

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Pioneer Elementary School
<b>Address</b>	6862 MT AUKUM ROAD SOMERSET
<b>County-District-School (CDS) Code</b>	09619456005631
<b>Principal</b>	Boyd Holler
<b>District Name</b>	Pioneer Union Elementary School District
<b>SPSA Revision Date</b>	February 2022
<b>Schoolsite Council (SSC) Approval Date</b>	March 16, 2023
<b>Local Board Approval Date</b>	May 10, 2023

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

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# School Vision and Mission

Vision Statement: The program for students at Pioneer School is designed to implement district and state standards to meet the needs of the wide range of ability levels and interests of the students by:

1. Creating a standards-based curriculum using current research and state-adopted materials;
2. Teaching all disciplines in the curriculum while emphasizing reading, writing and mathematics;
3. Implementing intervention strategies;
4. Developing and reinforcing positive character traits in students;
5. Selecting effective instructional materials and resources, including technology;
6. Encouraging a positive, supportive learning environment;
7. Supporting a professional development plan based on student performance;
8. Communicating performance expectations and results through collaboration with the school community.

Mission Statement: The Core Values that guide us include:

1. Children come first.
2. All children can learn at high levels.
3. We focus on meeting growth targets.
4. Our expectations and standards are high.
5. Evaluation drives improvement.
6. Collaboration and teamwork improves student achievement.
7. We honor diversity.

## School Profile

Pioneer Elementary School staff take great pride in creating a safe, nurturing, caring and intellectually challenging school environment. High standards have been set for behavior and academic growth. Teachers, administrators and specialists collaborate on a regular basis in order to facilitate a standards-based education for all learners. With the return to in-person learning, students have many opportunities to participate in after-school enrichment activities at Pioneer Elementary including guitar club, art, drama and after-school athletic activities. Parents are supportive and volunteer in classrooms, and we have a strong Parent-Teacher Organization. In addition, parents participate in the School Site Council.

The Pioneer Union School District has seen many changes over the years. The most drastic change has been to the economic status of the families we serve. Over the course of the last fifteen years we have experienced steep declines to our enrollment as families have left their foothills homes. We have experienced a decline from 484 students in 2003 to 293 students in 2022. The percent of remaining families living in poverty has increased from approximately 30% to over 50%, thus indicating related needs such as counseling, free and reduced meal pricing and health services.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The Pioneer Elementary School Site Council met to review data and develop priority areas for the SPSA on the following dates:

November 11, 2022  
December 15, 2022  
January 19, 2023  
February 16, 2023  
March 16, 2023

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.59%	0.6%	1.19%	1	1	2
African American	0.59%	0.6%	0.60%	1	1	1
Asian	0.59%	1.2%	%	1	2	
Filipino	0.59%	0.6%	0.60%	1	1	1
Hispanic/Latino	17.75%	13.7%	13.10%	30	23	22
Pacific Islander	0%	%	%	0		
White	65.68%	69.6%	70.83%	111	117	119
Multiple/No Response	13.61%	13.7%	11.90%	23	23	20
Total Enrollment				169	168	168

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	22	29	30
Grade 1	33	27	27
Grade 2	25	33	25
Grade3	33	21	35
Grade 4	26	31	13
Grade 5	30	27	38
Total Enrollment	169	168	168

### Conclusions based on this data:

1. While student enrollment has been declining for several years, we saw enrollment remain static over the 21-22 school year, and we started the 21-22 school year with almost 200 students.
2. The Caldor Fire caused many families who lost homes to move out of the area, having a significantly negative impact on enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	11	14	6	6.5%	8.30%	3.6%
Fluent English Proficient (FEP)	3	4	3	1.8%	2.40%	1.8%
Reclassified Fluent English Proficient (RFEP)	2	0		25.0%	0.0%	

### Conclusions based on this data:

1. English Learners traditionally need 5-6 years in a structured ELD program to be reclassified RFEP.
2. No students were reclassified during the 21-22 school year due to disruptions of the Caldor Fire.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26	19	35	26	0	34	26	0	34	100	0.0	97.1
Grade 4	33	35	14	32	0	14	32	0	14	97	0.0	100.0
Grade 5	33	27	36	33	0	36	33	0	36	100	0.0	100.0
All Grades	92	81	85	91	0	84	91	0	84	98.9	0.0	98.8

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2444.		2377.	23.08		20.59	34.62		17.65	34.62		8.82	7.69		52.94
Grade 4	2475.		2411.	25.00		14.29	31.25		7.14	21.88		21.43	21.88		57.14
Grade 5	2485.		2464.	6.06		11.11	42.42		16.67	21.21		27.78	30.30		44.44
All Grades	N/A	N/A	N/A	17.58		15.48	36.26		15.48	25.27		19.05	20.88		50.00

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.62		14.71	53.85		52.94	11.54		32.35
Grade 4	31.25		*	46.88		*	21.88		*
Grade 5	9.09		11.11	60.61		66.67	30.30		22.22
All Grades	24.18		14.29	53.85		57.14	21.98		28.57

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.38		5.88	76.92		44.12	7.69		50.00
Grade 4	21.88		*	53.13		*	25.00		*
Grade 5	9.09		8.33	72.73		69.44	18.18		22.22
All Grades	15.38		5.95	67.03		57.14	17.58		36.90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.54		8.82	84.62		61.76	3.85		29.41
Grade 4	18.75		*	68.75		*	12.50		*
Grade 5	9.09		5.56	69.70		75.00	21.21		19.44
All Grades	13.19		8.33	73.63		64.29	13.19		27.38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.08		11.76	65.38		50.00	11.54		38.24
Grade 4	18.75		*	68.75		*	12.50		*
Grade 5	21.21		5.56	42.42		63.89	36.36		30.56
All Grades	20.88		10.71	58.24		54.76	20.88		34.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. CAASPP Data showed that 3rd grade had a mean scale score of 2377.4, 4th grade had a mean scale score of 2411.4, and 5th grade had a mean scale score of 2464.1 in overall achievement in ELA



