

Pioneer Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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 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

Contact Information (School Year 2016-17)

School 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
E-mail Address	cronks@puesd.net
Web Site	www.puesd.net
CDS Code	16-63990-6010557

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 (School Year 2016-17)

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

District & School Profile

Pioneer Union Elementary School District serves approximately 1,549 students. It is comprised of two elementary schools and one middle school. The district is located in Kings County. Our community is nestled in the San Joaquin Valley midway between San Francisco and Los Angeles. Pioneer Union Elementary School District was the first charter district in our state. Pioneer Union Elementary School District offers the local community an exceptional educational program emphasizing academic student achievement enhanced by character education, music, art, and physical education. We use technology, research-based innovative instructional methods and generous parent volunteers to ensure our students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

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.

Pioneer Elementary School Profile:

Pioneer Elementary School enrolled approximately 587 +/- students in kindergarten through fifth grade during the 2015-2016 school year; the student body included 42% white, 45% Hispanic, 5% African American, 3% Asian, 3% Filipino, and 3% other. Of the approximate 587 students at PES during the 2015-2016 school year, 148 students participated in our Title 1 Program, 58 students or 10% were English Learners (EL), 41 students or .07% received special education (SPED), 19 students or .03% were enrolled in transitional kindergarten (TK), 11 students were reclassified as fluent English proficient (RFEP), 1 student participated in migrant program, 3 students were in the foster program, and 6 students or .01% participated in the 504 Accommodation Program.

All staff members are currently 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. Pioneer Elementary School achieved several honorable awards during the 2015-2016 school year. Our awards included: Gold Ribbon School of California, Title 1 Achievement Award, Campaign for Business and Education Excellence (CBEE), Silver Medal for our Positive Behavior Intervention and Supports (PBIS) Champion Model System, and the Fresno State Bonner Character and Civic Education Award. We are proud of our accomplishments and are confident that with our continued strong academic focus, safe and supportive climate, and innovative technology our students will continue to perform well.

During the 2015-2016 school year, Pioneer Elementary participated in the statewide CAASPP state wide testing for Common Core. Results will be included in this SARC report in the data section. Also refer to the school data reports attached. Overall, Pioneer Elementary scored among the highest in Kings County in meeting proficiency in English Language Arts and Mathematics. At this time, the state has not assigned API or AYP scores to schools in California. Pioneer Elementary currently is not in program improvement status.

Character Counts & Positive Behavior Intervention Supports (PBIS)

As a means to improve student social skills and development as contributing members of the community, Pioneer Elementary participates in Character Counts and PBIS programs. The Characters Counts program focuses on developing students' character in the areas of trustworthiness, citizenship, caring, honesty, fairness, and responsibility. 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.

Pioneer Elementary has been implementing Positive Behavior Intervention and Supports program over the last 2 years. The focus of this program 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 at the beginning of the school year.. In addition, there are follow up trimester assemblies and incentives when students show their "PAWS." Currently Pioneer Elementary has earned both the Bronze and Silver medals for the PBIS Champion Model System.

Student Council & Panther Pals

Just as important as building good character qualities and positive behavior in students, Pioneer Elementary believes in providing leadership and civil service opportunities for our upper grade students. We are able to achieve this through our Panther Pals Program and Student Council. Fourth and fifth grade students are able to apply for the Panther Pals program. The Panther Pals program is a student ambassador program. Its goal is to help teach the younger students how to use their "PAWS" (i.e., PBIS school expectations) in all situations, and to report serious instances to the Pioneer staff. Upon selection they are required to go through a formal week long introductory training and attend follow up meetings and training throughout the year with the school leadership team. They must also follow their assigned schedule as mediators to younger peers in grades kindergarten through third grade during recess times. Furthermore, students in fourth and fifth grade can apply to run for a Student Council office position or class representative at the beginning of the year. After campaigning and elections, students who have been selected get to work as a team during the year with their Student Council teacher advisors to plan student activities, school wide events, and run our character recognition and spirit rallies. Some events that the Student Council hosts include: annual Write a Veteran Campaign, annual Canned Food Drive for the Salvation Army, Red Ribbon Week activities, Dress Up Days, support Intramural Sports, Career

