

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PIONEER ELEMENTARY SCHOOL

01-61242-6101804  
CDS Code

Date of this revision: December 2004

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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New Haven Unified School District

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_

## **School Vision and Mission**

We Believe.....

Literacy is the foundation of all learning

Teaching methods should be based on sound research

Teachers can empower students to become lifelong learners

Well-informed educators are necessary for a high quality education

A diverse school community provides for a rich learning environment

Family support is crucial to student learning

All students can be individually successful with the appropriate support

Students should feel respected and valued and in return learn to respect and value others

School should be a safe place for all

A positive environment supports student learning

Students should understand what they are learning and why they are learning it

### **Pioneer Vision**

Pioneer is an active community where teachers, students, and families thrive in a positive, safe educational environment, in which all are empowered to learn from current research-based methods to meet both professional and grade level standards, and to experience success.

### **School Profile**

Pioneer Elementary School opened in September 1981 with 406 kindergarten through fourth grade students. The current number of classrooms and specialist rooms is 43 and our current enrollment is 678.

Pioneer Elementary School is located in southern Alameda County in the Silicon Valley. The parents of our community are employed in a variety of fields ranging from blue collar jobs to marketing and engineering positions. The parent community maintains a close relationship with the school through volunteerism and the active Parent-Teacher Club that provides services and financial support throughout the school year. Seventy-eight percent of parents responding to a survey regarding STAR testing indicated they had at least some college education with fifty-four percent reporting they were college graduates.

Pioneer Elementary was one of the first three sites in the district to be retrofitted for technology to implement the bond measure passed in 1993. In the fall of 1995, every classroom at Pioneer was equipped with a bank of student computers, a teacher computer workstation, and a fully equipped video center. This equipment provides each classroom with the capability to communicate with other classrooms within the school, at other schools, and with the world through the Internet. This equipment now links the school with all other district sites allowing video conferencing and the exchanging of materials and information via the district infrastructure.

Pioneer Elementary has distinguished itself in many areas. In 1985, Pioneer was honored as a National Excellence in Education School. Pioneer received a California Distinguished School Award in 1987, in 1993, in 1997, in 2000 and received an Honorable Mention in 2004.

The Pioneer staff includes two administrators, 36 classroom teachers, a .5FTE school psychologist, subject area specialists, 1 literacy coordinator, a .5 FTE English Learner Specialist, a .5 FTE resource specialist and one .8 FTE speech and language teacher. Our teaching staff members regularly pursue opportunities for professional

development, both in the district and through our neighboring universities. Teachers have recently received training in reading and writing instruction integrating technology, the teaching of algebra and geometry, teaching English Learners, working with at-risk students, and specialized oral language instruction for students with special needs. The staff also includes twelve paraprofessionals, three clerical staff, two cafeteria staff, five noon supervisors, and three custodians.

Pioneer receives categorical funding for the School Improvement Program (SIP), GATE, English Learners (EIA/ELL), special day class students and Resource Specialist students. The majority of this money has provided for paraprofessional (aide) assistance and supported our many English Learner students. The chart includes census information about our special populations of students:

<b>Special Program</b>	<b>Number of Students</b>
Resource Specialist Program	8
Special Day Class	38
GATE Math	53
GATE Language Arts	27
Speech/Language DIS	39
Early Intervention Program	120

All classrooms are self-contained, although specialists provide music, P.E., science and media on a regular basis for grades 1-5. Kindergarten students receive music or physical education services. Each 1-5 classroom teacher receives 40 minutes of prep time daily while students are with a specialist. In addition, all specialists receive 40 minutes of prep time daily.

Pioneer Elementary School is located in Union City in the East Bay area of Alameda County. The school is organized into 20 single and 1 multiage grade K-3 classrooms with class size reduction, 8 grade 4-5 classrooms, 3 Special Day classes and 1 Kidango Pre-School classroom. Our school has a science lab/program, computer lab, PE program/room, and music program/room.

Pioneer's media center building houses our well-stocked multi-media library and our Reading Center. This center contains over 1200 sets of leveled readers which support our focus on literary education. Pioneer's media center has a collection of 16,000 books and serves as "The Place to be on Campus." Student media helpers and video "club" members are an integral part of Pioneer's Program. The checkout rate is the highest in the New Haven Unified School District. Pioneer participated in the Governor's Reading Award Program in 2000, 2001 and continues to sponsor a school-wide reading project annually. Each year, the students have collectively read more than two million pages.

Extended day programs offer students additional opportunities to pursue interests in vocal music, dance, recorders, chess, the school news magazine and tutoring assistance. Union City Leisure Services offers a variety of after school sports, drama, art, cooking and science workshops at a nominal fee. These workshops are available to all students, have been extremely popular, and serve approximately 90 students per 6-week session. One hundred eleven participate in a fee-based extended day program (Kids First) which provides an on-site, before and after school program, from 7:05 a.m. to 9:05 a.m. and 3:20 p.m. to 6:15 p.m. daily. Fifteen kindergarten students also participate in an extended day program from 7:00 a.m. to 8:35 a.m. and 12:00 to 6:15 p.m. daily.

The ethnic and cultural diversity of our community enriches our school programs. We are proud of the 26 languages which its children bring to our school. We have several teachers and aides who are bilingual and who offer primary language support when appropriate. An English Language Advisory Committee (ELAC) consisting of parents and administration exists at both the school and district level. These groups examine the curriculum, analyze data, and review the work of English Learners (EL) in an attempt to better tailor Pioneer's program to meet the needs of the EL students. As a result of these coordinated services, Pioneer reclassified 42 ELL students out of 186 (23 %) to fluent (FEP) during the 2003-04 school year.

The racial/ethnic composition of Pioneer students is as follows:

- .89% Pacific Islander
- .45% American Indian or Native Alaskan
- 12.17% Black, not Hispanic Origin
- 13.95% Hispanic
- 20.47% Filipino
- 38.72% Asian
- 13.35% White, not Hispanic Origin

Twenty-six percent of the student population qualifies for free or reduced lunches.

Pioneer receives categorical funding for the School Improvement Program (SIP), GATE, English Learners (EIA/ELL), special day class students and Resource Specialist students. The majority of this money has provided for paraprofessional (aide) assistance and supported our many English Learner students.

Education is highly valued by our families and the school is regarded as the core of the community. There is a high degree of parent satisfaction and pride in the school. We address community needs through a variety of avenues. The most effective of these are community meetings including: School Site Council, Parent/Teacher Club, Parent Forums, Curriculum Nights, and a variety of informal and formal discussions on topics of school and community interests such as helping with homework and our Soul Shoppe Peacemaker program. Our policies are distributed in Parent Handbooks, the newsletter *NEWS and NOTES* and are available on our website. Weekly communications are sent home with each child in the "Thursday Envelope."

