

School Year: **2022-23**

# 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>	5215 Hamel St. Davis, CA 95618
<b>County-District-School (CDS) Code</b>	57726786056279
<b>Principal</b>	Ron Thomas
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	10-12-22
<b>Schoolsite Council (SSC) Approval Date</b>	June 7, 2022
<b>Local Board Approval Date</b>	

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

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# School Vision and Mission

## Pioneer School Mission Statement:

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

# School Profile

## Community

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

## School:

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

# Stakeholder Involvement

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

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

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

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	83	96	95
Grade 1	72	70	72
Grade 2	50	82	66
Grade3	73	66	83
Grade 4	86	81	72
Grade 5	83	90	78
Grade 6	90	84	87
<b>Total Enrollment</b>	537	569	553

### Conclusions based on this data:

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	44	75	44	8.2%	13.2%	8.0%
Fluent English Proficient (FEP)	42	38	42	7.8%	6.7%	7.6%
Reclassified Fluent English Proficient (RFEP)	12	5	7	25.5%	11.4%	9.3%

### Conclusions based on this data:

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

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	77	74	77	77	67	0	77	67	0	100	90.5	0.0
Grade 4	81	90	70	75	85	0	75	85	0	92.6	94.4	0.0
Grade 5	91	81	70	88	78	0	88	78	0	96.7	96.3	0.0
Grade 6	86	88	86	75	85	0	75	85	0	87.2	96.6	0.0
All Grades	335	333	303	315	315	0	315	315	0	94	94.6	0.0

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2501.	2467.		57.14	43.28		25.97	20.90		11.69	20.90		5.19	14.93	
Grade 4	2524.	2563.		52.00	68.24		21.33	20.00		9.33	7.06		17.33	4.71	
Grade 5	2584.	2553.		57.95	46.15		26.14	26.92		9.09	7.69		6.82	19.23	
Grade 6	2586.	2612.		44.00	49.41		32.00	36.47		16.00	9.41		8.00	4.71	
All Grades	N/A	N/A	N/A	53.02	52.38		26.35	26.35		11.43	10.79		9.21	10.48	

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55.84	43.28		37.66	41.79		6.49	14.93	
Grade 4	49.33	64.71		28.00	31.76		22.67	3.53	
Grade 5	59.09	51.28		32.95	30.77		7.95	17.95	
Grade 6	49.33	55.29		37.33	40.00		13.33	4.71	
All Grades	53.65	54.29		33.97	35.87		12.38	9.84	

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49.35	37.31		42.86	47.76		7.79	14.93	
Grade 4	40.00	48.81		45.33	46.43		14.67	4.76	
Grade 5	60.23	37.18		28.41	50.00		11.36	12.82	
Grade 6	49.33	45.88		37.33	47.06		13.33	7.06	
All Grades	50.16	42.68		38.10	47.77		11.75	9.55	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.96	35.82		57.14	58.21		3.90	5.97	
Grade 4	38.67	44.71		46.67	50.59		14.67	4.71	
Grade 5	46.59	37.18		48.86	48.72		4.55	14.10	
Grade 6	37.33	42.35		57.33	52.94		5.33	4.71	
All Grades	40.63	40.32		52.38	52.38		6.98	7.30	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54.55	38.81		37.66	41.79		7.79	19.40	
Grade 4	52.00	54.12		36.00	42.35		12.00	3.53	
Grade 5	51.14	44.87		43.18	39.74		5.68	15.38	
Grade 6	54.67	63.53		40.00	29.41		5.33	7.06	
All Grades	53.02	51.11		39.37	38.10		7.62	10.79	

2019-20 Data:

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**Conclusions based on this data:**

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



3. Overall in ELA, 4th grade and 6th students had a significant increase in the number of students who scored above standard while 3rd and 5th grades show a significant increase in students who scored below standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	77	74	77	77	72	0	77	72	0	100	97.3	0.0
Grade 4	81	91	70	78	87	0	78	87	0	96.3	95.6	0.0
Grade 5	91	81	70	90	78	0	90	78	0	98.9	96.3	0.0
Grade 6	86	88	86	82	85	0	82	85	0	95.3	96.6	0.0
All Grades	335	334	303	327	322	0	327	322	0	97.6	96.4	0.0

\* 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2499.	2476.		49.35	41.67		32.47	20.83		11.69	27.78		6.49	9.72	
Grade 4	2533.	2557.		50.00	57.47		21.79	27.59		19.23	11.49		8.97	3.45	
Grade 5	2594.	2559.		62.22	48.72		21.11	17.95		11.11	15.38		5.56	17.95	
Grade 6	2592.	2637.		53.66	70.59		18.29	10.59		13.41	14.12		14.63	4.71	
All Grades	N/A	N/A	N/A	54.13	55.28		23.24	19.25		13.76	16.77		8.87	8.70	

