Domestic Violence Shelter to help connect them with community resources accessed through Center for Families; SST & 504 manager
PBIS/MTSS Implementation Training for Tier 1: Universal PBIS Team		\$4,500.00	School Climate	Develop a continuum of research-based behavior, social-emotional and academic interventions and supports (Positive Behavioral Interventions and Supports/Multi-Tier Systems of Supports) that address classroom management and disciplinary issues, create more restorative environments for all students, and maximize academic engagement and achievement for all students. After school Homework help, intermediate grades 4th-6th.
After-School math support, intermediate grades VSA		\$1,500.00	School Climate	Develop a continuum of research-based behavior, social-emotional and academic interventions and supports (Positive Behavioral Interventions and Supports/Multi-Tier Systems of Supports) that address classroom management and disciplinary issues, create more restorative environments for all students, and maximize academic engagement and achievement for all students. After school Homework help, intermediate grades 4th-6th.
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 Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.

Pioneer Elementary School

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 Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.
3rd grade Reading Paraeducator, 0.1 FTE per 3rd grade class	\$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	Reading and writing assessment data on English learners will be shared with the EL Specialist and EL Paraeducators.
Instructional Technology Specialist, .50 FTE	\$25,500.00	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: \$109,000.00

District Funded Allocation Balance: \$4,000.00

Funding Source: LCFF - Base

\$19,314.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Para-educators		\$1,314.00	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 Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.

Pioneer Elementary School

Paraeducator (also funded through Parcel Tax funds)	\$11,299.00	Reading/Language Arts	All students identified as reading below grade level will receive supplemental reading instruction through our Learning Centers and in the classrooms.
Math Aide	\$6,419.00	Mathematics	Supports and interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.

LCFF - Base Total Expenditures: \$19,032.00

LCFF - Base Allocation Balance: \$282.00

Funding Source: LCFF - Supplemental

\$23,920.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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 Benchmark ELA/ELD Program (K-6), Imagine Learning, vocabulary development, the use of SDAIE strategies and other teacher designed lessons as determined appropriate.
Paraeducator		\$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.

LCFF - Supplemental Total Expenditures: \$23,712.00

LCFF - Supplemental Allocation Balance: \$208.00

Funding Source: Parent-Teacher Association (PTA/O)

\$16,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Pioneer Elementary School

Coordination time (VSA)	\$6,000.00	School Climate	Fully implement "luncha-palooza" (lunchtime activity program). Create a system to monitor participation, 1st and 3rd grade introduction to the program; consider a paraeducator/campus supervisor to be brought in to learn games and help support teacher, students and program.
Math Aide	\$10,000.00	Mathematics	Supports and interventions to include: push in support, pull-out of small groups, and after school targeted math skill program.

Parent-Teacher Association (PTA/O) Total Expenditures:	\$16,000.00
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Parent-Teacher Association (PTA/O) Allocation Balance:	\$0.00
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Pioneer Elementary School Total Expenditures:	\$167,744.00
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