An aggressive attendance monitoring program has been established district-wide and on-site. "At-risk" students have been identified, parents notified and incentives offered. Our attendance clerk monitors daily attendance through phone calls. This year we have implemented a school-wide, positive attendance reward program, which recognizes individual students, as well as classes with daily and monthly, perfect attendance. The office staff helps families by providing information about available resources, as well as addressing student attendance issues with parents and students. The daily school attendance is above 96%.

Throughout the 2003-2004 school year, there were 9 modified instructional days to provide for parent conferences and staff development. The school year included a total of 52,245 instructional minutes.

The **Instructional Support Team (IST)** includes the principal, assistant principal, literacy coordinator, music specialist, and five classroom teachers. The duties of this group which meets at least twice per month include:

- to discuss curriculum, analyze data and plan activities
- to identify, discuss, and prioritize issues and needs
- to identify staff development needs and areas of interest
- Provide grade level collaboration leadership

The **School Resource Team (SRT)** process is an integral part of the Pioneer program. The first step of the SRT process involves peer coaching by colleagues and specialists who suggest interventions that can be tried in the classroom to meet student needs. The grade level coaches and the teacher meet to develop interventions which may include classroom modifications, referrals to school resource personnel or outside agencies. Information is documented on teacher plans. After interventions have been tried and parents have been contacted, the teacher refers students to the School Resource Team for further discussion, suggestions, and interventions. Areas addressed may include one or more of the following: academic achievement, behavior, social/emotional adjustment, language development and second language acquisition, attendance, health concerns, etc.

The School Resource Team meets weekly to discuss students referred by teachers or coaches. The team reviews the teacher plans and notes kept at meetings with coaches. The SRT team may make a variety of recommendations including specific site resource assistance, referral to an outside agency, or the scheduling of a Student Study Team meeting.

The **Student Study Team (SST)** membership is flexible and depends on the needs of the student. It usually includes the parent, teacher, Principal or Assistant Principal, Psychologist, Resource Specialist, and the Speech-Language Specialist. At times, the grade five counselor is also a part of the SRT/SST. SST meetings are scheduled throughout the day to accommodate the work schedules of parents. At these meetings an action plan is developed to meet stated needs, with a follow-up date set to discuss the success of the action plan, and to generate further suggestions for intervention if needed. Students who are experiencing difficulty learning to read are served by the site Early Intervention Program. Students receive support once or twice a week in a small group setting. Paraprofessionals trained by a district Reading Specialist in Early Intervention strategies work with students 30 to 40 minutes using leveled reading materials. These paraprofessionals are supervised by a primary grade teacher who monitors student progress.

For students still not being successful even with classroom modifications, the SRT/SST can recommend special education testing when necessary and appropriate. When testing is completed, an IEP (Individualized Education Program) meeting is held to determine a student's eligibility and placement.

Pioneer serves its **Resource Specialist Program (RSP)** students through a two-pronged approach. First, the resource specialist works with the regular classroom teacher to suggest ways to adapt instruction to meet the special education needs of the students. Second, either the resource specialist or her aide support the classroom teacher by providing direct instruction to the student within the regular classroom. In most cases, this involves clustering a small number of RSP students in a classroom and pulling them together during the regular language arts or math periods for small group instruction. Typically, other students are also involved in small group projects so that the special education students do not stand out. Frequently, a few regular education students who are also experiencing difficulty with a given concept or skill are included in this group. The Speech Specialist follows a similar model of direct student and indirect teacher support for speech students, though her group frequently meets in the resource center. At times she may also include non-identified students in her group, but such intervention is short-term and does not cause her to exceed her maximum caseload.

Pioneer Elementary School's program for Gifted and Talented Education (GATE) is designed to meet the unique needs of each gifted student. The purpose of the program is to ensure these students are provided a curriculum which challenges and extends their learning in language arts and mathematics as they are integrated into daily classroom instruction.

Gifted and talented students are identified based on report card achievement levels, assessment of math, reading and writing skills, teacher recommendations, and the Cognitive Abilities Test. Students are assessed in the spring of each year. It is also possible for a student to be identified as the result of a Student Study Team meeting, if it is determined the regular program is not meeting the student's needs. Once students are identified, a GATE Individual Learning Plan (GILP) is developed as a result of a teacher-student-parent meeting. This plan is designed to determine a specific focus and goals for extended learning for the year and to develop a learning program for achieving those goals. The GATE math and language arts students are fully integrated into the heterogeneous classroom programs. Each fourth or fifth grade teacher is responsible for providing a program which will challenge and extend the learning of each GATE student. In addition, GATE students meet weekly to write and publish Pioneer Pathways, the school news magazine. Additionally, at grades four and five, GATE students meet together weekly to receive an accelerated math curriculum.

The services for the 298 multi-funded students at Pioneer are coordinated through the School Resource Team and the Instructional Support Team which meet weekly. The teams carefully plan service delivery to ensure that services are coordinated and not duplicated. These groups also help to plan and coordinate staff development activities to meet the needs of staff and students.

The School Site Council (SSC), a group of parents and staff that meet monthly, is charged with implementing the Single Plan for Student Achievement. The SSC monitors the Single Plan for Student Achievement plan which ensures that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and eliminate gaps, and to ensure that the school program is responsive to the individual needs of each student. The Single Plan for Student Achievement also ensures that the needs of ELL, educationally disadvantaged, GATE and Special Education students are addressed along with the training needs of the staff. Finally, the SSC is charged with ensuring that there is ongoing evaluation of the school program.

**STUDENT PERFORMANCE DATA SUMMARY**  
**Academic Performance Index (API) School Report**

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

Academic Performance Index School Report							
	Percent Tested	Students Included in API	API Base	Statewide Rank	Similar Schools Rank	Growth Target	API (Growth)
99-00	100	465	768	9	3	2	797
00-01	100	586	797	8	2	1	832
01-02	100	539	819	9	5	A	854
02-03	100	430	841	9	7	A	847
03-04	99	426	851			A	850

A indicates the school scored above the state Interim Performance Target of 800.