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26	19	35	26	18	35	26	18	35	100	94.7	100.0
Grade 4	33	35	14	33	32	14	33	32	14	100	91.4	100.0
Grade 5	33	27	36	33	25	36	33	25	36	100	92.6	100.0
All Grades	92	81	85	92	75	85	92	75	85	100	92.6	100.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2448.	2388.	2409.	23.08	5.56	14.29	30.77	22.22	25.71	30.77	33.33	28.57	15.38	38.89	31.43
Grade 4	2450.	2444.	2415.	9.09	6.25	0.00	21.21	15.63	7.14	33.33	56.25	50.00	36.36	21.88	42.86
Grade 5	2464.	2480.	2450.	9.09	8.00	8.33	12.12	16.00	2.78	30.30	44.00	27.78	48.48	32.00	61.11
All Grades	N/A	N/A	N/A	13.04	6.67	9.41	20.65	17.33	12.94	31.52	46.67	31.76	34.78	29.33	45.88

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.62	*	17.14	42.31	*	51.43	23.08	*	31.43
Grade 4	15.15	6.25	*	24.24	65.63	*	60.61	28.13	*
Grade 5	9.09	*	5.56	30.30	*	36.11	60.61	*	58.33
All Grades	18.48	4.00	9.41	31.52	62.67	47.06	50.00	33.33	43.53

### 2019-20 Data:

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<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 3</b>	23.08	*	20.00	57.69	*	48.57	19.23	*	31.43
<b>Grade 4</b>	15.15	6.25	*	48.48	65.63	*	36.36	28.13	*
<b>Grade 5</b>	9.09	*	5.56	48.48	*	47.22	42.42	*	47.22
<b>All Grades</b>	15.22	8.00	10.59	51.09	58.67	50.59	33.70	33.33	38.82

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 3</b>	26.92	*	20.00	61.54	*	57.14	11.54	*	22.86
<b>Grade 4</b>	12.12	3.13	*	51.52	68.75	*	36.36	28.13	*
<b>Grade 5</b>	6.06	*	5.56	36.36	*	55.56	57.58	*	38.89
<b>All Grades</b>	14.13	5.33	10.59	48.91	68.00	57.65	36.96	26.67	31.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. On CAASPP Data in mathematics, 3rd grade students had a mean scale score of 2409.5, 4th grade students had a mean scale score of 2415.1, and 5th grade student had a mean scale score of 2450.1 in overall mathematics achievement.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	4		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades										8	11	7

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	27.27	*	*	45.45	*	*	27.27	*	*	0.00	*	*	11	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	54.55	*	*	36.36	*	*	9.09	*	*	0.00	*	*	11	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	0.00	*	*	63.64	*	*	27.27	*	*	9.09	*	*	11	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. EL students typically require 5 to 6 years to reclassify as fluent in English.
2. Pioneer is considered a positive outlier because even though there are very few EL students, they tend to perform better than their peers at other small school districts.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
168	50.0	3.6	0.6
Total Number of Students enrolled in Pioneer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	3.6
Foster Youth	1	0.6
Homeless	17	10.1
Socioeconomically Disadvantaged	84	50.0
Students with Disabilities	25	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.6
American Indian	2	1.2
Asian		
Filipino	1	0.6
Hispanic	22	13.1
Two or More Races	20	11.9
Pacific Islander		
White	119	70.8

**Conclusions based on this data:**

- 1. The number of students who are socioeconomically disadvantaged has decreased at Pioneer Elementary.
- 2. Overall enrollment declined.

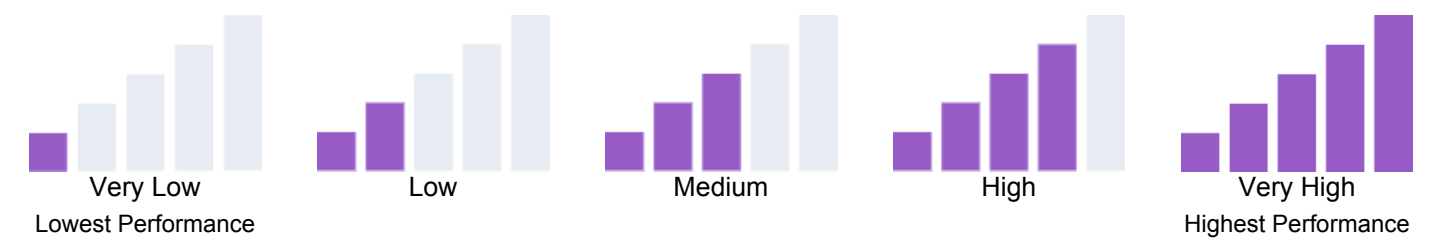


# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

#### Conclusions based on this data:

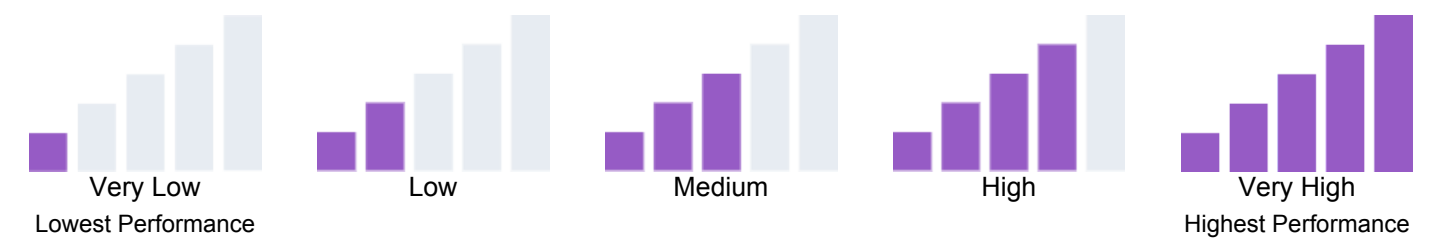
- Due to the impact of the pandemic and Caldor Fire, we expect academic performance levels to decline in all areas.
- Chronic absenteeism has increased due to the Covid-19 virus and Caldor Fire.