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	68.83	50.00		20.78	33.33		10.39	16.67	
Grade 4	60.26	68.97		24.36	22.99		15.38	8.05	
Grade 5	68.89	56.41		23.33	20.51		7.78	23.08	
Grade 6	58.54	69.41		23.17	20.00		18.29	10.59	
All Grades	64.22	61.80		22.94	23.91		12.84	14.29	

### 2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	53.25	44.44		41.56	40.28		5.19	15.28	
Grade 4	46.15	63.22		39.74	32.18		14.10	4.60	
Grade 5	61.11	46.15		26.67	42.31		12.22	11.54	
Grade 6	50.00	65.88		35.37	28.24		14.63	5.88	
All Grades	52.91	55.59		35.47	35.40		11.62	9.01	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	66.23	38.89		24.68	54.17		9.09	6.94	
Grade 4	55.13	65.52		29.49	28.74		15.38	5.75	
Grade 5	51.11	46.15		40.00	33.33		8.89	20.51	
Grade 6	51.22	61.18		35.37	32.94		13.41	5.88	
All Grades	55.66	53.73		32.72	36.65		11.62	9.63	

2019-20 Data:

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**Conclusions based on this data:**

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

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	1425.9	*	*	1439.2	*	*	1394.8	*	*	13	9	
1	*	*	1441.9	*	*	1463.4	*	*	1419.8	*	9	12	
2	*	*	*	*	*	*	*	*	*	*	*	5	
3	*	*	*	*	*	*	*	*	*	*	10	9	
4	*	*	*	*	*	*	*	*	*	*	8	5	
5	*	*	*	*	*	*	*	*	*	*	4	5	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											41	48	48

### 2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	15.38	*	*	23.08	*	*	46.15	*		15.38	*	*	13	*
1	*	*	8.33	*	*	16.67		*	58.33	*	*	16.67	*	*	12
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.78	22.92	22.92	*	25.00	18.75	*	35.42	45.83	*	16.67	12.50	41	48	48

### 2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	15.38	*	*	30.77	*	*	38.46	*		15.38	*	*	13	*
<b>1</b>	*	*	16.67	*	*	66.67		*	8.33	*	*	8.33	*	*	12
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*	*	*	*
<b>3</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	58.54	31.25	37.50	*	29.17	37.50	*	22.92	20.83	*	16.67	4.17	41	48	48

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.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	*	*	38.46	*	*	53.85	*	*	7.69	*	*	13	*
<b>1</b>		*	8.33	*	*	8.33	*	*	33.33	*	*	50.00	*	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*	*	*	*		*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	10.42	6.25	29.27	25.00	25.00	*	39.58	35.42	*	25.00	33.33	41	48	48

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	15.38	*	*	76.92	*		7.69	*	*	13	*
<b>1</b>	*	*	33.33		*	58.33	*	*	8.33	*	*	12
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	*		*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*		*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	58.54	33.33	31.25	*	50.00	58.33	*	16.67	10.42	41	48	48

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	15.38	*	*	38.46	*		46.15	*	*	13	*
<b>1</b>	*	*	16.67	*	*	75.00	*	*	8.33	*	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*		*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*		*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	51.22	39.58	39.58	29.27	37.50	56.25	*	22.92	4.17	41	48	48

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	100.00	*		0.00	*	*	13	*
1	*	*	8.33	*	*	25.00	*	*	66.67	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	10.42	10.42	46.34	62.50	45.83	29.27	27.08	43.75	41	48	48

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	38.46	*	*	38.46	*	*	23.08	*	*	13	*
1		*	8.33	*	*	58.33	*	*	33.33	*	*	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.27	22.92	18.75	53.66	58.33	54.17	*	18.75	27.08	41	48	48

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

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>553</b>	<b>14.5</b>	<b>8.0</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	8.0
Foster Youth	2	0.4
Homeless	6	1.1
Socioeconomically Disadvantaged	80	14.5
Students with Disabilities	60	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.1
American Indian or Alaska Native	5	0.9
Asian	129	23.3
Filipino	3	0.5
Hispanic	72	13.0
Two or More Races	53	9.6
Native Hawaiian or Pacific Islander	1	0.2
White	272	49.2

### Conclusions based on this data:

1. White students at Pioneer are the majority group as compared to all other races.



2. Socioeconomically disadvantaged students are a minority group at Pioneer.
3. African American, Filipino and Hispanic students are minority groups at Pioneer.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance English Language Arts

