

Pioneer Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Pioneer Elementary School
Street	8810 14th Avenue
City, State, Zip	Hanford, CA 93230
Phone Number	(559) 584-8831
Principal	Sharon Cronk
Email Address	cronks@puesd.net
Website	www.puesd.net
County-District-School (CDS) Code	16-63990-6010557

Entity	Contact Information
District Name	Pioneer Union Elementary School District
Phone Number	(559) 585-2400
Superintendent	Paul van Loon
Email Address	vanloonp@puesd.net
Website	www.puesd.net

School Description and Mission Statement (School Year 2019-20)

Dear Parents,

It is with pleasure to present Pioneer Elementary School's School Accountability Report Card (SARC). The purpose of the SARC document is to provide our community and parents with information about our school's instructional programs, academic achievement, curriculum and instruction materials, facilities, and staff. Parents and the community play a valuable role in our school. Understanding our educational program, student achievement, and curriculum development can assist both our schools and the community in pursuing ongoing program improvement.

The Pioneer Elementary staff has made a commitment to provide the very best educational program for our students. The excellent quality of our program is a reflection of our highly committed staff, the involvement of our parents, and our hard working students. We are dedicated to ensuring that our school provides a welcoming and stimulating learning environment where students are actively involved in learning academics as well as exemplifying positive character.

Together through our hard work, our students will be challenged to reach their maximum potential socially and academically. I believe that the information provided in this SARC document will be helpful to you.

Sincerely,

Sharon Cronk
Pioneer Elementary Principal

Pioneer Union Elementary School District Mission

The Pioneer Union Elementary School District, in partnership with parents and the community, will build the foundation for student academic and social success by ensuring that all students receive rigorous instruction, support and intervention in an enriching environment.

Pioneer Union Elementary School District Vision

In order to challenge all students to learn, achieve and act with purpose and compassion, the Pioneer Union School District will develop and produce motivated, confident students who will:

1. Meet or exceed grade-level academic standards.
2. Become life-long learners.
3. Effectively communicate.
4. Become contributing citizens of the community
5. Be prepared for a successful future.

Our Pioneer Elementary School vision is aligned with the District vision and mission. Pioneer Elementary School will excel at creating an innovative nurturing learning environment where students, staff, and community are inspired to meet the challenges of our rigorous curriculum and work collaboratively to achieve success.

District and School Profile

Pioneer Union Elementary School District (PUESD) is the oldest school district in Kings County. In 1993, Pioneer Union Elementary School District became the first charter school district in the state. Since its inception as the Pioneer Union Elementary Charter School District, the district has experienced growth in ADA; increased test scores; expansion of programs, services, and offerings for students; and has seen an enhanced enthusiasm for "thinking out of the box" about public education. The school district, in existence since 1870, takes pride in meeting the needs of all its students, and as a result, the district enjoys the overwhelming support of its parents, teachers, and community members. The student population of the Pioneer Elementary is a mixture of children of farm workers and farmers; professionals and homemakers; naval base officers and enlisted service personnel; small and large business owners; self-employed; and retirees.

To be more specific, the 2018-19 enrollment for Pioneer Elementary School was approximately 571 students (CALPADS Certified). The student population is made up of the following: 37.5% white (n=214), 48.7% Hispanic (n=278), 5.4% African American (n=31), 2.6% Asian (n=15), 2.3% Filipino (n=13), 0.4% American Indian (n=2), 0.4% Pacific Islander (n=2), and 2.5% other or multiple ethnicities (n=14). Of the 571 students at Pioneer during the 2018-2019 school year, 45.9% were socio-economically disadvantaged (SED) (n=262), 7.2% (n=41) students were English Learners (EL), 8.42% students received special education services (SPED) (n=47), 0.4% of students were Foster Youth (n=2), and 0.4% of students were Homeless (n=2). Pioneer's English Learners reportedly speak several different languages including Spanish, Arabic, Cambodian, Portuguese, Ibo and Tagalog. Furthermore, our suspension rate was at 0.4%.