# School and Student Performance Data

## Academic Performance English Language Arts

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

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



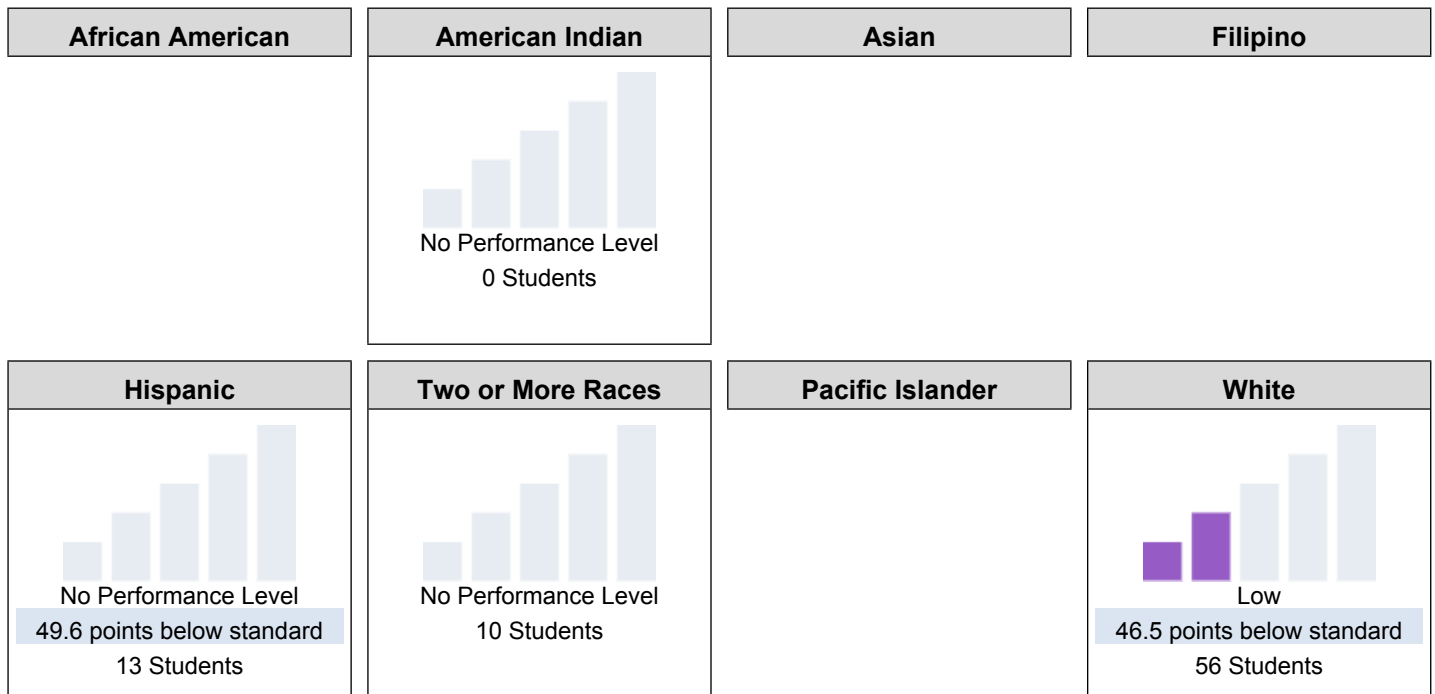
This section provides number of student groups in each level.

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

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>46.6 points below standard 78 Students</p>	<p>No Performance Level</p> <p>7 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>10 Students</p>	<p>Low</p> <p>63.6 points below standard 45 Students</p>	<p>No Performance Level</p> <p>86.5 points below standard 18 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
4 Students	3 Students	49.4 points below standard 70 Students

#### Conclusions based on this data:

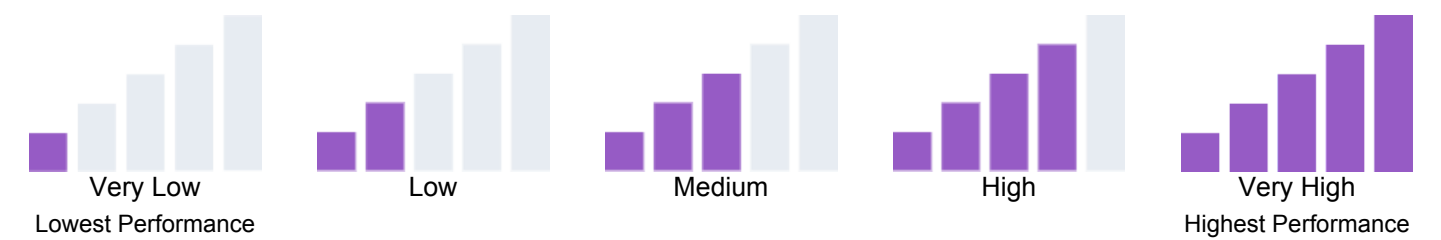
1. Student performance was 46.6 points below standard In English Language Arts.