**API Subgroups - Racial/Ethnic Groups**

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>Asian</b>				<b>Asian</b>			
API Base Score	880	877	913	API Growth Score	883	902	904
Growth Target	A	A	A	Actual Growth	3	25	-9
<b>Filipino</b>				<b>Filipino</b>			
API Base Score	824	831	860	API Growth Score	851	857	846
Growth Target	A	A	A	Actual Growth	27	26	-14
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	812	868	865	API Growth Score	874	857	863
Growth Target	A	A	A	Actual Growth	62	-11	-2
<b>Socioeconomically Disadvantaged</b>				<b>Socioeconomically Disadvantaged</b>			
API Base Score	676	754	734	API Growth Score	768	734	765
Growth Target	1	1	1	Actual Growth	92	-20	31

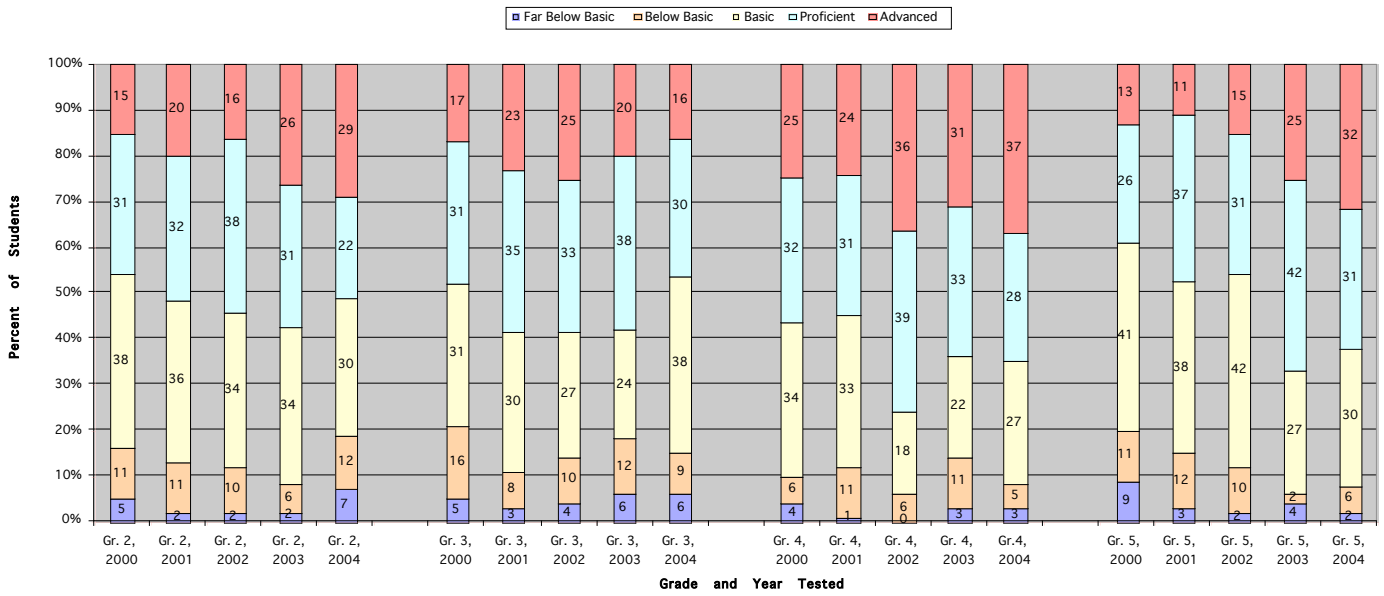
## Adequate Yearly Progress (AYP), Spring 2004 Percent Proficient

### PERCENT PROFICIENT-Annual Measurable Objectives (AMOs)

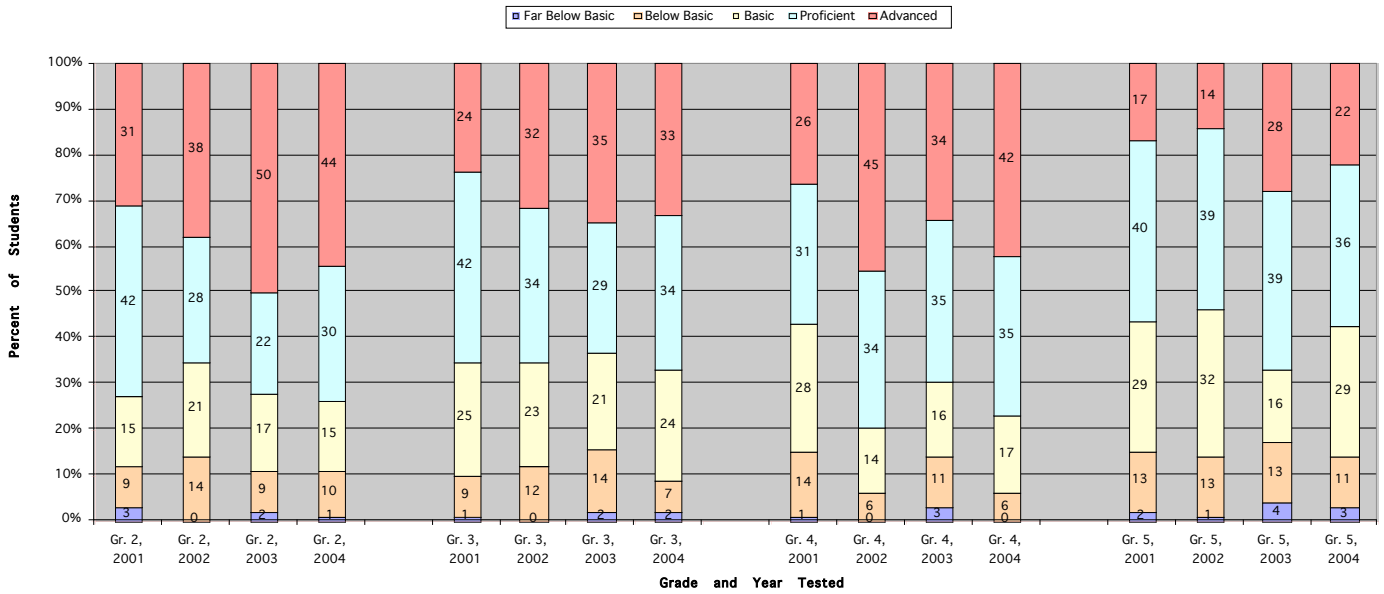
Met all percent proficient criteria? (Yes)

<u>GROUUPS</u>	English-Language Arts				Mathematics			
	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2004 AYP Criteria</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2004 AYP Criteria</u>
<b>Schoolwide</b>	425	242	56.9	Yes	425	298	70.1	Yes
African American or Black (not of Hispanic origin)	37	8	21.6	N/A	37	17	45.9	N/A
American Indian or Alaska Native	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Asian	144	106	73.6	Yes	144	120	83.3	Yes
Filipino	106	61	57.5	Yes	106	71	66.9	Yes
Hispanic or Latino	55	19	34.5	N/A	55	32	58.1	N/A
Pacific Islander	8	N/A	N/A	N/A	8	N/A	N/A	N/A
White (not of Hispanic origin)	75	45	60.0	Yes	75	52	69.3	Yes
<a href="#"><u>Socioeconomically Disadvantaged</u></a>	107	40	37.3	Yes	107	56	52.3	Yes
<a href="#"><u>English Learners</u></a>	146	62	42.4	Yes	146	81	55.4	Yes
<a href="#"><u>Students with Disabilities</u></a>	34	9	26.4	N/A	34	16	47.0	N/A