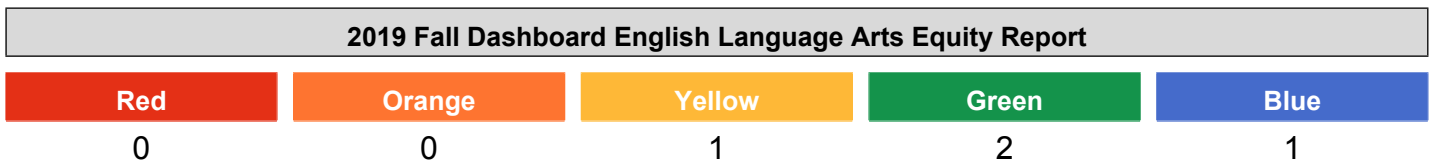
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 68.6 points above standard Maintained ++2.1 points 312	<p><b>English Learners</b></p> No Performance Color 34 points above standard Declined -13.8 points 26	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 0.2 points above standard Declined -5.2 points 46	<p><b>Students with Disabilities</b></p> No Performance Color 1.3 points above standard Increased Significantly ++27.1 points 27

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

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

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

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

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance Mathematics

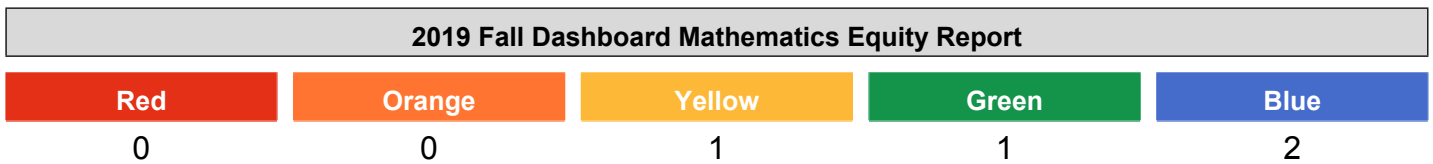
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 60.2 points above standard Increased ++3.4 points 312	<p><b>English Learners</b></p> No Performance Color 40.2 points above standard Maintained ++0.6 points 26	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 6.8 points below standard Declined -6.4 points 46	<p><b>Students with Disabilities</b></p> No Performance Color 7.1 points below standard Increased Significantly ++20.6 points 27

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

#### Conclusions based on this data:

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

# School and Student Performance Data

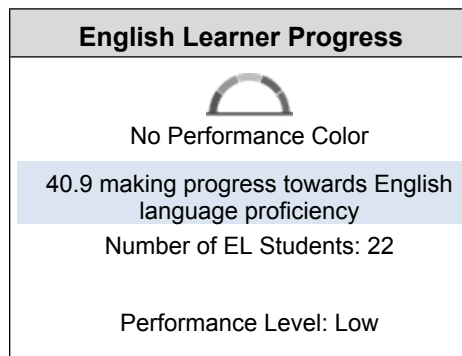
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31.8	27.2	22.7	18.1

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		



**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

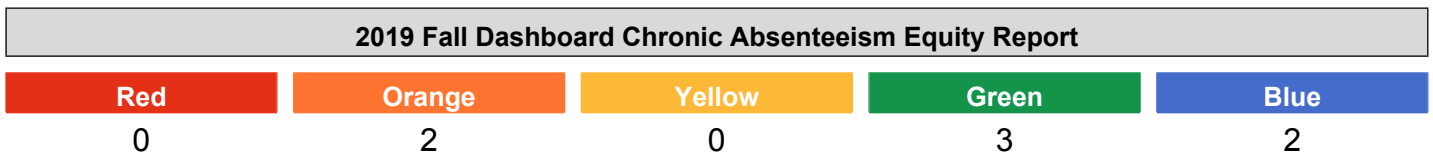
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

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

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

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

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

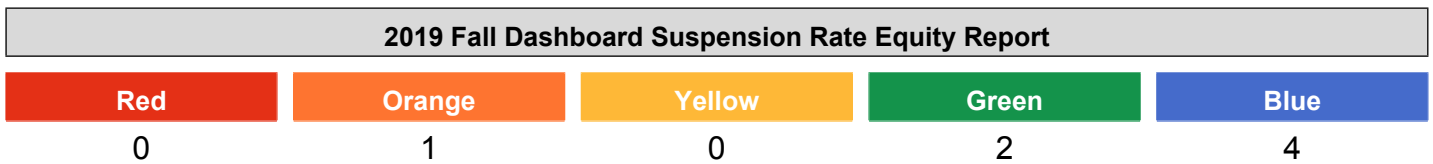
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 Declined -5.4 14	 No Performance Color Less than 11 Students - Data 3	 Blue 0 Maintained 0 150	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.3 Increased +1.3 75	 Blue 0 Maintained 0 46	 No Performance Color Less than 11 Students - Data 0	 Blue 0 Declined Significantly -2.6 277