# School and Student Performance Data

## Academic Performance Mathematics

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

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



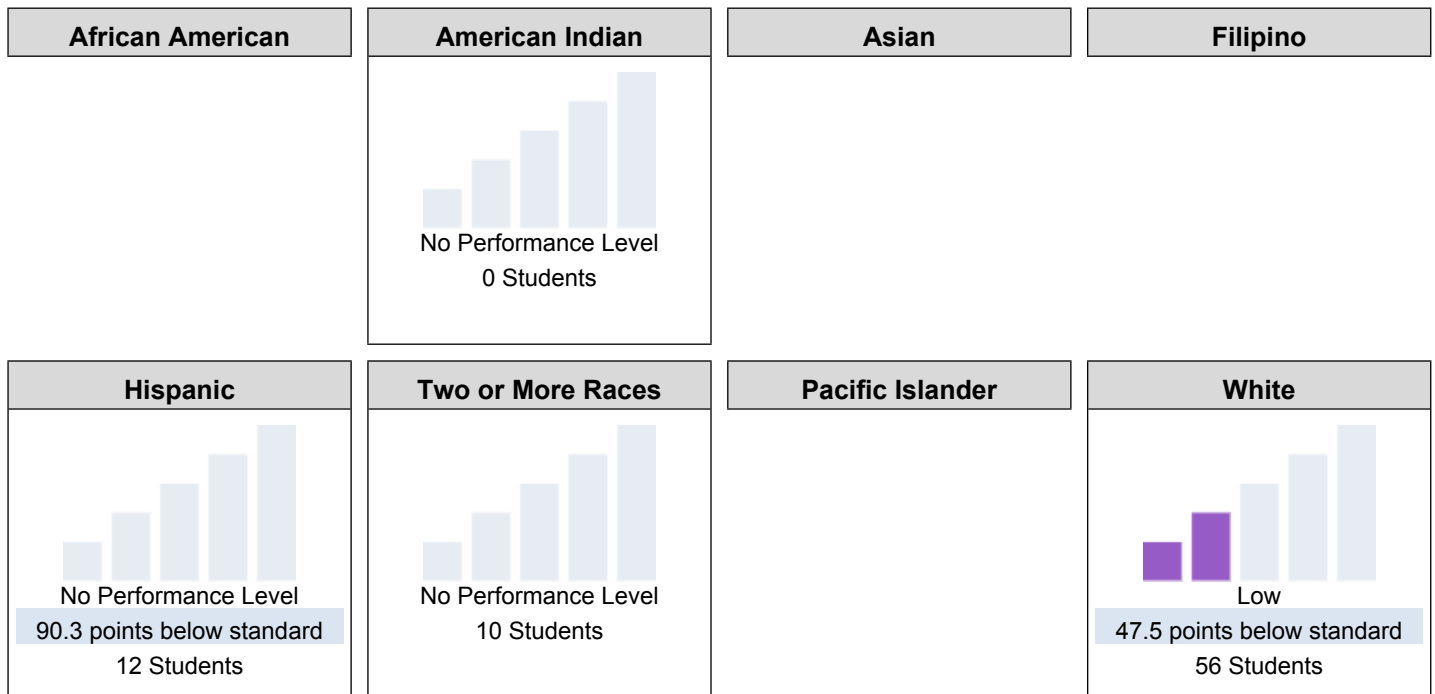
This section provides number of student groups in each level.

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

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<p>Low</p> <p>55.5 points below standard 78 Students</p>	<p>No Performance Level</p> <p>6 Students</p>	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
<p>No Performance Level</p> <p>10 Students</p>	<p>Low</p> <p>72.8 points below standard 45 Students</p>	<p>No Performance Level</p> <p>110.6 points below standard 18 Students</p>

### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	3 Students	51.9 points below standard 70 Students

#### Conclusions based on this data:

- Overall performance for mathematics was 55.5 points below standard.

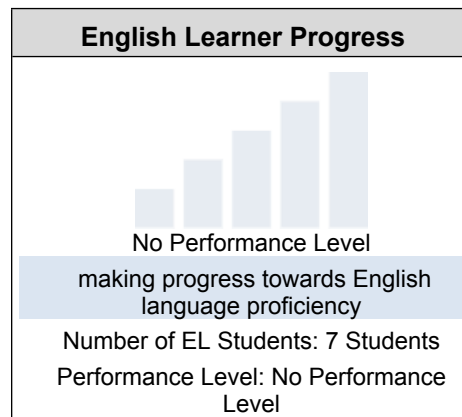
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

1. Pioneer Union Elementary District is identified as a positive outlier for academic achievement of our English Learners.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

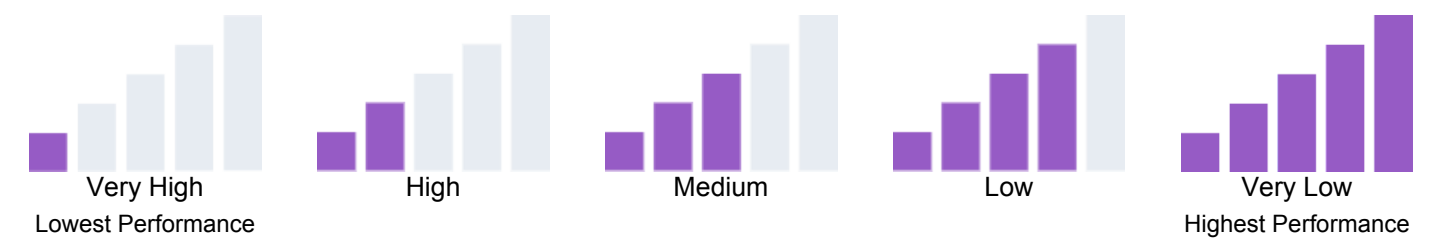
- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.