PIO - California Standards Test - E/LA



PIO - California Standards Test - Math



**2001 and 2002 California English Language Development Longitudinal Test Report  
CELDT**

Scores or measures of growth are stated as described:

Grade	2001 Assessment					2002 Assessment					All Students
	K	1	2	3	4	1	2	3	4	5	Overall Change
Advanced						17%				43%	+17%
Early Advanced	22%		13%		36%	34%	40%	19%	32%	50%	+18%
Intermediate	44%	74%	56%	64%	50%	32%	40%	53%	36%		-21%
Early Intermediate	24%	14%	13%	16%		12%		9%	16%		-7%
Beginning	10%		16%					19%			-1%
Total Students Tracked	41	35	32	25	16	36	28	45	33	16	

Blank boxes had fewer than 3 students tested or were reported at 0%

**Grade 5 Performance Writing**

Score	Exempt 0	1	2	3	4	5	6	% Proficient
2002	1%	1%	22%	35%	36%	5%	0%	45%
2003	0%	.8%	7%	35%	46%	1%	.8%	57%
2004	6%	8%	15%	28%	42%	5%	0%	49%

**STAR Writing Grade 4**

Score	2	3	4	5	6	7	8	% Proficient
2000-1	2%	3%	50%	23%	18%	3%	1%	45%
2001-2	9%	4%	38%	20%	23%	0%	1%	44%
2002-3	15%	2%	42%	21%	17%	0%	1%	39%
2003-4	17%	13%	50%	12%	7%	1%	0%	20%

<b># of At-Risk Students Due to excessive Tardies or Absences</b>			
	12-18 absences	18 or more absences	18 or more tardies
2001-2	27	10	9
2002-3	60	19	22
2003-4	20	4	9

<b>School Demographic Characteristics</b>	
<b>Students Tested, Grades 2-5 – Spring 2004</b>	
Demographic	Percentage
<b>Ethnic/Racial</b>	
African American	10%
American Indian or Alaskan Native	0%
Asian	34%
Filipino	24%
Hispanic or Latino	13%
Pacific Islander	2%
White not Hispanic	17%
<b>Parent Education Level</b>	
Not a High School Graduate	8%
High School Graduate	14%
Some College	25%
College Graduate	35%
Graduate School	18%
Average Parent Education Level	3.42
<b>Other Student Information</b>	
Participants in Free or Reduced Lunch Program	26%
English Language Learners	18%
School Mobility	14%
Average Class Size	K-3: 20; 4-5: 30
Enrollment in Grades 2-5 on first day of testing	445
Number of students excused from testing	1
Number of students tested	444

## STUDENT PERFORMANCE DATA SUMMARY

### Conclusions from Student Performance Data:

#### School-wide:

The 2004 API score decreased by one point ending a pattern of continued growth since 1999. Parent education level, student mobility and percentage of English Learners have remained fairly constant while our percentage of students who qualify for free and reduced lunch has increased by 6%.

#### Target Groups:

Socioeconomically disadvantaged students had an increase of 31 API points bringing their subgroup score to 765 from 734. This group of students has demonstrated two years of growth and one year of decline ('03) over the last three years.

This year, however, three groups did not meet API targets. White, not Hispanic students, had a decline of two points though their API is still over 800. Asian students had a decrease of 9 points though their API remains over 900 and Filipino students had a decrease of 14 points though their API remains over 800.

Although not numerically significant groups in our school ( less than 15% of population), fewer African American and Hispanic students score proficient on the California Standards Tests in Language Arts and Math than the school-wide average or other discernable groups as reported on the Adequate Yearly Progress (AYP) report. Teacher anecdotal data and classroom performance assessments document a need to address the learning needs of these students.

There is a marked difference in the achievement of African American, Hispanic, English Learners and students with disabilities when compared to the school-wide proficiency level as reflected in the AYP data.

There is a need to continue to identify students in need of early intervention, extended learning opportunities, and attendance monitoring who are at-risk.

#### Reading:

A review of five years of California Standards Test-English Language Arts (E/LA) data shows increasing numbers of students in grades four and five are scoring proficient and advanced while the reverse is true in grades two and three.

An in-depth review of cluster scores by staff has identified reading vocabulary, reading comprehension and response to literature as areas of the greatest need.

#### Math:

A review of four years of California Standards Test –Math reveals inconsistent results. At grade 2, CST Math results show a pattern of growth from 2002-2004 of the percentage of students scoring in the proficient and advanced level.

At grade 3, the percentage of students at proficient and advanced has held fairly constant with 66% of 2001 third graders and in 2004 67% of third graders scoring advanced or proficient.

At grade 4, a pattern of growth in math documented by AYP is once again evident. When reviewing the percentage of students at proficient and advanced levels, it is noted that 57% of the 2001 fourth graders and 77% of the 2004 fourth graders demonstrate proficiency.

According to AYP, Grade 5 data mirrors grade 2 data with three years of growth and a year of slight retraction in 2004. Staff is aware of this decrease, and is reviewing classroom instructional practices and individual student data.

#### Writing:

Grade 4 STAR writing data has shown a decrease in the % of students scoring in the proficient range over the last few years. The % of students scoring basic or one level below proficient has increased slightly each of the last three years.

At grade five, there is an increased % of students scoring in the proficient range of a writing assessment scored at the district level.

We need to rededicate our efforts to teach all necessary writing standards to all students at all grade levels in preparation for the STAR assessment and to identify students in need of extra support. We need to support grade four teachers by providing the opportunity to collaborate with peers who are very skilled at teaching writing.

CELDT Results Annual Assessments: This report compares the progress of 219 students who took the CELDT test in both 2001 and 2002. A comparison of student progress can be made by looking at the growth in this continuing population of English Learners. The following conclusions are based on analyzing the results of this report:

- In 2001, 2% of Pioneer's English Learner population was at the Advanced Proficiency Level. By the Spring of 2002, 19% were at the Advanced Level. This is a growth of 17% in one year.
- In 2001, 15% of the EL population was at the Early Advanced Proficiency Level which increased to 33% by the Spring of 2002. This is a growth of 18% in one year.

#### Conclusions:

- English Learners at Pioneer Elementary are making demonstrable progress each year and growth appears to be consistent across proficiency levels.
- In 2001, 25% of the English Learners were at the Beginning/Early Intermediate Level. By 2002, only 17% of the cohort were at the same levels. This is a growth of 8% in one year.
- In 2001, 58% of English Learners were at the Intermediate Level. By 2002, that was reduced to 37%, a growth of 8% in one year.
- In February of 2004, based on assessment data, 42 students (20.5%) were redesignated Fluent English Proficient and were no longer in the English Learner program. This is a significant number of students to progress out of the program and supports our success in this area.