Pioneer Elementary promotes a secure and friendly environment that serves the students and community in a variety of ways. The district core program provides rigorous instruction with high expectations for both staff and students and is focused on the acquisition of knowledge and skills of the State Academic Standards. Enrichment opportunities are offered through music, athletics, STEM, and leadership opportunities. Academic supports through differentiated instruction within the classroom, reading labs, after school programs, and summer school programs provide safety nets for students needing additional and focused instruction.

Parents, teachers, and administrators frequently work together on school issues and projects, including school structure, curriculum, school environment, and a variety of activities aimed at student success and maintaining the high expectations for all philosophy. Pioneer Elementary School has established a shared vision that assures we will excel at creating an innovative nurturing learning environment where students, staff, and community are inspired to meet the challenges of our rigorous curriculum and work collaboratively to achieve success. Staff members are highly qualified and support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and emotional needs are met.

In order to achieve this vision, we offer a strong core academic program with current curricula that is State Board of Education approved. Our curriculum is supported by high quality instruction. Our highly qualified teachers receive ongoing training to ensure knowledge of the standards, subject matter pedagogy, and strategies to engage all students in rigorous learning. We use both formative and summative assessments to inform teaching, monitor student progress, and to identify the needs of our students. A multi-tiered instructional intervention system is in place to provide the appropriate amount of support to each student. This system includes programs to meet the needs of special populations of students. Our Title I, Special Education, Section 504, English Learner, and Migrant programs are all critical parts of our intervention system. Additional strategic interventions are provided to students who are not achieving grade-level standards that includes differentiated small group instruction and after school intervention opportunities in the areas of Mathematics.

During the 2018-2019 school year, Pioneer Elementary participated in the statewide CAASPP testing for Common Core. In English Language Arts, 57.3% of students met or exceeded standards in third through fifth grades. In Mathematics, 49.11% of students met or exceeded standards in third through fifth grades. In both English Language Arts and Math, we scored in the GREEN category on the California Department of Education Dashboard school accountability system. The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

Pioneer Elementary was awarded the California Honor Roll presented by the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) for the last four years. We are proud of this accomplishment and are confident that with our continued strong academic focus, safe and supportive climate, and innovative technology our students will continue to perform well.

A full range of technological tools are provided in every classroom to enhance instruction and prepare our students to learn in a 21st century environment. Teachers utilize a variety of technology for teaching lessons across content areas such as document cameras, interactive monitors, and Google Classroom. Technology tools for students also include one to one Chromebooks for students in second through fifth grades. These students utilize Google Classroom and incorporate technology across all curricular areas. All grades, first through fifth, also have opportunities weekly to receive direct computer lab instruction. In primary classes, there are also computer stations as well as roving computer carts with class sets of computers for check out that can be incorporated into whole class instruction.

Character education is another deeply embedded element of our curriculum. This includes a focus on the Character Counts pillars of Citizenship, Caring, Responsibility, Fairness, Respect, and Trustworthiness. We have a monthly pillar focus. During each month's focus we highlight that pillar and educate students on what the pillar means and ways they can exhibit that pillar. We also have incentives that award students when they are demonstrating these character traits. We integrate a bully awareness and prevention program as an important part of our character education and highlight these programs with our positive behavior initiatives. This year we continue with our fifth year of implementing PBIS, Positive Behavioral Interventions and Supports. The PBIS approach helps to sustain our positive collaborative school culture and keep our staff and students focused on academic achievement. One focus of PBIS is to promote our school-wide expectations, PAWS, as a means to promote positive behaviors in both classroom and non-classroom settings. PAWS stands for Be Proud, Be Aware, Be Wise, and Be Safe. Student training for PBIS consists of a full training where students rotate around the campus to learn about how to put their best PAWS forward in non-classroom settings. In addition, there are follow up trimester assemblies and incentives when students show their "PAWS." We are pleased to announce that Pioneer Elementary was awarded the Bronze Medal Champion Model System for our PBIS program during the 2014-2015 school year. In 2015-2016 we were awarded the Silver Medal for PBIS and in 2016-2017 Pioneer Elementary was awarded the Gold Medal for PBIS. Since then, Pioneer Elementary has worked to maintain its Gold Medal status. In addition, Pioneer was awarded the Bonner Center Character and Civic Education Award for the 2015-2016 school year for our outstanding school-wide Character and Civic Education Programs. We are required to wait for an additional 4 years until we can apply for the Bonner Character Education award again, which we anticipate in the upcoming year. Another way Pioneer Elementary builds character and leadership skills in students is through our Student Council and Panther Pals Program. Such opportunities are available for 4th and 5th grade students. Student Council is responsible for planning and running all of our character and spirit rallies and hosts many school-wide events. Panther Pals is a student ambassador program that is designed to train students in conflict resolution and tutoring younger students in the classroom setting both in general and special education classes. Panther Pals apply their learned skills on the younger students' playground by helping them solve minor problems by taking them through the conflict-resolution steps. In the classroom setting, teachers train and mentor students to tutor struggling students and be their mentor.