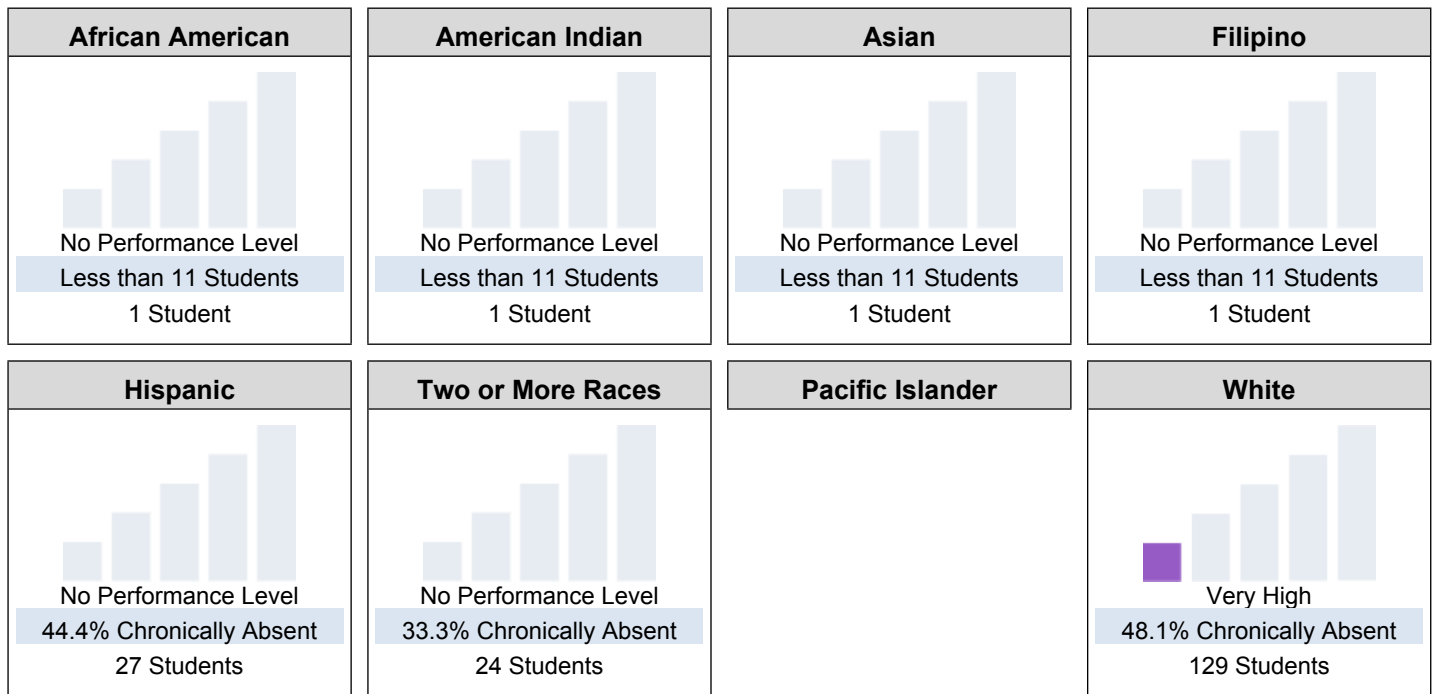
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div><b>All Students</b></div> <div><p>Very High</p><p>46.2% Chronically Absent</p><p>184 Students</p></div>	<div><b>English Learners</b></div> <div><p>No Performance Level</p><p>Less than 11 Students</p><p>7 Students</p></div>	<div><b>Foster Youth</b></div> <div><p>No Performance Level</p><p>Less than 11 Students</p><p>1 Student</p></div>
<div><b>Homeless</b></div> <div><p>No Performance Level</p><p>45.5% Chronically Absent</p><p>22 Students</p></div>	<div><b>Socioeconomically Disadvantaged</b></div> <div><p>Very High</p><p>54.5% Chronically Absent</p><p>99 Students</p></div>	<div><b>Students with Disabilities</b></div> <div><p>Very High</p><p>47.1% Chronically Absent</p><p>34 Students</p></div>



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. A significant number of students are chronically absent.
2. Homeless, Socioeconomically Disadvantaged, and Students with Disabilities experience the greatest amount of chronic absenteeism.
3. We utilize a Student Attendance Review Team (SART) process to work with families of chronically absent students. We also use a targeted system of outreach to increase student engagement employing our teachers, attendance clerk, counselor and administration to reach out to families to identify barriers to engagement.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

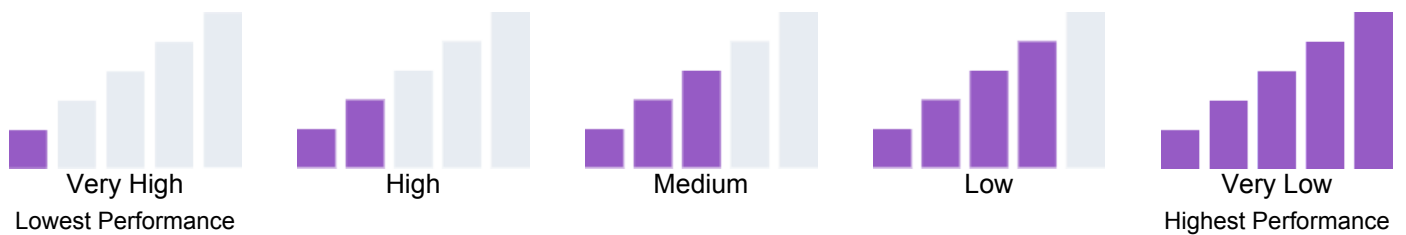
1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



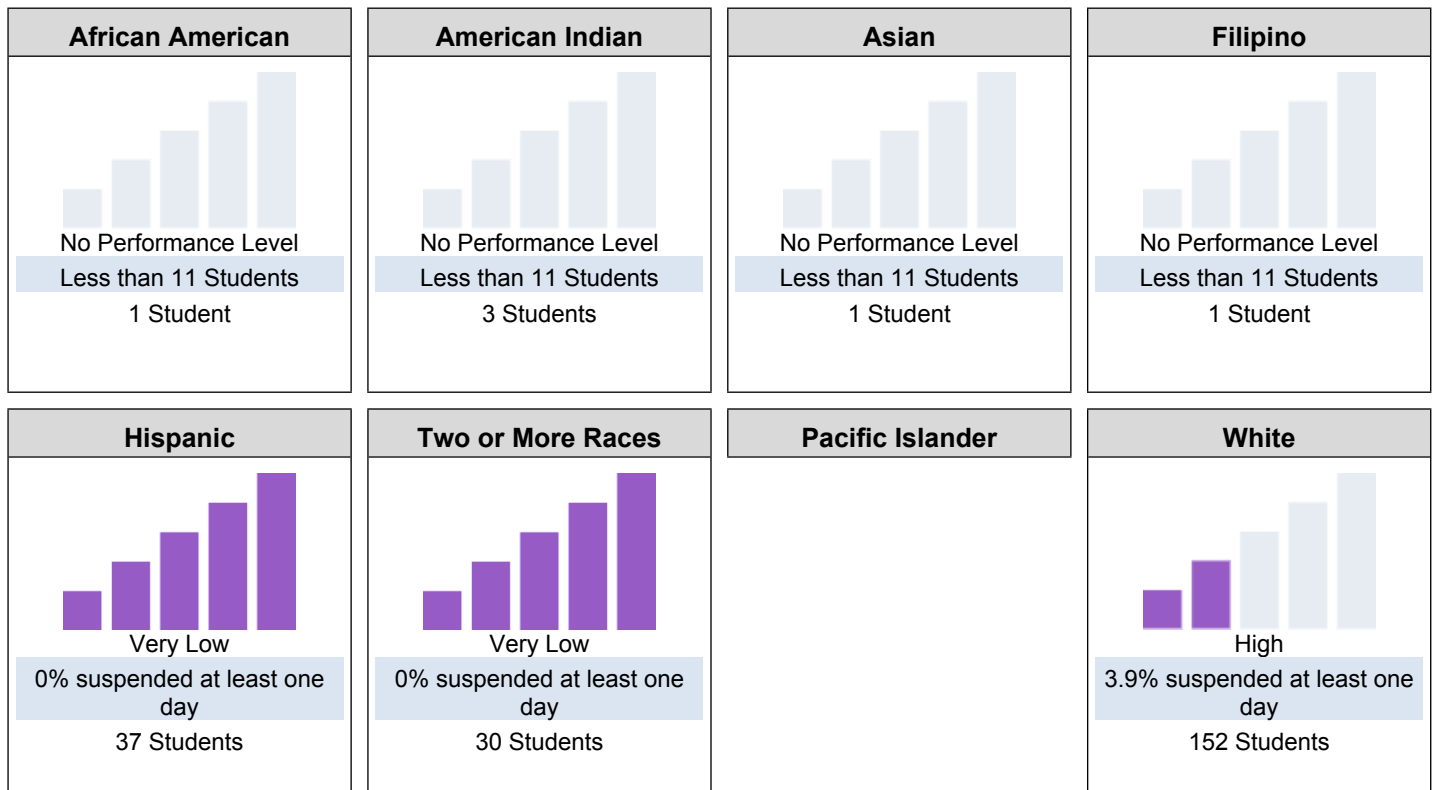
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	2	1	0	2