#### Attendance:

There has been an increase in the number of students with between 12 and 18 tardies placing them at-risk academically over the last year.

The staff at Pioneer has reviewed data and identified the need for an instructional focus on literacy. To strengthen the literacy development of our students, a goal was written for reading and writing, with an understanding that best literacy practices for a balanced reading program are the underlying focus for continued improvement, as well as a math goal. We also agree that to narrow the achievement gap of specific target populations, more staff training in classroom strategies, student observation, and data analysis to guide instructional practice will be required.

The Pioneer School Site Council sees the importance of improved parent involvement and collaboration in the education of their children and the Pioneer staff concurs. Goals for providing parent education are embedded in both our literacy and math goals. In addition, Pioneer families and staff believe that in order for students to achieve their fullest potential, they must have a clean and orderly school should feel safe and be provided a supportive environment. A goal for Character Education and Student Motivation is included in our academic goals. And lastly, the Pioneer staff and School Site Council believe that through analysis of student performance data, better school/home communication, and an ongoing strong instructional program, we believe that Pioneer students are making significant progress toward meeting grade level standards.

#### Goals for Improving Student Achievement:

##### Goal #1:

- In the area of Language Arts, our school-wide goal is to increase the number of students who are Proficient or Advanced by 1% from 56.9% to 57.9%.
- For our underperforming, numerically significant subgroup populations (Students with disabilities, Socioeconomically Disadvantaged and English Learners), our school-wide goal for these subgroups is to meet or exceed the percentage of our school-wide growth in the area of Language Arts.
- For all student groups, which are not numerically significant (African American and Hispanic), yet who exceed 20 percentile points difference from the school-wide average, our goal is to exceed the percentage of school-side growth in language arts.

##### Goal #2:

- In the area of grade 4 writing, our school-wide goal is to increase the number of students who are Proficient or Advanced by 2% from 20% to 22% and at grade 5 from 49% to 51%.
- At each grade level, 2, 3, and 5, to increase the mean % correct on the California Standards writing conventions and writing strategies subtests by 2%.

##### Goal #3:

- In the area of Mathematics, our school-wide goal is to increase the number of students who are Proficient or Advanced by 1% from 70.1% to 71.1%.
- For our numerically significant under performing subgroup populations (Students with Disabilities, Socioeconomically Disadvantaged and English Learners), our school-wide goal for these subgroups is to meet or exceed the percentage of our school-wide growth in the area of math.
- For all student groups which are not numerically significant (African American and Hispanic), yet who exceed 20 percentile points difference from the school-wide average, our goal is to meet or exceed the percentage of school-side growth in math.

PIONEER ELEMENTARY  
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 1 for Improving Student Achievement:

- During the January '05 – January '06 cycle, the Single Plan for Student Achievement goal for Pioneer Elementary is to demonstrate growth toward meeting grade level benchmarks through use of continued research-based, ongoing, assessment-driven instruction and measured by the 2004 Adequate Yearly Progress (AYP) report.
- Pioneer Elementary will set its school-wide goal to meet all of the Adequate Yearly Progress (AYP) Criteria for Phase 1 and Phase 2.
- Performance gains expected for these students:
  - In the area of Language Arts, our school-wide goal is to increase the number of students who are Proficient or Advanced by 1% from 56.9% to 57.9%.
  - For our underperforming, numerically significant subgroup populations (Students with disabilities, Socioeconomically Disadvantaged and English Learners), our school-wide goal for these subgroups is to meet or exceed the percentage of our school-wide growth in the area of Language Arts.
  - For all student groups, which are not numerically significant (African American and Hispanic), yet who exceed 20 percentile point difference from the school-wide average, our goal is to exceed the percentage of school-side growth in language arts.
- Means of evaluating progress toward this goal: CA Standards Test, Adequate Yearly Progress Evaluation (AYP)
- Group data needed to measure academic gains: State AYP Distribution Reports, Reading Assessment

Description of Specific Actions to Improve Educational Practice

- 1) Alignment of instruction with content standards:
  - Collaboration at grade levels and in cross grade level groups to share instructional strategies, research in effective practices, intervention models and technology
  - Implement new state-adopted reading series

- Continue to implement research-based best practices
- Analyze STAR content cluster data to determine strengths and weaknesses
- Review grade level standards and student work samples

Implementers: Administrators; Teachers; Grade 4-5 Pilot Teacher Leaders; Staff/Grade Level Groups

Timeline: 9/03 – 6/04, ongoing

Related Expenditures: multicultural literature, visuals, non-fiction books

Estimated Cost: \$1000

Funding Source: SIP/EIA

2) Improvement of instructional strategies and materials:

- Expand the use of multi-cultural and non-fiction reading in classrooms and the collection of literature and instructional materials which reflect our diverse student population
- Collaboration at grade levels and in cross grade level groups to share instructional strategies, research in effective practices, intervention models and technology
- Purchase professional books, supplemental materials and curriculum-related reading and intervention materials
- Uninterrupted reading instructional time
- Increase print and video reference materials in classrooms and media center
- Provide support to new teachers through BTSA program and grade level buddies
- EL Specialist to support the most needy English Learners
- Increase our collection of books which reflect a range of genres including magazines
- Continue to expand collection of multicultural materials, material by a range of authors and materials about significant historical figures
- Increase use of visuals, charts, environmental print and real life experiences to improve comprehension
- Provide a range of supplemental materials to meet student needs

Implementers: Administrators; Teachers; Literacy Coordinators, IST, EL Specialist

Timeline: Ongoing

Related Expenditures: Intervention materials, Docutech expense, supplemental reading materials, teacher hourly wage, release substitutes and professional materials

Estimated Cost: \$2,000

Funding Source: SIP, GATE, EIA/LEP

3) Extended learning time:

- Continue motivational take-home reading program, summer reading program, and increase the number of pages read
- Paraprofessionals to provide for reduced pupil/teacher ratio
- Increase the number of minutes per day students read independently during school hours
- Continue access to media center outside school hours and media center support for Accelerated Reader

- Continue Take Home Reading Program, Home Run Readers, Book-It, birthday books, Buddy Reading, Dr. Seuss Day, and interventions using Soar to Success and multiple skills materials
- Institute extended day Book Club
- Encourage student leadership and volunteerism which supports the learning of others
- Provide extended reading instruction for at-risk students

Implementers: Media Specialist; Teachers; Staff, Paraprofessionals, Parent Volunteers