In addition to a strong academic and character building programs, Pioneer Elementary also focuses on health and performing arts. Pioneer offers Physical Education as well as opportunities for instruction in music in the 4th and 5th grades.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	107
Grade 1	78
Grade 2	95
Grade 3	103
Grade 4	92
Grade 5	96
Total Enrollment	571

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.4
Asian	2.6
Filipino	2.3
Hispanic or Latino	48.7
Native Hawaiian or Pacific Islander	0.4
White	37.5
Two or More Races	2.5
Socioeconomically Disadvantaged	45.9
English Learners	7.2
Students with Disabilities	8.1
Foster Youth	0.4
Homeless	0.4

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	24	23	67
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Adopted Instructional Materials

All textbooks used in the core curriculum at Pioneer Elementary School are aligned to the Common Core State Standards. Instructional materials for grades K-5 are selected from the state's most recent list of standards-based materials adopted by the State Board of Education. The elementary school follows the State Board of Education's adoption cycle for core content materials. A committee consisting of district and school administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final approval. Textbooks and instructional materials are provided to each student, including English learners, in math, science, history/social science, and English/language arts, including the English language development component of an adopted program in the English Language Develop Lab. Our teachers have participated in professional development on the California Common Core Standards. Pioneer Elementary School is fully implementing the Common Core standards in English Language Arts and Mathematics at this time.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Benchmark Advanced Curriculum (new adoption in 2017) Writing: Benchmark Advanced and Kinder= Writing Through the Year (Writer's Workshop Model)	Yes	0
Mathematics	Pearson Math was adopted for the 2015-2016 school year	Yes	0
Science	Mystery Science K-5 (2018) and STEM Lessons & Projects in 5th Grade	Yes	0
History-Social Science	4th & 5th- Weekly Studies (2018); K-3 Benchmark Advanced 2017 (embedded)	Yes	0
Foreign Language	Not applicable.		
Health	Game Day Physical Education Program (adopted 2008)	Yes	0
Visual and Performing Arts	Meet the Masters Art Program (adopted 2008)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

Pioneer Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff. All classrooms are on a five-year rotation schedule for replacement of flooring.

Campus Maintenance

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. The district's maintenance department manages larger projects that may require third party contractors. School custodians are qualified and equipped to handle minor routine repairs and maintenance projects.

An informal work order process is used to forward requests for unscheduled repairs and maintenance projects. Teachers and Administrative staff forward unscheduled projects to the district maintenance department for resolution. The district's maintenance department prioritizes each request and assigns projects to either the school custodians or district maintenance staff. For urgent requests when verbal communication is required, principals contact the maintenance staff directly. Emergency situations are given high priority and resolved immediately by school or district custodial staff, based upon the nature of the situation.

Pioneer Union Elementary School District is proud of its high standards regarding campus maintenance and general housekeeping practices. The Board of Trustees along with district administration has approved and adopted specific cleaning standards, schedules, and policies for maintaining clean, safe environments for everyone on campus. The district's policies and standards are available for review by contacting the school principal. The custodial supervisor follows-up regularly each week to ensure custodians are following established cleaning standards and to survey campus facilities to identify deficiencies that should be corrected to maintain high safety and cleanliness standards. Custodians are provided a detailed cleaning schedule that ensures learning areas are kept clean and safe throughout the school day. A 'Campus Pride Program' is in place with clearly established standards for shared responsibility by staff and students to assist in maintaining the standards.

