

Frontier Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Frontier Elementary School
Street	1854 N. Mustang Drive
City, State, Zip	Hanford Ca. 93230
Phone Number	559-585-2430
Principal	John Raven
E-mail Address	ravenj@puesd.net
Web Site	puesd.net
Grades Served	K-5
CDS Code	16-63990-0116699

District Contact Information	
District Name	Pioneer Union Elementary School District
Phone Number	559-585-2400
Superintendent	Paul van Loon
E-mail Address	vanloonp@puesd.net
Web Site	www.puesd.net

School Description and Mission Statement (Most Recent Year)

Dear Parents,

As you read this School Accountability Report Card (SARC) for the 2014-15 school year, I believe you will find a picture of a school staff that believes their purpose is to meet the educational needs of every child. Frontier Elementary opened its doors in the fall of August 2008 and in 2012 we received the distinction of becoming a California Distinguished School. At Frontier, we believe all children can achieve high standards, become creative and independent thinkers, and develop strong character as they prepare to be tomorrow's leaders. We are responsible to serve as facilitators for the nurturing and development of every child's maximum potential: academically, physically, socially, and emotionally. The staff at Frontier is committed to providing opportunities that will assist the student in making self-directed, realistic, and responsible decisions when solving problems. The Frontier Elementary Staff is committed to supporting our students as they work toward achieving their full social and academic potential. We are dedicated to providing a quality education to every student by setting and maintaining high expectations for achievement and behavior. Students at Frontier are encouraged to show their Mustang pride by doing their best in all that they do, all of the time. We have implemented a PBIS system to assist students in becoming an example of good character and we look forward to seeing the impact of the changes we have made at our school. As we continue to assist in the development of our students, our staff both teach and model "Character Counts" and Positive Behavioral Interventions and Supports, which focuses on issues of honesty and respect for all. We have created an atmosphere that is welcoming and geared toward the families we serve. Our caring and experienced staff provides a nurturing environment based on mutual respect, where instruction is modified to meet the individual needs of all our students, so every child can learn to read, write, and calculate with confidence.

John Raven
Principal
Frontier Elementary School

District & School Profile

Pioneer Union Elementary School District serves over 1,600 students and is comprised of two elementary schools and one middle school. The district and its schools are located in the town of Hanford, situated in the San Joaquin Valley midway between San Francisco and Los Angeles. As one of eight charter districts in the state, Pioneer Union Elementary School District offers the local community an exceptional educational program emphasizing student achievement academically as well as socially. Using research-based, innovative instructional methods and taking advantage of generous parent volunteers, students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

Frontier Elementary School Profile:

Frontier Elementary School enrolled approximately 450 students in kindergarten through fifth grade during the 2014-2015 school year; the student body included 36% white, 44% Hispanic, 6% African American, 5% Asian, 5% Filipino, 2% Native American, 1% Pacific Islander, and 1% other. Frontier Elementary School maintained a 82% retention rate for returning students in the 2013-2014 school year with 18% of students at Pioneer are new.

Of the 450 students at Frontier, 176 students or 39.4% are socio-economically disadvantaged (SED), 101 students or 22.6% are Title 1, 50 students or 11.2% are English Learners (EL), 35 students or 7.8% are receiving special education (SPED), 14 students or 3.1% are enrolled in transitional kindergarten (TK), 6 students or 1.3% are reclassified as fluent English proficient (RFEP), 5 students or 1.1% are participating in migrant program, 6 students or 1.3% are in the foster program, 4 students or 0.9% are participating in the 504 Accommodation program, and 2 students or .4% is the homeless program.

District Vision

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.

District Mission

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

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	73
Grade 1	73
Grade 2	74
Grade 3	79
Grade 4	65
Grade 5	79
Total Enrollment	443

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	1.8
Asian	5.4
Filipino	5
Hispanic or Latino	44.2
Native Hawaiian or Pacific Islander	1.1
White	36.6
Two or More Races	0.9
Socioeconomically Disadvantaged	38.8
English Learners	11.1
Students with Disabilities	7.9
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential		20		
Without Full Credential		0		
Teaching Outside Subject Area of Competence (with full credential)		0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: Jan 2016