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
1.2	1.6	0.4

**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

21st Century Teaching and Learning

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>Dashboard:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism</li> <li>ELA</li> <li>Mathematics</li> <li>Suspension Rates</li> </ul> <p>iReady:</p> <ul style="list-style-type: none"> <li>ELA</li> <li>Mathematics</li> </ul> <p>CAASPP:</p> <ul style="list-style-type: none"> <li>ELA</li> <li>Mathematics</li> </ul> <p>ELPAC: Levels of proficiency</p> <p>Youth Truth Survey:</p> <ul style="list-style-type: none"> <li>Academic Challenge and Engagement</li> </ul>	<p>iReady Performance Levels</p> <p>Youth Truth Survey Results</p>	<p>Student groups including socioeconomically disadvantaged, students with disabilities, and African American students will have a decrease in suspension rates and an increase in attendance and academic performance in report cards in addition to other routine academic measures such as CAASPP and iReady.</p> <p>Students will increase their attendance and overall rating of school climate and culture related to the deficit areas in the Youth Truth Survey.</p> <p>Parents will increase their overall rating of Pioneer in the Youth Truth Survey.</p>

### Planned Strategies/Activities

## Strategy/Activity 1

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

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

All students with the additional focus on students with disabilities, English Learners, and socioeconomically disadvantaged students and students greatly affected by the school closure during the 2020-2021 school year.

### Timeline

August 2022 - June 2023

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8,100
<b>Source</b>	Parent-Teacher Association (PTA/O)
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Art Teacher and materials (VSA). This will only occur if the PTA budget can provide the support.

## Strategy/Activity 2

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

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

Intermediate students in grades 4th - 6th

### Timeline

March 2023- June 2023

### Person(s) Responsible

Teacher, Principal, PTA

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 3

Multi-Tiered Systems of Supports:

Teachers will engage in professional development, coaching, and collaboration time to create and support district-wide and school-wide systems. These systems focus on student data and outcomes to ensure equitable access and opportunities for all students, with an emphasis on adopted materials and universal assessment implementation. In addition, staff will engage in a continuous cycle of reviewing additional instructional support such as (but not limited to) paraprofessional support and assisted technology.

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

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

### Timeline

August 2022 - June 2023

### Person(s) Responsible

Principal, Teachers, Specialists, Instructional Coaches

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Substitutes and PD specific to school site needs related to the MTSS team in an effort to have additional collaboration and work with grade-level teams around student work.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Close the Opportunity Gap

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>CDE Dashboard</p> <ul style="list-style-type: none"><li>Chronic Absenteeism</li><li>Suspension Rates</li></ul> <p>CAASPP</p> <ul style="list-style-type: none"><li>ELA</li><li>Mathematics</li></ul> <p>iReady</p> <ul style="list-style-type: none"><li>ELA</li><li>Mathematics</li></ul> <p>Youth Truth Survey</p> <ul style="list-style-type: none"><li>Academic Challenge and Engagement</li></ul> <p>ELPAC</p>	<p>Assessment information continues to show a gap between overall achievement in ELA and mathematics between ELs, SWD, SED, and other minority students and their white and asian counterparts. The assessment data also indicates that overall students are performing at higher levels in ELA, with math being an area of growth.</p>	<p>Students will increase their academic performance by at least one year in ELA and mathematics on CAASPP, trimester benchmark assessments in ELA and mathematics, and report card outcomes.</p>

### Planned Strategies/Activities

#### Strategy/Activity 1

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

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

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

### Timeline

August 2021- June 2022

### Person(s) Responsible

Principal, Classroom Teacher, Instructional Coach, Paraprofessional

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	17,000
<b>Source</b>	None Specified
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Math Specialist and Math Para(s) for 2021-2022
<b>Amount</b>	10,000
<b>Source</b>	Parent-Teacher Association (PTA/O)
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	PTA will provide additional support for a qualified Math Para (if their budget can provide the support).

### Strategy/Activity 2

Academic Conferencing three (3) times a year. Teachers will utilize iReady assessment results to target grade-level standards during PLC/Academic Conferencing. Utilize common assessments including but not limited to analyzing screeners, trimester benchmark data, progress monitoring data, student work, and observational data to determine the needs of students. Reflect on teaching practices to assist all students in accessing and progressing in core content areas related to CCSS. Respond to the social emotional needs of all students.

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

All students

### Timeline

August 2022 - June 2023

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7,300
<b>Source</b>	LCFF - Base

**Description**

Supports collaborative conversations around student work and data for math, ELA, science, social studies and social emotional development, and site specific PD. The focus will be on unduplicated. Cost of subs.

**Strategy/Activity 3**

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

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

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

**Timeline**

August 2022 - June 2023

**Person(s) Responsible**

Principal, Teacher, Reading Specialist

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 4**

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



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

Target students: Families in transition and underperforming students who are struggling in class and require additional supports to understand and complete homework in grades 1-6.

