

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	6862 MT AUKUM ROAD
City, State, Zip	SOMERSET
Phone Number	5306203556
Principal	Annette Lane
Email Address	alane@pioneerusd.org
Website	www.pioneerusd.org
County-District-School (CDS) Code	09619456005631

Entity	Contact Information
District Name	Pioneer Union Elementary School District
Phone Number	530.620.3556
Superintendent	Annette Lane
Email Address	alane@pioneerusd.org
Website	www.pioneerusd.org

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

Pioneer School is located in Somerset, in the center of a small rural district serving several local communities spread over a vast geographic area. The Pioneer Union School District consists of three school campuses — Pioneer Elementary, Mountain Creek Middle School, and Walt Tyler Elementary School.

Pioneer Elementary School provides students in grades TK-5 with an opportunity to academically excel to their capacity and to develop confidence in themselves. The school strives for a close and respectful “family atmosphere” with a strong partnership between the home and the school.

Core Values

The mission of the Pioneer Union School District is best accomplished through the advancement of these core values:

1. The uniqueness of the individual
2. The partnership among home, school, and community
3. A respectful, compassionate, cooperative and safe environment

Guiding Principles

The following principles will guide our work:

1. Students will be provided programs, instruction and/or activities designed to enhance the development of positive attitudes, patience, tolerance, appreciation of different cultures and productive membership in society.
2. Students will be provided programs, instruction, activities and/or guidance to develop mental and moral bravery, caring attitudes toward people and education, to gain a healthy view of competition and to learn age appropriate skills.

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

Grade Level	Number of Students
Kindergarten	32
Grade 1	26
Grade 2	29
Grade 3	28
Grade 4	36
Grade 5	29
Total Enrollment	180

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.1
Asian	0.6
Filipino	0.6
Hispanic or Latino	13.9
White	67.2
Two or More Races	13.3
Socioeconomically Disadvantaged	61.1
English Learners	4.4
Students with Disabilities	11.1
Foster Youth	0.6
Homeless	3.3

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	10	12		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: 08/15/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance - ELA/ELD grades K-4 (2016)	Yes	0
Mathematics	The Math Learning Center - Bridges in Mathematics (2014), grades K-4	Yes	0
Science	NGSS aligned supplemental resources	Yes	0
History-Social Science	Scott Foresman (2006) grades K-5.	Yes	0
Health	Positive Action (2004) grades 3-5		0
Visual and Performing Arts	Teacher developed materials		

School Facility Conditions and Planned Improvements (Most Recent Year)

School building and grounds provide adequate space for students and staff for teaching and learning. In addition, the maintenance staff has developed a comprehensive safety inspection program. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

The condition of rest rooms, floor, walls, roof, plumbing and electrical systems is well maintained and monitored routinely. Buildings and grounds are clean and free of litter and graffiti. Ninety-three percent of parents report that buildings and grounds are clean and safe. Rest rooms comply with the Williams Act. During the summer of 2004, the campus underwent a renovation through a state modernization project, which included a new library facility. Additional campus improvements took place in 2011.

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: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm F1 & D1 - HVAC fan motor sounds like its rubbing on something, does not impact unit operation. Rm B1 - Exterior heat pump unit condensates and floods west side of building (monitoring); Kitchen - heater blowers not functioning, appears to be electrical related, thermostat in kitchen non functional.
Interior: Interior Surfaces	Fair	Rm B2 - Carpet old, wrinkled and discolored - recommend replacement; Rm B3 - hole in drywall requiring repair in east storage closet; C1 - Minor wear on interior walls from normal use, some cracking of laminate tiles and one tile broken, sealed with additional coats of was; Rm C2 - no door stop for south door to stage, hole in drywall from handle, wood trim falling at edge of stage above storage cabinets; Rm E3 (not in use) numerous ceiling tiles discolored and damaged.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm E4 (shop) - materials piling up, area needs to be re-organized; Transportation Bldg - heavy build up of leaves and pine needles, unable to clear safely.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Rm G4 - missing cover plate on abandoned wall box; Rm B6 - Two light fixtures failed, to be repaired during warranty work (summer 2020) from prop 39 project; Office - exterior soffit light failed, to be repaired during warranty work (summer 2020) from prop 39 project; One of two sewage pumps not functional, pump likely needs replacement along with minor electrical repair. Primary collection tanks (two - 6,000 gal each) along with diverter box was pumped November 2019.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	C Bldg - bathroom partition finish peeling; needs new door partition hardware; D Bldg - laminate flooring separating/bubbling in places, partition hardware missing, exterior drinking fountain not functional; Rm C2 - excessive staining on exterior drinking fountain; Rm A (lounge) - faucet has slow drip leak; B Bldg - excessive staining on exterior drinking fountain.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Rm B2 & B3 - Roof scupper drain floods quad on north side of roof, no drainage in quad; Rm C1 - some roof shingles showing decay, no leaks. Rm A (lounge) - west side exterior soffit appears to be sagging in the middle - has not sagged anymore since previous report.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm G2 - window cracked on west side, does not present hazard to school immediately but should be replaced; Pre-School - walkways aging in need of patching.
Overall Rating	Good	