Pioneer Unified Elementary School District sets a high priority upon ensuring that there are sufficient textbooks and materials to support each school’s instructional program. All textbooks used in the core curriculum Frontier Elementary School are aligned to the California Content Standards and Frameworks. 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 middle school follows the State Board of Education’s six-year adoption cycle for core content materials. A committee consisting of 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 were 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. PUESD continues to purchase Common Core-aligned textbooks within new adoption cycles per core area. This commitment is clearly visible as the district begins to invest in textbooks and instructional materials to assist in the alignment to Common Core State Standards. The district also implemented a District Technology Plan and installed a variety of new technology in all classrooms across the district to make our classrooms fully state of the art and access to a computer cart with a class set of chromebooks. Our students have access to a fully functional computer lab as well as one to one chromebooks for students in grades 4-5.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (Adopted 2010) Reading Pupil Anthology Levels 1-5 with supplemental Common Core Materials.	Yes	0
Mathematics	2014-2015 Georgia CCSS Units and Curriculum Associates Ready Math K-5 and Curriculum Associates Ready Math;Supplemental Common Core Materials (Pearson Math was adopted for 2015- 2016)	Yes	0
Science	Harcourt Science (Adopted 2006) California Edition	Yes	0
History-Social Science	Harcourt Social Science(Adopted 2006) California Edition	Yes	0
Health	Game Day Physical Education Program (Adopted 2008)		0
Visual and Performing Arts	Meet the Masters Art Program(Adopted 2008)		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Frontier Elementary School was completed in the summer of 2008 and also includes the Pioneer Union Elementary School District Office. The campus is made up of 7 buildings, which includes 3 that contain 25 classrooms and a computer lab; a multi-use building, which houses the cafeteria and presentation stage; a school office building, consisting of the library, nurses station, conference room, and teacher work room; a district office building, which contains all district offices. We provide a clean, safe environment for learning. The building facilities and grounds are in exceptional condition. The school is kept in top condition by a coordinated effort between the administration, District facilities crews, all teachers, and all students. Each classroom maintains responsibility for a given area of the grounds. Our custodial crew consists of one fulltime day custodian and two evening custodians who perform basic cleaning operations in each classroom on a daily basis. In addition, deep cleaning is conducted each year at all school sites.

Cleaning Process

The district custodial supervisor works daily with the custodial staff of one full-time custodian and two evening custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The school also has a technology assistant that maintains and repairs all of the instructional technology available within the school.

Every morning before school begins, the day custodian opens the school gates and inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Following a daily schedule, custodians check restrooms as needed as a proactive measure to keep facilities safe, sanitary, and stocked. Students share the responsibility to maintain a clean campus and notify the school office when restrooms or other campus areas require housekeeping. 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, labs, 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.

As the district continues to find ways to keep all fiscal cuts as far away from students as possible and become earth-friendly, planning began during the 2008-2009 school year to install solar panels at all three schools within the district and is currently online. This investment will continually reduce the cost of electricity over the coming years. Frontier Elementary has also joined the movement to become an earth-friendly school by having a student run recycling program. Students work together to collect recycling throughout the school on a weekly basis.

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 have 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.