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
<p>Medium</p> <p>2.7% suspended at least one day</p> <p>225 Students</p>		<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>11 Students</p>		<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
<p>No Performance Level</p> <p>7.7% suspended at least one day</p> <p>26 Students</p>		<p>High</p> <p>3.4% suspended at least one day</p> <p>116 Students</p>		<p>Medium</p> <p>2.2% suspended at least one day</p> <p>45 Students</p>	

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

- 2.7% of students were suspended for at least one day in Pioneer Elementary.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

Students will demonstrate improvement in English Language Arts achievement as measured by a 5% growth in the mean scale score for CAASPP compared to prior year CAASPP data.

### LCAP Goal

All students will receive the individualized supports they need to thrive academically, socially and emotionally.

### Basis for this Goal

2021-2022 CASPP Data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Performance in Annual CAASPP Assessment	Student performance on 2021-2022 CAASPP ELA had a mean scale score of 2419.72 for 3rd, 4th, and 5th grade student with representative impact based on enrollment in respective grade levels.	All students will increase performance on the CAASPP ELA to improve by 5% as a school.

### Planned Strategies/Activities

#### Strategy/Activity 1

Targeted small group instruction using Systematic Instruction in Phonemic Awareness and Phonics.

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

All students

#### Timeline

August 2022 - May 2023

#### Person(s) Responsible

Classroom teachers and Instructional Assistants

### Proposed Expenditures for this Strategy/Activity

Amount	12,249.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistants
Amount	9,765.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Instructional Assistants
Amount	71,900.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistants
Amount	27,772.00
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Instructional Assistants

### Strategy/Activity 2

After School Tutoring

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

All

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Intervention and Instructional Coordinator and Instructional Assistant

### Proposed Expenditures for this Strategy/Activity

Amount	41,337.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention/Instructional Coordinator

<b>Amount</b>	13,344.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Intervention/Instructional Coordinator
<b>Amount</b>	625.00
<b>Source</b>	Extended Learning Opportunity
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Tutoring Aide
<b>Amount</b>	218.00
<b>Source</b>	Extended Learning Opportunity
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Tutoring Aide
<b>Amount</b>	0
<b>Source</b>	Rural Education Achievement Program (REAP)
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention/Instructional Coordinator
<b>Amount</b>	0
<b>Source</b>	Rural Education Achievement Program (REAP)
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Intervention/Instructional Coordinator

### Strategy/Activity 3

Summer School

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

All

### Timeline

Summer of 2023

### Person(s) Responsible

Summer School Teachers and Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,700.00
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<b>Source</b>	Extended Learning Opportunity
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Principal
<b>Amount</b>	1,281.00
<b>Source</b>	Extended Learning Opportunity
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Principal
<b>Amount</b>	19,000.00
<b>Source</b>	Extended Learning Opportunity
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers
<b>Amount</b>	4,270.00
<b>Source</b>	Extended Learning Opportunity
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Teachers
<b>Amount</b>	2,205.00
<b>Source</b>	Extended Learning Opportunity
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Aide/Custodian
<b>Amount</b>	770.00
<b>Source</b>	Extended Learning Opportunity
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Aide/Custodian



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Engagement

### Goal Statement

All students will receive the individualized supports they need to thrive academically and socially through a coordinated system of supports which will result in student attendance increasing by 2% for the school year.

### LCAP Goal

All schools will be clean, safe and well-organized and will have a positive climate that supports the academic, emotional and physical needs of all students.

### Basis for this Goal

2022-2023 Attendance Data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Data	89.82% attendance for the 2021-2022 school year.	Student attendance will increase by 2% according to student attendance data.

### Planned Strategies/Activities

#### Strategy/Activity 1

The Student Attendance Review Team (SART) will meet monthly to monitor student attendance and will schedule SART meetings with parents of students chronically absent.

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

All

#### Timeline

October - May

#### Person(s) Responsible

SART Team: Site administrator, teacher, outreach coordinator and attendance clerk

#### Proposed Expenditures for this Strategy/Activity

Description	No additional cost
-------------	--------------------

**Strategy/Activity 2**

Recognition for Weekly Perfect Attendance

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

All

**Timeline**

October - May

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

Description	
	Books donated via PTO

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Proficiency for English Language Learners, Students in Low Socio-Economic Households, and Foster Youth

### Goal Statement

All English Learner (EL) students, foster youth, and students in low socio-economic households will be provided opportunities for developing disciplinary content understandings, analytical practices and academic use of language.

### LCAP Goal

All English Learner (EL) students will become proficient in English and reach high academic standards.

