

Pioneer 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 School
Street	1001 Hiett Avenue
City, State, Zip	Delano, CA 93215-9530
Phone Number	(661) 474-4911
Principal	Anna Wyatt
Email Address	awyatt@duesd.org
Website	www.duesd.org
County-District-School (CDS) Code	15634040127712

Entity	Contact Information
District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Rosalina Rivera
Email Address	rrivera@duesd.org
Website	www.duesd.org

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

Pioneer is Delano Union School District's K-8 school. Pioneer School was established in July 2013. 2019-2020 begins year six for Pioneer School. Our school is unique in that it is the only K-8 in the District. Pioneer School is located on the west side of Delano and adjacent to it is Robert F. Kennedy High School, Bakersfield College extension campus, and across the street are residential dwellings. Being a model for a 21st century school for learning, the mission of Pioneer School is to provide and expose our students to the best in technology, pedagogy and instruction. Much pride and high expectations are set forth for the school. Our culture is one of a professional learning community where rigor, high expectations, and success is not just for our Trailblazers, but for the Pioneer staff as well. The staff is proactive and determined to provide the best education they can for our students. We serve approx. 1040 students with 55 of dedicated teachers who follow the motto "Blazing the Trail to Success While Keeping an Eye on The Goal!" Pioneer employs one school principal, two assistant principals, an academic counselor, a site resource teacher, a shared school psychologist, a social worker, a campus supervisor, a shared school resource officer, and other staff are here to serve with pride and commitment. Pioneer has over one hundred employees.

We support and validate all our students. We have mild to moderate and a moderate to serve classes on campus, band, AVID, GATE, Migrant, Robotics, and a new STEM Elective Course to validate and support learning for students. We also have an after-school program "POWER" where students have wonderful opportunities for extended learning.

We do all we can to create an environment of positive character as we follow the Pioneer Way. We correct behavior in a positive manner. We know that building positive relationships with students on campus is a key to support which in turn will help them succeed in school. Pioneer School although relatively new, has a seasoned and highly qualified staff that is committed and as a team will do what it takes to create a learning environment where students not only feel safe and secure, but want to learn.

Mission:

Our school community will cultivate an environment of learning by closing the achievement gap, preparing students for a successful future and promoting character building skills.

Vision:

As lifelong learners, Trailblazers have the civic responsibility to apply the skills of critical thinking, communication, collaboration and creativity. Our students will be college and career ready.

GOALS

1. Target academic proficiency, promote character, and build good healthy choices and physical fitness.
2. A variety of learning opportunities will promote high expectations and focus on student achievement.
3. Students will attend school, arrive on time, and be ready to learn.
4. Board of Trustees, administrators, staff, students, parents, and the community will work together as a professional learning community to promote student success.
5. Students will experience success in learning every day.

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

Grade Level	Number of Students
Kindergarten	124
Grade 1	99
Grade 2	96
Grade 3	98
Grade 4	97
Grade 5	126
Grade 6	126
Grade 7	115
Grade 8	131
Total Enrollment	1,012

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	0.3
Filipino	3.7
Hispanic or Latino	93.3
White	1.3
Two or More Races	0.3
Socioeconomically Disadvantaged	83.8
English Learners	53.1
Students with Disabilities	11.2
Homeless	0.6

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	43	43	49	308
Without Full Credential	4	5	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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: July 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 Benchmark Advanced, 2016 Grades 6-8 Study Sync, 2016	Yes	0
Mathematics	Grades K-5 My Math by McGraw Hill, 2015 Grades 6-8 Glencoe Math Accelerated Pre Algebra Program and California Math-Your Common Core Edition	Yes	0
Science	Grades K-5: Pearson Scott Foresman, California Science, 2008 Science Grade 6: Pearson Prentice Hall, California Science Explorer, Focus on Earth Science - 2008. Grade 7: Pearson Prentice Hall, California Science Explorer, Focus on Life Science - 2008. Grade 8: Pearson Prentice Hall, California Science Explorer, Focus on Physical Science - 2008.	Yes	0
History-Social Science	Grades K-5: Houghton-Mifflin, HistorySocial Science, 2007 Grade 6: Holt Rinehart & Winston, Holt California Social Studies, World History/Ancient Civilizations- 2006. Grade 7: Holt Rinehart & Winston, Holt California Social Studies, Medieval to Early Modern Times-2006. Grade 8: Holt Rinehart & Winston, Holt California Social Studies, United States History, Independence to 1914, 2006.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Pioneer School was built in 2013. The first academic year for Pioneer was 2013-2014. We are in the third year of operation. The Pioneer School Community takes great pride in the beauty and design of the campus. The school has a total of 44 classrooms being utilized by students but a total of 61. A multi-purpose facility/cafeteria, a library/resource building, and an administration building. The District takes great efforts to ensure that all schools are clean, safe, and functional. All restrooms, classrooms, and offices are cleaned daily. Students are expected to help keep the campus clean by following the Pioneer Way: Be Safe, Be Responsible, and Be Respectful. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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: 11/01/2019