### Timeline

August 2022 - June 2023

### Person(s) Responsible

Principal, Teacher

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1548
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Pays teacher to provide support for conceptual learning and complete homework after school (VSA)

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Inclusive and Safe Environments

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

Youth Truth Survey measures  
Discipline data shows a high number of boys and Special Education students

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Survey Results  CDE Dashboard Data <ul style="list-style-type: none"><li>Absenteeism</li><li>Suspensions</li></ul> Q Database for DJUSD <ul style="list-style-type: none"><li>Discipline data</li></ul>	Although there was a significant decrease in the number of suspensions school-wide, the number of suspensions continues to be very disproportionate for students with disabilities.	Maintain or improve favorable student and staff Youth Truth Survey results.  Improve areas on staff and student Youth Truth Survey that were less favorable.  Parents will increase their overall rating of Pioneer in the Youth Truth Survey by supplementing with metrics from other surveys or other forms of feedback  Decrease chronic absenteeism for most impacted groups.  Decrease suspension rates by using alternative interventions and supports such as Restorative Practices, PBIS, CICO...etc.

### Planned Strategies/Activities

#### Strategy/Activity 1

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

## Students to be Served by this Strategy/Activity

All Students in grades 1st - 6th.

## Timeline

August 2022- June 2023

## Person(s) Responsible

Intramural Director, Principal, Teachers, PTA

## Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 2

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

## Students to be Served by this Strategy/Activity

4th and 5th grade students

## Timeline

Winter/Spring 2022-2023

## Person(s) Responsible

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

## Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 3

Develop a continuum of evidence-based behavioral practices and school-wide systems (Positive Behavioral Interventions and Supports, PBIS) encompassing social-emotional learning, clear and consistent classroom practices

and corrective responses that support the whole child through first best instruction and interventions and supports to create a restorative environment for all students.

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

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

### Timeline

August 2022-June 2023

### Person(s) Responsible

Principal, Teachers, Counselor, School Psychologist

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Substitutes and timecards for PBIS trainings and meetings
<b>Amount</b>	650
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	SWIS data system to identify school-wide supports, classroom needs and student needs
<b>Amount</b>	200
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	PBIS Posters, Certificates, Materials
<b>Amount</b>	491
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	PBIS Posters, Certificates, Materials
<b>Amount</b>	15,000
<b>Source</b>	None Specified
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	PBIS Paraprofessional

### Strategy/Activity 4

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

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

All Students

### Timeline

August 2022- June 2023

### Person(s) Responsible

Counselor, Principal

### Proposed Expenditures for this Strategy/Activity

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

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 1

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Dashboard:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism</li> <li>ELA</li> <li>Mathematics</li> <li>Suspension Rates</li> </ul> <p>iReady:</p> <ul style="list-style-type: none"> <li>ELA</li> <li>Mathematics</li> </ul> <p>CAASPP:</p> <ul style="list-style-type: none"> <li>ELA</li> <li>Mathematics</li> </ul> <p>ELPAC: Levels of proficiency</p> <p>Youth Truth Survey:</p> <ul style="list-style-type: none"> <li>Academic Challenge and Engagement</li> </ul>	<p>Student groups including socioeconomically disadvantaged, students with disabilities, and African American students will have a decrease in suspension rates and an increase in attendance and academic performance in report cards in addition to other routine academic measures such as CAASPP and iReady.</p> <p>Students will increase their attendance and overall rating of school climate and culture related to the deficit areas in the Youth Truth Survey.</p> <p>Parents will increase their overall rating of Pioneer in the Youth Truth Survey.</p>	<p>We saw a decrease in suspension rates and an increase in attendance for the aforementioned subgroups. We continue to find that there are opportunity gaps with the aforementioned subgroups specifically with respect to academic performance. Thus, Goal 1 will remain an area of focus during the 2022-23 school year.</p>

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement art enrichment program with a focus on creativity, VAPA standards, and movement towards integration of art through adopted ELA, Social Studies, Science, and Math curriculum.	We hired an art teacher this year. However, we did not use PTA funds on a music teacher this school year.	Art Teacher, Music Teacher, materials, collaboration (VSA) 2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA/O) 14,000	Art Teacher and materials 2000-2999: Classified Personnel Salaries 4,100
Produce a musical performance involving intermediate students (Grades 4th - 6th).	Willy Wonka Jr was the spring musical that was produced this school year.	Musical Drama Stipend VSA 1000-1999: Certificated Personnel Salaries Parent-Teacher	Musical Drama Stipend VSA 1000-1999: Certificated Personnel Salaries Parent-Teacher