### Basis for this Goal

Benchmark Advanced Interim Assessments, CAASPP ELA assessments, and ELPAC Data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data, ELPAC Data, Benchmark Advanced Interim Assessments	CAASPP ELA mean scale score of 2419.17, 10 students designated English Language Learner with none redesignated,	5% increase on BAASPP mean scale score in ELA, increase number of students redesignated on ELPAC

### Planned Strategies/Activities

#### Strategy/Activity 1

Classroom teachers will implement Designated and Integrated English Language Development practices Coupled with Intervention Instruction.

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

English Learners

#### Timeline

August - May

#### Person(s) Responsible

Classroom teachers

#### Proposed Expenditures for this Strategy/Activity

Description	No additional costs
-------------	---------------------

## Strategy/Activity 2

Summer School

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

All Students

### Timeline

August - May

### Person(s) Responsible

Classroom teachers and Instruction and Intervention Coordinator

### Proposed Expenditures for this Strategy/Activity

#### Description

No additional cost

## Strategy/Activity 3

After School Tutoring Club

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

English Learners

### Timeline

August - May

### Person(s) Responsible

Instruction and Intervention Coordinator and Administrator

### Proposed Expenditures for this Strategy/Activity

#### Description

No additional cost

## Strategy/Activity 4

Literacy resources will be available in student's primary language.

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

English Learners

### Timeline

August - May

### Person(s) Responsible

Instruction and Intervention Coordinator

### Proposed Expenditures for this Strategy/Activity

#### Amount

750.00

#### Source

Title III Part A: Language Instruction for LEP Students

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Books and supplies for EL students

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Mathematics

### Goal Statement

Students will demonstrate improvement in Mathematics achievement as measured by a 5% growth in the mean scale score for CAASPP compared to prior year CAASPP data.

### LCAP Goal

All students will receive the individualized supports they need to thrive academically, socially and emotionally.

### Basis for this Goal

Students scored 2427.6 on CAASPP with respective impact per grade considering enrollment in mathematics.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Summative Assessment Data	2022 CAASPP data showed a mean scale score of 2427.6 for mathematics.	2023 CAASPP data demonstrating a 5% increase in the mean scale score.

### Planned Strategies/Activities

#### Strategy/Activity 1

3rd, 4th and 5th grade teachers will access supplemental resources to ensure students have adequate instruction to support mathematics fluency and maintenance of skills. Intervention Math teacher to co-teach in Pioneer classrooms.

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

All

#### Timeline

August - May

#### Person(s) Responsible

3rd, 4th and 5th grade teachers and intervention teacher

#### Proposed Expenditures for this Strategy/Activity

Description	No additional cost
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Strategy/Activity 2

Summer School

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

Summer School Teachers

Proposed Expenditures for this Strategy/Activity

Description	No additional cost
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Strategy/Activity 3

After School Tutoring

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - May 2023

Person(s) Responsible

Intervention Coordinator and Instructional Aide

Proposed Expenditures for this Strategy/Activity

Description	No additional cost
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# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 1

All students will be reading on grade level by the end of 3rd grade.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Progress in Systematic Instruction in Phonics and Phonemic Awareness (SIPPS)	All students will increase performance on the CAASPP ELA to 2 pts above standard or higher. Socioeconomically Disadvantaged Students will increase performance on the CAASPP ELA to 5.6 pts below standard or higher.	

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Targeted small group instruction using Systematic Instruction in Phonemic Awareness and Phonics.	Targeted small group instruction using Systematic Instruction in Phonemic Awareness and Phonics was provided.	Instructional Assistants 2000-2999: Classified Personnel Salaries Title I 18,684.00	Instructional Assistants 2000-2999: Classified Personnel Salaries Title I 14,866.00
		Instructional Assistants 3000-3999: Employee Benefits Title I 13,039.00	Instructional Assistants 3000-3999: Employee Benefits Title I 3,926.00
		Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF - Supplemental 64,401.00	Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF - Supplemental 39,394.00
		Instructional Assistants 3000-3999: Employee Benefits LCFF - Supplemental 39,191.00	Instructional Assistants 3000-3999: Employee Benefits LCFF - Supplemental 9042.00
			Instructional Assistants 2000-2999: Classified Personnel Salaries Extended Learning Opportunity 13,719.00
			Instructional Assistants 3000-3999: Employee Benefits Extended



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			Learning Opportunity 4,955.00
Progress Monitoring for Student Achievement using Benchmark Interim Assessments.	Student progress was monitored using Benchmark Interim Assessment	Intervention/Instructional Coordinator 1000-1999: Certificated Personnel Salaries Title I 41,337.00	1000-1999: Certificated Personnel Salaries Title I 40,372.00
		Intervention/Instructional Coordinator 3000-3999: Employee Benefits Title I 13,344.00	3000-3999: Employee Benefits Title I 12,543.00
		Intervention/Instructional Coordinator 1000-1999: Certificated Personnel Salaries General Fund 0	0
		Intervention/Instructional Coordinator 3000-3999: Employee Benefits General Fund 0	0
		Intervention/Instructional Coordinator 1000-1999: Certificated Personnel Salaries Rural Education Achievement Program (REAP) 0	0
		Intervention/Instructional Coordinator 3000-3999: Employee Benefits Rural Education Achievement Program (REAP) 0	0

## Analysis

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

Small group instruction for phonics instruction was delivered.

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

Students receiving consistent SIPPS instruction made large gains in their reading achievement.

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

Classified vacancies and employees choosing not to purchase medical/dental.

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

Metric will be changes to show a percentage of growth in student achievement.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 2

Chronic absenteeism will decrease.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Accountability Dashboard	We will reduce Chronic Absenteeism by 10%	

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The Student Attendance Review Team (SART) will meet monthly to monitor student attendance and will schedule SART meetings with parents of students chronically absent.	The Student Attendance Review Team (SART) met monthly to monitor student attendance and scheduled SART meetings with parents of students chronically absent.	No additional cost	No additional cost
Saturday Schools will be held monthly to recapture learning. Students with more than one absence will be invited to attend Saturday School.	Saturday Schools were not held.	Paid through Stipend/Extra Certificated Services 1000-1999: Certificated Personnel Salaries General Fund 1600.00	0
		Paid through Stipend/Extra Certificated Services 3000-3999: Employee Benefits General Fund 478.00	0

## Analysis

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

SART meetings with staff and parents effectively alerted families to the deficits in absenteeism.