Pioneer Elementary School's custodial staff is supervised by and collaborates with the district's custodial supervisor to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Day custodians and evening custodians are assigned to Pioneer Elementary School for routine maintenance, daily custodial duties, and special events. The principal communicates daily with site custodians concerning safety issues, activities schedules, and cleaning needs. Once a week, the principal meets with the district's maintenance supervisor to discuss school facilities and safety issues, custodial responsibilities, housekeeping needs, and maintenance schedules.

Every morning before school begins, the day custodian secures the school gates and inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. Restrooms are checked at least twice a day for cleanliness and cleaned as needed. The day custodian's routine includes general maintenance duties; preparing facilities for mealtime activities; cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; lawn and groundskeeping maintenance; and fulfilling basic custodial needs for students and staff. The evening custodians are responsible for setting up facilities for afternoon meetings and special events; cleaning classrooms, library, restrooms, and office areas; and vacuuming/mopping floor areas. Every night, the evening custodians clean and disinfect every student's desk and all the bathrooms to promote a healthy environment and minimize germs and bacterial growth.

During the upcoming school year, Pioneer Elementary will begin the modernization project (i.e., Measure Y) to revitalize the campus with new infrastructures and the addition of new permanent classroom buildings.

Deferred Maintenance

Pioneer Union Elementary School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Water Well Project

Pioneer Elementary School recently completed a large replacement water well project, storage tank and four fire hydrants this year thanks to grant funding from the Safe Drinking Water State Revolving Fund and the American Recovery and Reinvestment Act. This project began in 2005 and was completed in stages. The \$2,500,000 project was completed in 2010 and water is consistently below the federal arsenic standards of 10 parts per billion.

Public Address System

Pioneer Elementary School utilizes a public address system throughout the school year. This system enhances campus safety by allowing for announcements and information to be heard throughout campus. In addition, Pioneer Elementary also communicates important school news and announcements through our Blackboard Connect System in which recorded announcements call out to all parents in the school's database.

Pioneer Elementary Modernization Plan (Measure Y)

During the 2016-17 school year, a bond was passed to start the modernization project at Pioneer Elementary School. This is a multi-year project. The project calls for the upgrade of two permanent buildings and the removal of all portable buildings and replacing them with new construction. New construction includes two new wings, a K-2 building and 3rd/4th grades wing. This project will also include upgrading the infrastructure to update electrical and wireless technology so that classrooms meet the requirements for the 21st Century Classroom. Modernization plans and the new construction began in the summer of 2017 and concluded during the 2019 summer. As of the Fall 2019 school year, phases one and two have been completed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	57	60	61	50	50
Mathematics (grades 3-8 and 11)	49	49	45	48	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	281	281	100.00	0.00	57.30
Male	149	149	100.00	0.00	56.38
Female	132	132	100.00	0.00	58.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	11	11	100.00	0.00	81.82
Filipino	--	--	--	--	--
Hispanic or Latino	135	135	100.00	0.00	47.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	112	112	100.00	0.00	68.75
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	141	141	100.00	0.00	49.65
English Learners	32	32	100.00	0.00	40.63
Students with Disabilities	29	29	100.00	0.00	20.69
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	281	281	100.00	0.00	49.11
Male	149	149	100.00	0.00	53.02
Female	132	132	100.00	0.00	44.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	135	135	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	112	112	100.00	0.00	58.93