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Association (PTA/O) 2,200	Association (PTA/O) 2,200
<p>Multi-Tiered Systems of Supports:</p> <p>Teachers will engage in professional development, coaching, and collaboration time to create and support district-wide and school-wide systems. These systems focus on student data and outcomes to ensure equitable access and opportunities for all students, with an emphasis on adopted materials and universal assessment implementation. In addition, staff will engage in a continuous cycle of reviewing additional instructional support such as (but not limited to) paraprofessional support and assisted technology.</p>	<p>Due to sub shortages and some of the challenges related to the pandemic as site was not able to fully commit to the MTSS process. We developed an MTSS Team and will continue to build on the efforts that were established this school year.</p>	<p>Substitutes and PD specific to school site needs related to the MTSS team in an effort to have additional collaboration and work with grade-level teams around student work. 5000-5999: Services And Other Operating Expenditures LCFF - Base 2000</p>	<p>Substitutes and PD specific to school site needs related to the MTSS team in an effort to have additional collaboration and work with grade-level teams around student work. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>
<p>Grade-level STEAM activities to be incorporated into curriculum at all grade levels</p>	<p>Grade-level STEAM activities have been placed on hold at this time. It is an area of focus that all stakeholder will continue to have conversations about to determine if it one in which the school would like to continue to engage in.</p>	<p>Allocated monies will go towards PD and substitutes. Grade-level teams will focus on STEAM activities, resources, and best practices during grade-level collaboration. 5000-5999: Services And Other Operating Expenditures LCFF - Base 2000</p>	<p>Allocated monies will go towards PD and substitutes. Grade level teams will focus on STEAM activities, resources, and best practices during grade level collaboration. 5000-5999: Services And Other Operating Expenditures LCFF - Base 0</p>

## Analysis

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

The strategies and activities listed under goal 1 were implemented, minus fully implementing our MTSS Systems of Support and the grade-level STEAM activities.

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

The strategies that were implemented had a significant impact on the 21st Century skills of our students. However, this is an area that we will continue to focus on as we move forward.

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

We did not use some of the proposed expenditures to some of the challenges that we faced in finding substitute teachers.

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.

There are no changes being made to our SPSA with respect to Goal 1. Goal 1 will remain the same. With another full year of in-person instruction and without dealing with some of the challenges of the pandemic our staff will have a stronger bandwidth to fully address the goals and fully implement all strategies.



# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 2

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>CDE Dashboard</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism</li> <li>Suspension Rates</li> </ul> <p>CAASPP</p> <ul style="list-style-type: none"> <li>ELA</li> <li>Mathematics</li> </ul> <p>iReady</p> <ul style="list-style-type: none"> <li>ELA</li> <li>Mathematics</li> </ul> <p>Youth Truth Survey</p> <ul style="list-style-type: none"> <li>Academic Challenge and Engagement</li> </ul> <p>ELPAC</p>	<p>Students will increase their academic performance by at least one year in ELA and mathematics on CAASPP (Note: No CAASPP given in 2021 due to COVID-19 pandemic), trimester benchmark assessments in ELA and mathematics, and report card outcomes.</p>	<p>This goal was not met as we continue to find that academically students of color, students with special needs, English language learners, and socially economically disadvantaged students are not performing at the same level as their white counterparts.</p>

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide a Math Specialist and highly qualified paraprofessional(s) to support teachers core instruction in math focused on CCSS, targeting student learning styles related to academic needs and differentiation to increase student access to core concepts and curriculum in mathematics.</p>	<p>We were able to hire a Math Specialist this school year.</p>	<p>Math Specialist and Math Para(s) for 2021-2022 2000-2999: Classified Personnel Salaries None Specified 17,000</p>	<p>Math Specialist and Math Para(s) for 2021-2022 2000-2999: Classified Personnel Salaries None Specified 17,000</p>
<p>Academic Conferencing: Utilize iReady assessment results to</p>	<p>Academic conferencing did not happen this school year.</p>	<p>PTA will split the cost of a .6FTE Math Specialist with DJUSD 2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA/O) 23,000</p>	<p>PTA will split the cost of a .6FTE Math Specialist with DJUSD 2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA/O) 23,000</p>
		<p>Supports collaborative conversations around</p>	<p>Supports collaborative conversations around</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>target grade-level standards during PLC/Academic Conferencing. Utilize common asesments including but not limited to analyzing screeners, trimester benchmard data, progress monitoring data, student work, and observational data to determine the needs of students. Reflect on teaching practices to assist all students in accessing and progressing in core content areas related to CCSS. Respond to the social emotional needs of all students.</p>		<p>student work and data for math, ELA, science, social studies and social-emotional development, and site-specific PD. The focus will be on unduplicated. Cost of subs. LCFF - Base 7,300</p>	<p>student work and data for math, ELA, science, social studies and social emotional development, and site specific PD. The focus will be on unduplicated. Cost of subs. LCFF - Base 0</p>
<p>Provide reading paraprofessionals to support trimester assessment periods and core instruction for targeted students in the 1st-6th grades who are identified through multiple assessments as at risk or far below in reading development.</p>	<p>We were able to provide reading paraprofessionals for our students.</p>	<p>Reading para support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 9000</p> <p>Reading para support paid through (Parcel Tax) 2000-2999: Classified Personnel Salaries District Funded 10000</p> <p>EL para support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7000</p> <p>EL para support second EL para professional 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000</p>	<p>Reading para support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 9000</p> <p>Reading para support paid through (Parcel Tax) 2000-2999: Classified Personnel Salaries District Funded 1000</p> <p>EL para support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7000</p> <p>EL para support second EL para professional 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000</p>
<p>After school intervention to provide help for students in need of academic support and students of families in transition.</p>	<p>We did not offer an after school intervention program this school year.</p>	<p>Pays teacher to provide support for conceptual learning and complete homework after school (VSA) LCFF - Supplemental 1548</p>	<p>Pays teacher to provide support for conceptual learning and complete homework after school (VSA) LCFF - Base 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Pays teacher to provide support for conceptual learning and complete homework after school (VSA) LCFF - Base 500	Pays teacher to provide support for conceptual learning and complete homework after school (VSA) LCFF - Base 0