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	
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)	37	35	39	43	50	50
Mathematics (grades 3-8 and 11)	24	23	26	33	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	663	661	99.70	0.30	34.95
Male	349	348	99.71	0.29	31.61
Female	314	313	99.68	0.32	38.66
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	23	23	100.00	0.00	65.22
Hispanic or Latino	626	624	99.68	0.32	33.33
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	567	565	99.65	0.35	33.27
English Learners	431	429	99.54	0.46	24.48
Students with Disabilities	73	72	98.63	1.37	8.33
Students Receiving Migrant Education Services	34	32	94.12	5.88	18.75
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	663	662	99.85	0.15	22.51
Male	349	349	100.00	0.00	25.21
Female	314	313	99.68	0.32	19.49
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	23	23	100.00	0.00	52.17
Hispanic or Latino	626	625	99.84	0.16	21.12
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	567	566	99.82	0.18	21.73
English Learners	431	430	99.77	0.23	14.42
Students with Disabilities	73	72	98.63	1.37	6.94
Students Receiving Migrant Education Services	34	33	97.06	2.94	21.21

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	16.1	20.2	13.7
7	10.9	24.5	10.9

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)

We desire and encourage the input and involvement of our parents. Teachers contact our parents regularly and our open-door policy allows for our parents to feel at ease to come in and voice their questions, concerns and idea. Monthly calendars and our teleparent (electronic phone system) are means we communicate but the best way we interact is that all administration are outside in the mornings as well as afterschool. Back to School, Title 1 parent meetings; kinder Orientation and parent conferences, and monthly lunch with your child events are other ways we communicate with parents here at Pioneer. Parents are encouraged to volunteer as we have volunteers assisting us on campus. We also give parents an opportunity to join our School-Site Council, ELAC and DELAC committees. We have planned more formal parent education events and other events/programs to get parents involved. We have a school compact where parents commit to supporting their child as well as the school every year. We also have formal meetings for children that need more support in the form of SATs (Student Assistance Team), IEP's, 504 and other meetings to better communicate to parents what is going on and developing a plan for students to have success. If you want to inquire more about how you can assist your school as a parent feel free to call the school administrator Anna Wyatt at (661) 474 – 4911, 1001 Hiatt Avenue, Delano, CA 93215.

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	2.9	2.7	3.1	2.4	2.5	2.9	3.6	3.5	3.5
Expulsions	0.0	0.1	0.3	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan was reviewed with staff and School Site Council on January 31, 2019

The school safety plan's major components are the crisis response plan, safety plan and safety procedures. The plan entails what to do in a disaster but the procedures to initiate in an event to account for students, first-aid locations, maps, turn-off valve(s) procedures, evacuation plans, student release, communication and safety procedures that are practiced throughout the year. A safety week is conducted where all drills are practiced by all classrooms and given feedback as to how they did in the first month of school. Our School resource officer is prevalent and visible on campus. Specific checklists, procedures and contacts are expected in the event of a crisis and monitored. Safety first is what we believe as a school site and take our safety procedures seriously.

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	21	1	5		22	1	5		22	1	5	
1	23		4		24		4		24		4	
2	21	1	3		25		4		23		4	
3	22		5		24		4		23		4	
4	33			3	30		4		31		3	
5	33		1	2	29		4		26	1	4	
6	31	2	14	7	27	4	20	3	25	5	21	3
Other**	12	1			8	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	1.0
Resource Specialist (non-teaching)	2.0
Other	4.5

*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	\$7,060.00	\$1,536.59	\$5,523.41	\$78,431.00
District	N/A	N/A	\$7,107.69	\$78,095.87
Percent Difference - School Site and District	N/A	N/A	-25.1	0.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-20.5	-9.5

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 has supplemental services and programs to offer to their students. Services provided by categorical funds to enable students to meet the standards are as follows: Staff such as our full-time: site resource clerk, librarian; site resource teacher, part time: noon duty aides, school nurse, school psychologist, an instructional aide, and aides that work with Mild/Moderate and Moderate/Severe Students. Programs include: After school tutoring provided by classroom teachers and Migrant tutoring. Additional programs include: Special Education services (Mild/Moderate, Moderate/Severe and Speech), AVID, GATE program, POWER, Student Assistance Team (SAT), health screenings, district resource teachers, and technology programs and support.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,309	\$45,741
Mid-Range Teacher Salary	\$73,895	\$81,840
Highest Teacher Salary	\$99,044	\$102,065
Average Principal Salary (Elementary)	\$115,388	\$129,221
Average Principal Salary (Middle)	\$120,004	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$206,758	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	5%

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	12	8	14

During the past three years the following school days were dedicated to staff development: 2017-2018: 12 days 2018-2019: 8 days 2019-2020: 14

The Delano Union Elementary School District offers grade-level specific staff development for reading instructional practices, ELD, and NGSS. Teachers receive this training through Saturday and after school opportunities. In addition, teachers are given late start Wednesday opportunities for grade level professional development and planning. We continue to provide site PD on AVID strategies, Thinking Maps, and Reading Strategies. The site administration observes classroom lessons, monitors lesson plans, and uses staff input on planning for professional development for the staff. Staff development included are:

- AVID Strategies
- Next Generation Science Standards
- ELA Claims
- Text Reconstruction
- Universal Access
- Words Their Way
- Writing as a Process
- ELD Standards
- ELPAC
- Math Claims
- Math Practices
- Focused Note Taking
- Vocabulary instruction
- Thinking Maps
- West Ed Reading PD