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	141	141	100.00	0.00	41.13
English Learners	32	32	100.00	0.00	25.00
Students with Disabilities	29	29	100.00	0.00	24.14
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.4	36.6	9.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school or district committees, assisting their children with homework, and by volunteering at school. Some of the opportunities for volunteers include becoming involved with our School Site Council, PEPTC (Pioneer Elementary Parent Teacher Club), English Language Advisory Committee (ELAC), helping out in the classroom or library, helping with the annual Book Fair and Santa Store, attending school events and parent conferences, or chaperoning field trips. Some parent involvement opportunities that will take place during the 2019-2020 school year include: Back to School Night, Spring Open House and Book Fair, Parent Conferences, Fall Family Night, Grandparent's Day, Fall Fundraiser, Jog A Thon, Winter Family Fun Night, Santa Store, Panther Store, Family Paint Night, Winter Drive Through Dinner Fundraiser, Donuts with Dads, Muffins with Mom, and Awards Assemblies. These events provide wonderful experiences for the school community to join together. In addition to school based activities, our parents are involved in a variety of ways at the district level including serving on the following district committees: The District English Language Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), Wellness Committee, and Title I Parent Group. These district committees offer parents the opportunity to have input regarding the district's LCAP Plan, our school's curriculum, and activities.

District parent committees (e.g., DELAC, Title 1, DPAC) are essential and provide valuable input at the district level. Members include school site staff members, parents, site administrators, and community liaisons. Members on these committees review and approve district budgets, review current instructional materials, and review district-wide data for attendance, discipline, and academic progress. At the site level, the Pioneer Elementary School Site Council Committee's (SSC) purpose is to review, give input, and approve the site budget and Single School Plan for Student Achievement. This committee meets four times a year where the school data, school budget, and the School Plan and achievement goals are reviewed.

The Pioneer Elementary Parent Teacher Club meets on a monthly basis and has many functions. The PEPTC raises funds for school projects, pays for school field trips for extended learning opportunities, sponsors our Panther Pride Trips for 3rd-5th grade students (incentive program for good attendance and good behavior), runs the Student Store for 1st-2nd students, supply Kindergarten treasure boxes in class, and helps with student and family activities.

The Wellness Committee meets several times a year and is comprised of parents, school staff members, and student representatives. The Wellness Committee members also includes representatives from student nutrition services, administration, health services, and physical education. Committee members are responsible for the implementation and update of the district's wellness policies. Wellness programs are designed to increase student participation in the school lunch program and increase awareness about healthy eating habits and fitness. Formal lessons, classroom presentations, student discussions, and school-wide assemblies reinforce the importance of maintaining a healthy lifestyle.

Parents are kept informed of school activities, events, meeting dates, and program deadlines through weekly school bulletins, teacher newsletters and emails, the district's Pony Express newsletter, flyers, automated announcements, and the school's digital marquee and website. E-mail is available for parents who prefer a more convenient method of communicating with their child's teacher (e-mail addresses are available on the school's website). The school's web site hosts an internet-based data retrieval program that allows parents to check student grades, homework, and attendance (4th-8th); a password is required and can be obtained from the school office. Translations of any communications are available upon request. Parents who would like more information about Pioneer Elementary School or are interested in participating in its learning community may contact the principal at (559) 584-8831.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.7	0.2	2.9	2.2	2.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Pioneer Elementary School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Pioneer Elementary's most current school site safety plan is reviewed, updated and shared with school staff at the beginning of each school year and is approved annually by the School Site Council and District School Board. Students are familiar with the emergency procedures and practice our action plan for fire, intruders, and earthquakes in monthly and trimester drills. The District and School Safety Plan is reviewed annually by the District Safety Committee as a means to keep our safety protocols current.

The district has formed a District Safety Plan Committee. This committee meets 2-3 times during the school year prior to January to review the plan and offer input. The Safety Plan Committee ensures that the plan meets state and federal requirements. The committee members include: local law enforcement (School Resource Officer), site teacher representatives, the Classified Union President, an administrator from each school site, a parent representative, the MOT Director, local Fire Department representatives from both the city and county, as well as the district Superintendent. The committee keeps formal documentation for public review of the agendas and minutes.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		4		24		4		27		4	
1	25		4		24		4		26		3	
2	28		3		26		4		23		4	
3	27		4		20	1	4		25		4	
4	24	1	3		23	1	3		30		3	
5	28		4		23	2	3		25	1	3	
Other**									6	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,132.00	\$1,096.00	\$6,036.00	\$73,344.35
District	N/A	N/A	\$8,158.00	\$73,524.00
Percent Difference - School Site and District	N/A	N/A	-29.9	-0.2