Timeline: Ongoing

Related Expenditures: Salary, Docutech expense, intervention materials, paraprofessional hourly wage, teacher hourly wage, summer school expenses and high interest books

Estimated Cost: Personnel costs plus \$2,000

Funding Source: SIP, GATE, EIA/LEP, Intervention monies, Student Body Fund for Incentives

4) Increased educational opportunity:

- Perfect Attendance motivational program
- Use Accelerated Reader program and Book Adventure.com
- Provide small group differentiated reading instruction through EL specialist and paraprofessionals
- Provide reading for research using a variety of resources including the internet and other software
- Increase use of technology, email and video resources to improve literacy
- Students to participate in a variety of activities including book talks, Birthday Books, Read Across America, Live Theater, Buddy Reading, live performances, essay contests, walking field trips, Young Author Fair, and writing for the school literary magazine
- Motivational reading program and Take Home Reading Program for primary students

Implementers: Media Specialist; Teachers; Paraprofessionals, Teachers of GATE, Literacy Coordinator, EL Specialist

Timeline: Daily/monthly

Related Expenditures: Software, Docutech expense, trade books, paraprofessionals, teacher/ paraprofessional hourly

Estimated Cost: Personnel costs plus \$1,000

Funding Source: SIP, GATE, EIA/LEP

5) Staff development and professional collaboration:

- Inservices/Consultants to train staff in best practices, addressing target groups and STAR cluster targets
- Purchase staff support materials
- Literacy and English Learner coaching release time
- Provide release time for teachers to observe other classrooms and collaborate
- Grade level collaborations on meeting needs of target populations, effective strategies, and differentiated instruction
- IST instrumental in setting staff development calendar
- Staff development on new K-3 reading materials, DRA, writing rubrics, and fluency materials
- Develop a site staff development survey

- Staff training in character education techniques

Implementers: Teachers; Literacy Coordinators, Teachers, Administrators, Trainers

Timeline: Ongoing/monthly

Related Expenditures: Docutech expense, Substitute teachers, Teacher hourly, Literacy Coordinator release

Estimated Cost: \$1,000

Funding Source: SIP, Curriculum Implementation funds

6) Involvement of staff, parents and community:

- Share expectations of motivational and take-home reading programs with parents
- Search community for volunteers to serve as reading mentors
- Provide information to parents on reading motivational program, GATE, EL and special education programs, Take Home Reading Program, assessment and standards
- Familiarize parents with bookadventure.com on internet
- Highlight media and projects on Pioneer website
- Involve parents and community members in the following: as classroom volunteers, Science Fair, Home Run Readers, Back to School Night, Open House, Take Home Reading, Young Author Fair, School Site Council, Read Across America, Parent conferences, Book-It, Book Bucks, Book Fairs
- Extended Media Center hours for parents and students
- Provide opportunities for parent involvement and input

Implementers: Teachers; Literacy Coordinators, Media Specialist, Parent and Community Members

Timeline: Ongoing/monthly

Related Expenditures: Docutech expense, Media .33 FTE

Estimated Cost: \$500

Funding Source: SIP, GATE

7) Auxiliary services for students and parents:

- Recruit instructors for small group interventions outside of the school day
- Encourage formation of book clubs for students
- Publicize bookmobile and U. C. Library
- Schedule and conduct preschool & kindergarten teachers meeting to discuss the preschool curriculum, readiness expectations and effective use of reading aloud to children to foster language development
- Activities to promote transitions: Kindergarten Open House, Translator services, New student orientation, Parent tours, Middle school visits/parent orientation, Kidango Preschool/Kindergarten Teacher meeting
- .5 FTE EL Specialist to collaborate with teachers and offer small group assistance to English Learners
- Continue character education focus and student Peacemaker program.

Implementers: Teachers, Administrators, Paraprofessionals, Translators, Pre-school Teachers, Parent Volunteers, EL Specialist

Timeline: Ongoing/Fall

Related Expenditures: Materials, Hourly compensation, Docutech

Estimated Cost: Personnel plus \$200

Funding Source: EIA/LEP, SIP, Joint funding

8) Monitoring program implementation and results:

- Carefully analyze API, AYP, target group assessment, CELDT, CST cluster and multiple measure data
- Conduct, score and analyze Fall and Spring curriculum-based assessments
- Hold reading conferences with students on a regular basis, keep anecdotal records, evaluate written work of students
- Each grade level to determine benchmark books and/or passages and use for evaluation
- Use DRA and running records to adjust instruction to maximize progress
- Analyze attendance and behavior data to identify focus students achievement, mobility
- Administer required standardized testing
- Grade level collaboration on uniform use of report card as an assessment tool

Implementers: Teachers, Administrators, Media specialist

Timeline: Ongoing

Related Expenditures: Teacher hourly, Docutech Expense, Substitutes

Estimated Cost: \$500

Funding Source: SIP

## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 2 for Improving Student Achievement:

- During the March '04 – January '05 cycle, the Single Plan for Student Achievement goal for Pioneer Elementary is to demonstrate growth toward meeting grade level benchmarks through use of continued research-based, ongoing, assessment-driven instruction and measured by the California Standards Test.
- Performance gains expected for these students:
  - In the area of writing, our school-wide goal is to increase the number of students who are Proficient or Advanced by 2% from 20% to 22% and at grade 5 from 49% to 51%.
  - At each grade level, 2, 3, and 5, to increase the mean % correct on the California Standards writing conventions and writing strategies subtests by 2%.
- Means of evaluating progress toward this goal: CA Standards Test, Grade 4 STAR Writing Test

- Group data needed to measure academic gains: California Standards Test Reports

Description of Specific Actions to Improve Educational Practice

- 1) Alignment of instruction with content standards:  
Review grade level writing standards in Language Arts Framework
- Review district rubrics based on standards and implement suggested district writing binder activities
  - Teachers to maintain student writing portfolios and to use them as an assessment tool
  - Review district writing support materials, prompts and rubrics
  - Teachers to schedule periodic writings and score them against the rubrics

Implementers: Teachers, Administrators, Literacy Coordinators

Timeline: Ongoing/Fall

Related Expenditures: Docutech Expense, Portfolios

Estimated Cost: \$200

Funding Source: SIP

- 2) Improvement of instructional strategies and materials:
- Provide ongoing staff development and collaboration about writing instruction
  - Provide opportunities for teachers to model and/or observe writing lessons
  - Publish student writing
  - Grade levels to schedule periodic grade level writings and have students peer-edit
  - Focus on grade level appropriate format/genre/trait at least three times per year
  - Assess student writing in portfolios as a way to plan future instruction
  - Continue to implement writing program including interactive writing, independent writing, writing for a purpose and the review of rubric language
  - Provide a range of appropriate instructional materials
  -