## Analysis

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

All strategies outline in this goal were implemented, minus the academic conferencing and after-school intervention.

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

The instructional practices implemented, specifically the Math specialist and reading support, had a significant impact in supporting students that had been without in-person instruction for 18 months. Through those supports we were able to identify our neediest students and provide additional supports and resources. Due to the fact that there were times during the year that we were not able to mix cohorts, it made it difficult to staff any after school intervention. Moreover, the challenge in finding qualified substitute teachers, made scheduling academic conferencing difficult.

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

The only differences in proposed expenditures are due to the strategies in this goal that we were not able to implement.

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

This goal will remain the same for the 2022-2023 school year. We are confident that some of the strategies that were not implemented, will be next school year. In addition, we will continue to build upon the strategies that were implemented this school year.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth Truth Survey Results  CDE Dashboard Data <ul style="list-style-type: none"> <li>Absenteeism</li> <li>Suspensions</li> </ul> Q Database for DJUSD <ul style="list-style-type: none"> <li>Discipline data</li> </ul>	Maintain or improve favorable Youth Truth Survey results.  Improve areas on Youth Truth Survey that were less favorable.  Decrease chronic absenteeism for most impacted groups.  Decrease suspension rates by using alternative interventions and supports such as Restorative Practices, PBIS, CICO...etc.	

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement intramural director time to support PBIS Tier 2, structured recess and check in program (recess games, table activities, ...etc.) for students in 1st - 6th grade.	Our site implemented this strategy during the 2021-2022 school year.	Intramural setup, coordination, facilitation, and monitoring of students at morning recess, lunch, and lunch recess, including interactive hands-on activities at outdoor or indoor tables, support for lunch activities such as yoga...etc. The Tier 2 check-ins (CICO PBIS) in grades 1-6. (VSA) Parent-Teacher Association (PTA/O) 10,000	Intramural setup, coordination, facilitation, and monitoring of students at morning recess, lunch, and lunch recess, including interactive hands on activities at outdoor or indoor tables, support for lunch activities such as yoga...etc. The Tier 2 check ins (CICO PBIS) in grades 1-6. (VSA) Parent-Teacher Association (PTA/O) 10,000
		Intramural setup, coordination, facilitation, and monitoring of students 3rd-6th grade (VSA) Parent-Teacher	Intramural setup, coordination, facilitation, and monitoring of students 3rd-6th grade (VSA) Parent-Teacher