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)	43	54	45	55	50	50
Mathematics (grades 3-8 and 11)	35	34	30	32	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	92	91	98.91	1.09	53.85
Male	39	39	100.00	0.00	56.41
Female	53	52	98.11	1.89	51.92
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	65	65	100.00	0.00	52.31

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	14	14	100.00	0.00	50.00
Socioeconomically Disadvantaged	57	57	100.00	0.00	47.37
English Learners	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	35.29
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	92	92	100.00	0.00	33.70
Male	39	39	100.00	0.00	46.15
Female	53	53	100.00	0.00	24.53
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	65	65	100.00	0.00	33.85
Two or More Races	14	14	100.00	0.00	35.71
Socioeconomically Disadvantaged	57	57	100.00	0.00	24.56
English Learners	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	23.53
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	12.1	27.3	6.1

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)

Pioneer Elementary School encourages and highly values parent participation. Classroom volunteers are welcomed and support the educational programs. An active School Site Council, Parent Music Coalition, Parent Teacher Organization (PTO) and participation in the Local Control Accountability Plan (LCAP) development are additional ways in which parents and community members can be involved in the school. Pioneer Elementary School has many school-community events that include band/music performances; Halloween Carnival, Bingo Night, parent-teacher conferences, and classroom performances. Parents are encouraged to complete annual school surveys.

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	3.0	2.8	3.3	4.3	4.2	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	1.2	1.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A comprehensive District School Safety Plan has been developed, outlining specific goals and objectives. The Safety Plan is reviewed and updated annually. Policies are in place regarding campus safety, fire drills, earthquake preparedness, and instructional and playground supervision. The District has a complete civil defense preparedness plan that is updated annually. A high percentage of staff in our district are trained in first-aid and CPR.

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	17	2			21	1	1		19	2		
1	25		1		20	1			20	1		
2	20	1			21		1		21		1	
3	20	1	1		20	1			18	2		
4	27		1		25		2		24		1	
5									21	1	1	
Other**												

*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)	.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.22
Psychologist	.10
Social Worker	
Nurse	.06
Speech/Language/Hearing Specialist	.40
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	\$11,255.00	\$3,089.00	\$8,166.00	\$58,782.00
District	N/A	N/A	\$7,952.00	\$56,442.00
Percent Difference - School Site and District	N/A	N/A	2.7	4.1
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	8.4	-10.0

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)

Pioneer Elementary School meets the criteria for offering School-wide Title I services, benefiting all students with additional assistance from a highly qualified Intervention Specialist and highly trained Instructional Assistants to deliver targeted small group instruction. All students are involved in the district's music instruction program as well as an ongoing Character Education program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,985	\$45,252
Mid-Range Teacher Salary	\$58,113	\$65,210
Highest Teacher Salary	\$81,611	\$84,472
Average Principal Salary (Elementary)	\$74,501	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$131,580	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	9%	7%

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	7	7	7

Pioneer District emphasizes staff development activities. Annually, there are three full days dedicated to staff development augmented by weekly Friday articulation meetings. Staff also participates in various professional development provided by our local County Office of Education (EDCOE) and other quality PD providers in the areas of integration of technology, mathematics instruction, science instruction and the NGSS standards, foundational skills instruction, implementation of newly adopted ELA/ELD materials and classroom management. The focus of professional development has been to support instructional staff in gaining deeper understanding of the California State Standards and implementation of curriculum aligned to the standards. In addition, instructional staff have been participating in profession development to enhance their ability to deliver instruction using Universal Design for Learning.