We believe that our school should be the hub of our neighborhood. As a result, a high priority is placed on building and maintaining excellent facilities as economically as possible.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: April, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: April, 2014				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	53	50	44
Mathematics	36	43	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	80	78	97.5	33	24	18	24
	4	72	71	98.6	25	23	20	32
	5	78	76	97.4	13	22	39	25
Male	3		44	55.0	36	32	16	16
	4		36	50.0	31	25	22	22
	5		38	48.7	11	18	50	21
Female	3		34	42.5	29	15	21	35
	4		35	48.6	20	20	17	43
	5		38	48.7	16	26	29	29
Black or African American	3		5	6.3	--	--	--	--
	4		4	5.6	--	--	--	--
	5		2	2.6	--	--	--	--
American Indian or Alaska Native	3		2	2.5	--	--	--	--
	4		1	1.4	--	--	--	--
Asian	3		5	6.3	--	--	--	--
	4		2	2.8	--	--	--	--
	5		4	5.1	--	--	--	--
Filipino	3		5	6.3	--	--	--	--
	4		2	2.8	--	--	--	--
	5		3	3.8	--	--	--	--
Hispanic or Latino	3		30	37.5	40	23	10	27
	4		32	44.4	16	25	28	31
	5		33	42.3	18	18	42	21
Native Hawaiian or Pacific Islander	3		2	2.5	--	--	--	--
	4		1	1.4	--	--	--	--
White	3		29	36.3	21	28	24	28
	4		26	36.1	27	19	15	38
	5		33	42.3	6	24	42	27
Two or More Races	4		3	4.2	--	--	--	--
	5		1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		35	43.8	40	29	9	23
	4		29	40.3	38	21	28	14
	5		32	41.0	25	28	31	16
English Learners	3		9	11.3	--	--	--	--
	4		5	6.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		5	6.4	--	--	--	--
Students with Disabilities	3		6	7.5	--	--	--	--
	4		4	5.6	--	--	--	--
	5		5	6.4	--	--	--	--
Students Receiving Migrant Education Services	4		1	1.4	--	--	--	--
	5		2	2.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	80	78	97.5	26	29	27	18
	4	72	71	98.6	27	42	20	11
	5	78	76	97.4	29	38	22	11
Male	3		44	55.0	30	30	20	20
	4		36	50.0	22	50	14	14
	5		38	48.7	13	42	32	13
Female	3		34	42.5	21	29	35	15
	4		35	48.6	31	34	26	9
	5		38	48.7	45	34	13	8
Black or African American	3		5	6.3	--	--	--	--
	4		4	5.6	--	--	--	--
	5		2	2.6	--	--	--	--
American Indian or Alaska Native	3		2	2.5	--	--	--	--
	4		1	1.4	--	--	--	--
Asian	3		5	6.3	--	--	--	--
	4		2	2.8	--	--	--	--
	5		4	5.1	--	--	--	--
Filipino	3		5	6.3	--	--	--	--
	4		2	2.8	--	--	--	--
	5		3	3.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		30	37.5	27	40	17	17
	4		32	44.4	25	50	25	0
	5		33	42.3	42	36	15	6
Native Hawaiian or Pacific Islander	3		2	2.5	--	--	--	--
	4		1	1.4	--	--	--	--
White	3		29	36.3	17	28	38	17
	4		26	36.1	23	38	19	19
	5		33	42.3	15	42	27	15
Two or More Races	4		3	4.2	--	--	--	--
	5		1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		35	43.8	26	34	29	11
	4		29	40.3	41	41	14	3
	5		32	41.0	47	28	16	9
English Learners	3		9	11.3	--	--	--	--
	4		5	6.9	--	--	--	--
	5		5	6.4	--	--	--	--
Students with Disabilities	3		6	7.5	--	--	--	--
	4		4	5.6	--	--	--	--
	5		5	6.4	--	--	--	--
Students Receiving Migrant Education Services	4		1	1.4	--	--	--	--
	5		2	2.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	61	69	63	80	76	74	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	74
All Students at the School	63
Male	80
Female	48
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	46
White	80
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	53
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.80	23.70	48.70

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

At Frontier Elementary School, parents are encouraged to become active partners in their child's education. There are many opportunities available for parents to become partners with the school. Our administration and school staff welcome parents to help with or simply attend Open House, Back-to-School Night, athletic events, Family Nights, Grandparent's Day, become classroom volunteers, tutor students, etc. Parents who want to be a part of the decision-making process are invited to join the Frontier Elementary Parent Teacher Club (FEPTC). The FEPTC is a major fundraising entity, organizes opportunities to initiate, assist, and direct programs and services, and ensures instructional programs are consistent with students' needs and comply with school wide goals. These organizations are advertised through newsletter articles, classroom teacher contact, Web site information, through peer communication with FEPTC, School Site Council, the weekly school bulletin (The Frontier Dispatch), and other community organizations. At Frontier Elementary School, we take pride in working with our parents and families to provide them with ample opportunity to be a part of their children's education on a regular basis.