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Association (PTA/O) 6,000	Association (PTA/O) 6,000
A Touch of Understanding Disability Awareness Program with 5th grade using the program as a catalyst to engage 5th grade students in creating and promoting positive school engagement. With an introduction to 4th grade students providing background to ready them for 5th grade.	This program was not held during the 2021-2022 school year.	A Touch of Understanding (understanding special needs for children) Program cost-funded directly by PTA Parent-Teacher Association (PTA/O) 1,800	A Touch of Understanding (understanding special needs for children) Program cost-funded directly by PTA Parent-Teacher Association (PTA/O) 1,800
Develop a continuum of evidence-based behavioral practices and school-wide systems (Positive Behavioral Interventions and Supports, PBIS) encompassing social-emotional learning, clear and consistent classroom practices and corrective responses that support the whole child through first best instruction and interventions and supports to create a restorative environment for all students.	This strategy was implemented this year.	Our established PBIS Team developed and supported this strategy 1000-1999: Certificated Personnel Salaries LCFF - Base 1,000	Our established PBIS Team developed and supported this strategy 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000
		SWIS data system to identify school-wide supports, classroom needs and student needs LCFF - Supplemental 650	SWIS data system to identify school-wide supports, classroom needs and student needs LCFF - Base 650
		None Specified None Specified	
		PBIS Posters, Certificates, Materials 4000-4999: Books And Supplies LCFF - Base 200	PBIS Posters, Certificates, Materials 4000-4999: Books And Supplies LCFF - Base 200
		PBIS Posters, Certificates, Materials 4000-4999: Books And Supplies LCFF - Supplemental 300	PBIS Posters, Certificates, Materials 4000-4999: Books And Supplies LCFF - Supplemental 300
		PBIS Paraprofessional 2000-2999: Classified Personnel Salaries None Specified 15,000	PBIS Paraprofessional 2000-2999: Classified Personnel Salaries None Specified 15,000
Teach social emotional, friendship, problem solving curriculum in grades K-3 as well as coordinate classroom	This strategy was implemented this year.	Counseling and teaching supplies. 4000-4999: Books And Supplies LCFF - Base 250	Counseling and teaching supplies. 4000-4999: Books And Supplies LCFF - Base 250

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>lessons in grades 4-6. Focus on PBIS Tier 2 and 3 targeting the needs of students through intervention supports related to specific small group needs and individual student needs. Work with families in transition support program, domestic violence shelters to help connect families with community resources accessed through the center for families. Coordinator for all SST &amp; 504 meetings and manager for Tier 2 and Tier 3 support under PBIS guidelines.</p>			
<p>Hire a culturally responsive coach to work with our staff (train the trainer model)</p>	<p>This strategy did not take place this school year.</p>	<p>A culturally responsive coach to assist staff in improving instruction, and helping all students through the identification of the inequities in the systems we currently have in place. In addition, the coach will provide assistance in creating an action plan to address those inequities school-wide in an effort to improve student achievement for all students. LCFF - Base 14,000</p>	<p>A culturally responsive coach to assist staff in improving instruction, and helping all students through the identification of the inequities in the systems we currently have in place. In addition the coach will provide assistance in creating an action plan to address those inequities school-wide in an effort to improve student achievement for all students. LCFF - Supplemental 0</p>

## Analysis

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

The Touch of Understanding program was not offered this year as the company cancelled all programs due to the pandemic. In addition, we did not have the appropriate funding for a culturally responsive coach. However, all the other strategies in this goal were implemented.

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

The strategies for this goal were highly effective in supporting a campus in which all students feel welcome and safe. Our site will continue to implement these strategies and support this goal during the 2022-2023 school year.

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

The only differences between expenditures is found in the strategies that were not implemented during the 2021-2022 school year.

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.

The goal and the strategies will remain in place during the 2022-2023 school year.

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	118,039.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	18824	2,924.00
LCFF - Supplemental	22039	0.00
District Funded	10000	0.00
Parent-Teacher Association (PTA/O)	38000	-100.00



## Expenditures by Funding Source

Funding Source	Amount
District Funded	10,000.00
LCFF - Base	15,900.00
LCFF - Supplemental	22,039.00
None Specified	32,000.00
Parent-Teacher Association (PTA/O)	38,100.00

## Expenditures by Budget Reference

Budget Reference	Amount
	15,100.00
1000-1999: Certificated Personnel Salaries	7,748.00
2000-2999: Classified Personnel Salaries	76,100.00
4000-4999: Books And Supplies	941.00
5000-5999: Services And Other Operating Expenditures	8,150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	10,000.00
	LCFF - Base	7,300.00
4000-4999: Books And Supplies	LCFF - Base	450.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	8,150.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,548.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	16,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	491.00
2000-2999: Classified Personnel Salaries	None Specified	32,000.00
	Parent-Teacher Association (PTA/O)	10,000.00
	Parent-Teacher Association (PTA/O)	7,800.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA/O)	2,200.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA/O)	18,100.00

# School Site Council Membership

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

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

Name of Members	Role
Ron Thomas	Principal
Rebecca Hunter	Parent or Community Member
Lisa Gray	Parent or Community Member
Kelly Coleman	Parent or Community Member
Jim Falter	Parent or Community Member
Katharine Desjarlais	Parent or Community Member
Matthew Tealdi	Classroom Teacher
Devyn Rausch	Classroom Teacher
Janell Campbell	Classroom Teacher
Jennifer McNair	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**  




**Committee or Advisory Group Name**  
English Learner Advisory Committee

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 6/16/22.

Attested:

Principal, Ron Thomas on 6/14/22

SSC Chairperson, Rebecca Hunter on 6/14/22

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

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

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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



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

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

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

### **Federal Programs**

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

### **State or Local Programs**

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