Implementers: Teachers, Staff, Literacy Coordinators, Administrators

Timeline: Ongoing/monthly

Related Expenditures: Docutech Expense, Substitutes, Hourly compensation, Supplies

Estimated Cost: \$200

Funding Source: SIP, EIA/LEP

- 3) Extended learning time:
- Write in math, science and literature response journals
  - Write response to books read aloud in media center

- Provide parents and students information about writing rubrics
- Write letters to schoolmates and send through school postal delivery system
- Promote Literary Magazine, “Pioneer Pathways”
- Promote use of email

Implementers: Teachers, Media Specialist, Paraprofessional, Science Specialist

Timeline: Ongoing

Related Expenditures: Docutech Expense, Teacher Hourly

Estimated Cost: \$200

Funding Source: SIP

4) Increased educational opportunity:

- Develop ways showcase student work including website
- Promote essay contests, Young Author Fair, Writer’s Workshop, D.E.A.R. Journals, writing for a purpose
- Promote writing for a variety of audiences and a variety of purposes

Implementers: Teachers, Media Specialist, Paraprofessionals, 4-5 GATE Teachers, Parents/students

Timeline: Ongoing

Related Expenditures: Docutech Expense, Publishing Materials

Estimated Cost: \$200

Funding Source: SIP

5) Staff development and professional collaboration:

- Grade level and cross grade level collaboration and coaching
- Continue staff development: training on rubrics, formats, genre, six traits of writing
- Demonstrations/observations of writing lessons
- Train staff in use of district writing binder and annual writing assessments
- Continue to integrate writing experiences across the curriculum including field trips, school activities, and shared experiences
- Teach students to use rubrics
- Use grade level meetings for teachers to evaluate the writing of target students and develop strategies to address weaknesses

Implementers: Teachers, Media Specialist, Paraprofessional, 4-5 GATE Teachers, Parents/students

Timeline: Ongoing

Related Expenditures: Teachers, Substitutes

Estimated Cost: \$200

Funding Source: SIP, EIA/LEP

- 6) Involvement of staff, parents and community:
- Share grade level writing rubrics with parents
  - Share samples of proficient writing with parents
  - Provide opportunities for writers to showcase their writing
  - Provide students opportunities to write for an authentic audience
  - Provide opportunities for parent involvement and input

Implementers: Teachers, Parents, Literacy Coordinators

Timeline: Ongoing

Related Expenditures: Teacher hourly, Postage, Docutech

Estimated Cost: \$200

Funding Source: SIP

- 7) Auxiliary services for students and parents:
- Students write and share works across grade levels
  - Articulation between grade level teachers centered around writing portfolios and writing standards
  - Provide information to parents at conferences and Back to School Nights about fostering writing at home
  - Continue Character Education and Peacemaker program

Implementers: Teachers, Media Specialist, Grade level meetings, Parents

Timeline: Ongoing

Related Expenditures:

Estimated Cost: 0

Funding Source: N/A

- 8) Monitoring program implementation and results:
- Conduct September baseline writing samples
  - Score and evaluate periodic writing samples against the standards
  - Develop a prescriptive program for differentiated instruction especially for targeted groups or for students who need them
  - Evaluate the results of district performance writing assessments

Implementers: Teachers, GATE teachers, ELL student cluster teachers

Timeline: Ongoing

Related Expenditures: Substitutes, Teacher hourly

Estimated Cost: \$800

Funding Source: SIP

### GOAL # 3 for Improving Student Achievement:

- During the January '05 – January '06 cycle, the Single Plan for Student Achievement goal for Pioneer Elementary is to demonstrate growth toward meeting grade level benchmarks through use of continued research-based, ongoing, assessment-driven instruction and measured by the 2004 Adequate Yearly Progress (AYP) report.
- Pioneer Elementary will set its school-wide goal to meet all of the Adequate Yearly Progress (AYP) Criteria for Phase 1 and Phase 2.
- Student groups participating in this goal: All Pioneer students and target group populations.
- Performance gains expected for these students
  - In the area of Mathematics, our school-wide goal is to increase the number of students who are Proficient or Advanced by 1% from 70.1% to 71.1%.
  - For our numerically significant under performing subgroup populations (Students with Disabilities, Socioeconomically Disadvantaged and English Learners), our school-wide goal for these subgroups is to meet or exceed the percentage of our school-wide growth in the area of math.
  - For all student groups which are not numerically significant (African American and Hispanic), yet who exceed 20 percentile point difference from the school-wide average, our goal is to meet or exceed the percentage of school-side growth in math.
- Means of evaluating progress toward this goal: District performance-based assessments, AYP reports, report cards
- Group data needed to measure academic gains: State AYP reports

### Description of Specific Actions to Improve Educational Practice

- 1) Alignment of instruction with content standards:
  - Develop appropriate learning activities to implement math standards according to district timeline including implementation of instructional strategies that support recent research findings on math learning
  - Carefully monitor progress toward meeting standards through on-going assessment
  - Review Math Assessment Collaboration (MAC) data at grade 4 and 5

Implementers: Teachers, Monthly Grade Level Meetings

Timeline: September - March

Related Expenditures:

Estimated Cost: 0

Funding Source: N/A

- 2) Improvement of instructional strategies and materials:
- Provide supplemental materials to support instructional program
  - Math Leadership and teachers to model diagnosis and prescriptive teaching for small groups and individuals
  - Provide regular inservice with an emphasis on AMP math grant strategies
  - Model/demonstrate math grouping strategies including math center time
  - Collaboration during monthly meetings to share effective instructional strategies
  - Implement standards based math instructional timeline and reteach as necessary
  - Grade level time to collaborate on math center activities
  - Provide monthly training inservices within grade levels, including S.V.M.I. and M.A.C. strategies and findings training via the site representatives with an emphasis on geometry and algebra
  - Provide a range of appropriate instructional materials

Implementers: Teachers, Monthly Staff Development Meetings, Math Leadership

Timeline: Ongoing

Related Expenditures:

Estimated Cost: 0

Funding Source: N/A

- 3) Extended learning time:
- Provide after school “Math Club” Interventions
  - Collaboration time to develop take home practical math activities
  - Expand use of Math Take Home Packs in grades 2 and 4
  - Provide before school math strategy game time

Implementers: Teachers, Monthly Staff Development Meetings, Math Leadership

Timeline: Ongoing

Related Expenditures: Teacher hourly, Math pack materials

Estimated Cost: \$500

Funding Source: AMP Grant, SIP

- 4) Increased educational opportunity:
- Provide small group math intervention classes
  - Share strategies for implementing whole class and small group math instruction
  - Continue Chess Club
  - Continue weekly math switch in grades 4 and 5 where students are grouped by skill needs.
  - Provide accelerated pace and challenge for GATE and high achievers