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 and our school's curriculum and activities. District Parent Advisory Committees (i.e., 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 liasons. 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 purpose is to review, give input, and approve the site budget and School Plan for Achievement. This committee meets four times a year when school data, school budget, and School Plan and goals are reviewed

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.35	1.46	0.42	2.72	1.36	2.84	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.12	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Frontier Elementary is committed to maintaining a safe school environment. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our School Safety Plan along with a School Crisis Intervention Plan is on file; both are available to all parents as well as the general public. The School Safety Plan is a District plan that encompasses all three schools in the Pioneer Union Elementary School District. The school plans are reviewed and updated under the direction of the District Safety Coordinator, Paul De La Torre, on an annual basis. The staff develops both plans with input from parents and community members to work to ensure a safe and non-violent environment on all of the PUESD campuses. Specific areas of focus, coupled with appropriate strategies to address concerns, are featured in our school plan. Key elements of the plan include Monthly safety drills that are practiced with the students to ensure their understanding of all emergency procedures including, fire, earthquake, and intruder drills. Crisis intervention plans are also included in the safety plan. Supervision is provided before, during, and after school with campus yard aides and administration supervising students. All yard aides wear neon vests to remain visible to all students and visitors. Specified aides also carry walkie talkies to ensure they always have contact with the office in case of emergency. All visitors and volunteers are required to check in at the office and wear an identification badge.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		3		27		3		24		3	
1	29		2		24		3		24		3	
2	27		3		26		3		24		3	
3	25		3		28		2		26		3	
4	28		2		30		3		26		2	
5	30		2		21	1	2		31		3	
Other	5	1							3	1		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.55	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4942	\$203	\$4739	\$67,832.41
District	N/A	N/A	\$5,518	\$66,542
Percent Difference: School Site and District	N/A	N/A	-14.1	1.9
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-11.4	-1.8

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund state funding, Pioneer Union Elementary School District receives state and federal categorical funding for special programs. For the 2014-2015 school year, the district received approximately \$1,555 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Child Nutrition
- Charter Schools Block Grant
- Class Size Reduction
- Home to School Transportation
- Instructional Materials
- Special Education
- State Lottery
- Title I

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,370	\$42,723
Mid-Range Teacher Salary	\$65,412	\$65,936
Highest Teacher Salary	\$73,523	\$84,545
Average Principal Salary (Elementary)	\$104,270	\$106,864
Average Principal Salary (Middle)	\$104,270	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$125,145	\$159,133
Percent of Budget for Teacher Salaries	36%	40%
Percent of Budget for Administrative Salaries	9%	6%

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

Professional Development (Most Recent Three Years)

All training and curriculum development at Pioneer Union Elementary School District revolves around the California Content Standards and Frameworks. During the 2014-15 school year, Frontier Elementary School held six staff development days which covered Reading and Language Arts, Science, Social Science, and technology based curricula and instructional techniques to meet student need. Groundwork for the new Response to Intervention (RTI) model was also established with both classroom teachers and Special Educational services team. The teachers also received training on the district move to Google mail as well as the I-Ready program that will be implemented district wide. Staff development topics and activities are determined through a collaborative effort of all teaching staff. Training needs are identified based upon assessment results, staff survey results, feedback from both teaching and administrative staff, and district wide goals.

Currently, all training and curriculum development at Pioneer Union Elementary School District revolves around the new California Common Core Standards. During the 2013-2014 school year, Pioneer Elementary held several quality staff development days which covered professional development in reading and language arts, mathematics, and technology topics. 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 trainings and support is provided through after school workshops, in service staff professional development days, release time to observe colleagues, and release time for grade level planning.

Frontier Elementary School keeps abreast of new teaching strategies and technology through the use of release time for grade level meetings, and in-service experiences. Early student dismissal on Wednesdays also provides teachers an additional 90 minutes weekly to collaborate and articulate with other grade levels. Frontier Elementary School works in conjunction with Pioneer Union Elementary School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Twice a month, teachers at Frontier Elementary School focused on classroom planning and group/subject area meetings to develop a Professional Learning Community at our school to increase student success and improve instruction. The remaining two days were used for district wide collaboration and articulation; teachers from the middle and elementary schools gather in groups by subject area to share instructional strategies, evaluate curricular programs, discuss classroom practices, and address training needs.

Frontier Elementary School provided trainings for our supplementary programs, as well as, to follow up on our core curricular programs. Our teachers participated in trainings on the California Common Core Standards, Google Classroom, and other new Technology programs that they can utilize for classroom instruction. Additionally, the BTSA 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 Tulare County Office Education, department supervisors, and qualified district personnel.