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-21.7	-5.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

At Pioneer Elementary School we have several programs that help support struggling students and subgroups. One program we had is for our English Learner students. English Learners attend the EL Lab daily to receive English Language Development instruction that is individualized to meet their language proficiency level. Alternatively, the EL Instructor often pushes into classrooms and supports students in the classroom setting. English Learners also received language development instruction within their classroom with their credentialed teacher. Pioneer Elementary has supplemental funds that allowed us to hire Instructional Aides. Our Instructional Aides provide additional classroom support in a small group setting with students who were identified as academically at risk. In addition, the district has provided a summer jump start program for our elementary age students in grades 1st-3rd for the past two summers. This program takes on students who need extra support academically in both English Language Arts and Math. Students are selected based on academic performance levels and English Proficiency Levels. Students are identified by performance data and are also referred by their credentialed teacher. Furthermore, at Pioneer we have two full-time and one part-time credentialed Title 1 teachers. The Title 1 staff specialized in supporting students who were identified as needing additional English Language Arts assistance.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,177	\$49,378
Mid-Range Teacher Salary	\$75,773	\$77,190
Highest Teacher Salary	\$85,170	\$96,607
Average Principal Salary (Elementary)	\$118,587	\$122,074
Average Principal Salary (Middle)	\$115,133	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$160,192	\$189,346
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	9%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	30

Currently, all training and curriculum development at Pioneer Union Elementary School District revolves around the new California Common Core State Standards, best teaching practices, and student engagement strategies. Pioneer Elementary has held several staff development days which covered professional development in small group reading instruction (Guided Reading), supporting English Language Learners, student engagement strategies, Writer's Workshop in Kindergarten, Google Classroom in grades 2nd-5th, and other new Technology programs that they can utilize for classroom instruction. Training topics and activities are determined through a collaborative effort of all teaching staff. Training needs are identified based upon assessment results, staff survey results, the district curriculum council, and the school site plan. Staff training and support is provided through in-service staff professional development days, release time to observe colleagues and attend trainings, site based in class coaching and modelling with consultants, during Collaboration Days and Staff Meetings, and release time for grade level planning. Furthermore, administration and Title 1 Teachers support certificated teachers in classrooms with modeling lessons and coaching in all academic areas based on teacher individual needs.

Additionally, the NTSB Teacher Induction Program offers support and assistance to newly credentialed teachers. All new teachers are provided support over a two-year period which includes one to one coaching, lesson planning, looking at student data, and providing individualized professional development. Furthermore, Pioneer Elementary School's support staff receive job-related training from the Kings, Fresno, and Tulare County Office of Education department supervisors, and qualified district personnel. PUESD also provides training through hired consultants in English Language Arts, Mathematics, and Science.

In 2016-2017 school year, Pioneer Elementary had Claudia Caughran (consultant) work with staff throughout the year in the area small group Guided Reading Instruction. Training included all staff direct training instruction and in class coaching and modeling. During the 2016-2017 school year, teachers also received training on the Pearson Math adopted program throughout the year with the trainers from the program. In the 2017-2018 school year, teachers were provided training on the new adopted Benchmark Advanced ELA Program by the program trainers. Currently, in 2019-20 and 2018-19 school years, teachers are working with Dr. Rowland (ELA Consultant for Benchmark Advanced). Dr. Rowland has been working directly in classrooms modeling for teachers the Benchmark Advanced program elements, as well as doing direct instruction training with whole groups of teachers. Finally, Pioneer Union Elementary School District received a grant for professional development in Multi-Tiered Systems of Support, also known as MTSS. District and Site Administrators, as well as selected teaching staff are participating in MTSS training throughout the year. The Kings County Office of Education also partners with Pioneer Elementary to help analyze and support the on-going improvement of our MTSS Program.

During the 2019-20 school year, Pioneer Elementary is partnering with Kings County Office of Education consultants to provide training to staff in the areas of Mathematics and Science.