- Consider a school-wide Math Fair and Math Family Night
- Provide paraprofessional support to at risk and EL students
- Institute periodic math problem of the day in all classrooms

Implementers: Teachers, Math Leadership, Parent Volunteers, AMP Grant facilitators, paraprofessionals

Timeline: Ongoing

Related Expenditures: Materials, Incentives, Teacher hourly

Estimated Cost: \$500

Funding Source: AMP Grant, Student Body Fund, SIP

- 5) Staff development and professional collaboration:
- Grade level and cross-grade level collaboration to identify successful strategies and activities
  - Review how California Math materials are being implemented
  - Continue to explore ways to integrate technology in math instruction
  - Accentuate Math Project training in teaching algebra, geometry and number sense
  - Staff will review historical and CST data for target group students from both numerically and non-numerically significant groups to evaluate program effectiveness and to identify trends

Implementers: Monthly Staff Development Meetings, Math Leadership, Teachers

Timeline: Ongoing

Related Expenditures: Teacher hourly

Estimated Cost: \$200

Funding Source: SIP, Curriculum Implementation funds

- 6) Involvement of staff, parents and community:
- Recruit parent volunteers for Math Festival and Math Family Night
  - Engage parent volunteers in assisting at-risk students
  - Showcase Accelerated Math student projects/work at the GATE Portfolio Night
  - Encourage participation in Science Fair
  - Provide for parent and community input

Implementers: Staff, Math Leadership Team

Timeline: February - May

Related Expenditures:

Estimated Cost:

Funding Source:

- 7) Auxiliary services for students and parents:
- Support cross-age tutoring through Math Club and Kids First tutoring
  - Work to expand take-home math/literature/game packs in grades 2 and 4
  - Increase student access to computer technology and supportive software
  - Provide additional support through paraprofessionals and small teacher led skill groups

Implementers: Kids First Program Manager, High School Tutors, Math Leadership, paraprofessionals

Timeline: Ongoing, Spring

Related Expenditures: Software, Incentives

Estimated Cost: \$500

Funding Source: SIP, Intervention funding

- 8) Monitoring program implementation and results:
- Interpret standardized assessment results California Standards cluster data and math multiple measures
  - Use embedded assessments in district adopted math texts, and interpret results
  - Provide collaboration time to review Math Assessment Cooperative Data.
  - Implement program modifications to address weaknesses

Implementers: Monthly grade level collaboration, Administrators, Teachers

Timeline: Ongoing, Spring

Related Expenditures:

Estimated Cost: 0

Funding Source: N/A

## CENTRALIZED SERVICES 2003-2004

**School: Pioneer**

**Enrollment: 676**  
**English Learners: 202**  
**Title I: 0**

### Indirect Costs

SIP .....	\$ 2018
EIA/LEP .....	\$ 1452
Title I .....	\$

### Central Service Costs

SIP .....	\$ 10287
EIA/LEP .....	\$ 7400
Title I .....	\$

### Central Service Costs

SIP .....	\$ 8537
EIA/LEP .....	\$ 8328
Title I .....	\$

### Indirect Costs

- Direct administration and overhead
- Warehousing, purchasing, payroll and accounting
- Maintenance and custodial services
- Personnel services
- Computer services
- Publications
- Utilities

### Central Services

- Program Administration and oversight
- Centralized curriculum development activities
- Assessment and evaluation activities
- Centralized staff development activities
- Media assistance
- Budget development
- Centralized equipment, materials and supply acquisition

### District-wide Services

- Translators
- Technology support (elementary only)
- ELD support teachers (elementary only)
- Resource Center Assistants, ESL (secondary only)
- Scoring and reporting performance-based assessments
- Analyzing and disaggregating assessment information
- District-wide staff development
- Services for homeless students
- Parent involvement

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

Proposed Site Allocations for 2004-2005

**SIP (School Improvement Plan)**

<b>Site Allocation</b>		\$56,171.00
1000	Teacher Salaries 10%	\$27,757.81
	Teacher Subs	\$ 3,000.00
	Teacher Hourly	\$ 1,000.00
2000	Para	\$ 6,363.00
3000	Benefits	\$ 1,978.00
4310	Materials/4319 Docutech	\$42,677.00
5000	Consultant/Conference Expense	\$ 2,229.00

**SIP Carryover**

<b>EIA/LEP</b>	<b>Site Allocation</b>	\$45,852.00
2000	Paraprofessional	\$32,807.00
	Paraprofessional Hourly	\$ 2,000.00
3000	Benefits	\$ 9,563.00
4000	Materials	\$ 882.00
5000	Conference	\$ 600.00

**GATE Site Allocation** \$ 2,514.00

1000	Teacher Hourly	\$ 1,300.00
4000	Materials	\$ 1,214.00

**Site Paraprofessionals:**

Cordano	.5333	60% EIA	40% SIP
Nguyen	.5333	100% EIA	
Todoroff	.5333	100% EIA	
Yee	.5333	100% SIP	

**SCHOOL SITE COUNCIL MEMBERSHIP**

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Joanne M. Stanley, Principal	X				
Carole Diamond, Asst. Principal			X		
Tanya Leno, Chair				X	
Patti Berger				X	
Pat Patel				X	
Terence Chua				X	
David Chen				X	
Jennifer Hannah				X	
Kindergarten Teacher		X			
Kathy Wetzell		X			
Carol Mock		X			
Jim Malone		X			
Kathy Langham		X			
Numbers of members of each category	1	5	1	6	

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
  - \_\_\_ School Advisory Committee for State Compensatory Education Programs
  - X English Learner Advisory Committee
  - \_\_\_ Community Advisory Committee for Special Education Programs
  - X Gifted and Talented Education Program Advisory Committee
  - \_\_\_ Other (list)

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

4. This school plan is based upon 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.
5. This school plan was adopted by the school site council on: January 10, 2005.

Attested:

Joanne M. Stanley  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Tanya Leno  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## EDITORIAL COMMENTS

Please cite page and section when suggesting changes or corrections. Address your comments to [kashley@cde.ca.gov](mailto:kashley@cde.ca.gov).

Name

Organization

Telephone #

E-mail address

Your comments:

January 19, 2005

Board of Education  
New Haven Unified School District  
34200 Alvarado-Niles Rd.  
Union City, CA 94587

Dear School Board Members:

The Pioneer Elementary School staff and School Site Council have considered the needs of all students in developing our school plan for the 2004-2005 school year. In addition, the plan addresses both district and school-identified goals and includes strategies and activities to promote student success.

We request that you approve our plan as presented.

Sincerely,

Tanya Leno  
School Site Chairperson

Joanne Stanley  
Principal