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

Meetings with families improved some attendance; however, further work in this area is needed.

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

Saturday school was not held.

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

An incentive program reinforcing student attendance shall be included.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 3

All English Learner (EL) students will be provided opportunities for developing disciplinary content understandings, analytical practices and academic use of language.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student performance data is not reported due to the small number of English Learners attending Pioneer Elementary.	Student performance data is not reported due to the small number of English Learners attending Pioneer Elementary.	Student performance data is not reported due to the small number of English Learners attending Pioneer Elementary.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classroom teachers will implement Designated and Integrated English Language Development practices.	Classroom teachers implemented Designated and Integrated English Language Development practices.	No additional costs	No additional costs
Classroom teachers and the Instruction and Intervention Coordinator will participate in professional development to support implementation of Designated and Integrated ELD.	Classroom teachers and the Instruction and Intervention Coordinator participated in limited professional development.	PD for EL Intervention 5000-5999: Services And Other Operating Expenditures Title III Part A: Language Instruction for LEP Students 500	0
		PD for Instruction/Intervention Coordinator 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1000.00	0
Parents of English Learners will have multiple opportunities to be informed about their child's progress and participate in informing school decision-making.	Parents of English Learners had multiple opportunities to be informed about their child's progress and participate in informing school decision-making.	Supplies for EL parent information nights 4000-4999: Books And Supplies Title III Part A: Language Instruction for LEP Students 250	0
Literacy resources will be provided in student's primary language.	Literacy resources were provided in student's primary language.	Books and supplies for EL students 4000-4999: Books And Supplies	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title III Part A: Language Instruction for LEP Students 750.00	

## Analysis

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

Overall implementation of the strategies/activities to achieve the articulated goal were mostly successful.

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

The strategies/activities to achieve th articulated goal were effective enhanving student education and giving families opportunity to participate in their student's education.

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

Materials were donated

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

No changes.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

All students will receive the individualized supports they need to thrive academically and socially through a coordinated system of supports.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Office referrals	Referrals will decrease by 10%	Referrals decreased by more than 10%.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students who have excessive behavior referrals will be referred to the school counselor.	Students who have excessive behavior referrals were referred to the school counselor.	Counselor; Title IV, Part A, Student Support 5000-5999: Services And Other Operating Expenditures Other 10,000.00	1000-1999: Certificated Personnel Salaries Title IV Part A: Student Support and Academic Enrichment 7,974.00
		Counselor; Title IV, Part A, Student Support 3000-3999: Employee Benefits Other 3050.00	3000-3999: Employee Benefits Title IV Part A: Student Support and Academic Enrichment 2,451.00

## Analysis

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

The overall implementation of the strategies/activities to achieve the articulated goal were effective although staffing changes caused challenge.

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

The strategies/activities to achieve the articulated goal were effective and new strategies are utilized to continue improvement.

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

Staffing changes caused differences between the proposed expenditures and estimated actual expenditures.

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

Changes in approach to achieve this goal lessen the needs for this goal. Use of referrals to the office i not practiced.



# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 5

Pioneer Elementary will increase the percentage of students scoring at standard or exceeding standard in 3rd, 4th and 5th grade in mathematics on the summative CAASPP.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP summative assessment for mathematics	2022 CAASPP 40% or more of 4th grade students will score at standard or exceeded standard 30% or more of 5th grade students will score at standard or exceeded standard	2022 CAASPP 21.03% of 4th grade students scored at standard or exceeded standard 27.78% of 5th grade students scored at standard or exceeded standard

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3rd, 4th and 5th grade teachers will access supplemental resources to ensure students have adequate instruction to support mathematics fluency and maintenance of skills.	3rd, 4th and 5th grade teachers accessed supplemental resources to ensure students have adequate instruction to support mathematics fluency and maintenance of skills.	No additional cost	No additional cost

## Analysis

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

3rd, 4th and 5th grade teachers were able to access supplemental resources to ensure students have adequate instruction to support mathematics fluency and maintenance of skills.

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

The strategies/activities were effective; however, other strategies/activities would help achievement in this area.

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

No material differences.

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

Other strategies/activities will be utilized to achieve this goal. Metrics of the goal will be altered to measure growth.

## Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	117,039.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	224,236.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	34,069.00
LCFF - Supplemental	99,672.00
Other	13,050.00
Rural Education Achievement Program (REAP)	0.00
Title I	76,695.00
Title III Part A: Language Instruction for LEP Students	750.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	66,037.00
2000-2999: Classified Personnel Salaries	86,979.00
3000-3999: Employee Benefits	60,470.00
4000-4999: Books And Supplies	750.00
5000-5999: Services And Other Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	24,700.00
2000-2999: Classified Personnel Salaries	Extended Learning Opportunity	2,830.00
3000-3999: Employee Benefits	Extended Learning Opportunity	6,539.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	71,900.00
3000-3999: Employee Benefits	LCFF - Supplemental	27,772.00
3000-3999: Employee Benefits	Other	3,050.00
5000-5999: Services And Other Operating Expenditures	Other	10,000.00
1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program (REAP)	0.00
3000-3999: Employee Benefits	Rural Education Achievement Program (REAP)	0.00
1000-1999: Certificated Personnel Salaries	Title I	41,337.00
2000-2999: Classified Personnel Salaries	Title I	12,249.00
3000-3999: Employee Benefits	Title I	23,109.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	750.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Boyd Holler	Principal
Alyson Houston	Classroom Teacher Parent or Community Member
Tiffany Hudson	Parent or Community Member
Jessica Johnston	Other School Staff Parent or Community Member
Patrick Paturel	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 4/28/23.

Attested:



Principal, Boyd Holler on 4/28/23

SSC Chairperson, Patrick Paturel on



# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

## **Students to be Served by this Strategy/Activity**

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

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

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

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

## **Annual Review and Update**

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

### **Annual Measurable Outcomes**

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

### **Strategies/Activities**

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

## **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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