Day, Every Kid Healthy Field Day, Spirit Rallies to highlight character counts traits and build a positive school culture, participate in morning announcements, and support the PEPTC with all of the school wide events.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	108
Grade 1	87
Grade 2	88
Grade 3	108
Grade 4	92
Grade 5	98
Total Enrollment	581

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.3
Asian	3.4
Filipino	2.2
Hispanic or Latino	45.4
Native Hawaiian or Pacific Islander	0.9
White	41.1
Two or More Races	1.2
Socioeconomically Disadvantaged	48
English Learners	10
Students with Disabilities	5.9
Foster Youth	1.2

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	25	64
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	100.0	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 2016-17)

Year and month in which data were collected: January 2016

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, and Pioneer Elementary School is fully implementing the Common Core standards in English Language Arts and Mathematics at this time.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Pupil Anthology Levels 1-5 McMillan McGraw Hill (adopted 2010) with supplemental Common Core Materials Writing: Write Bright Station (1st-5th) & 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	Harcourt Science California Edition (adopted 2006)	Yes	0
History-Social Science	Harcourt (adopted 2006)	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
Science Laboratory Equipment (grades 9-12)	Not applicable.		

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 data base.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 29, 2016				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 29, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 29, 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	49	54	50	56	44	48
Mathematics	41	51	43	47	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	111	111	100.0	47.8
	4	95	95	100.0	48.4
	5	100	98	98.0	66.3
Male	3	50	50	100.0	36.0
	4	60	60	100.0	45.0
	5	44	42	95.5	54.8
Female	3	61	61	100.0	57.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	35	35	100.0	54.3
	5	56	56	100.0	75.0
Hispanic or Latino	3	48	48	100.0	43.8
	4	44	44	100.0	47.7
	5	46	45	97.8	51.1
White	3	45	45	100.0	48.9
	4	41	41	100.0	48.8
	5	31	31	100.0	77.4
Socioeconomically Disadvantaged	3	57	57	100.0	40.4
	4	44	44	100.0	47.7
	5	42	42	100.0	50.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	111	111	100.0	59.5
	4	96	96	100.0	58.3
	5	100	98	98.0	34.7
Male	3	50	50	100.0	58.0
	4	61	61	100.0	60.7
	5	44	42	95.5	33.3
Female	3	61	61	100.0	60.7
	4	35	35	100.0	54.3
	5	56	56	100.0	35.7
Hispanic or Latino	3	48	48	100.0	58.3
	4	44	44	100.0	45.5
	5	46	45	97.8	22.2
White	3	45	45	100.0	57.8
	4	42	42	100.0	71.4
	5	31	31	100.0	41.9
Socioeconomically Disadvantaged	3	57	57	100.0	47.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	45	45	100.0	51.1
	5	42	42	100.0	26.2

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63	58	51	76	74	59	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	100	98	98.0	51.0
Male	44	43	97.7	48.8
Female	56	55	98.2	52.7
Hispanic or Latino	46	44	95.7	34.1
White	31	31	100.0	71.0
Socioeconomically Disadvantaged	42	41	97.6	34.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	27.3	40.4

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 (School Year 2016-17)

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. Some of the opportunities for volunteers include becoming involved with our School Site Council, PEPTC (Pioneer Elementary Parent Teacher Club), English Language Advisory Committee, helping out in the classroom or library, helping with the annual book fair, attending school events and parent conferences, or chaperoning field trips. Some parent involvement opportunities during the 2015-2016 school year included: Back to School Night, Spring Open House, Parent Conferences, Donuts with Dads, Muffins with Mom, Movie Nights, Fall Festival, Fall Fundraiser, Jog A Thon, Winter Family Fun Night, and Awards Assemblies. These events provided 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 and our school's curriculum and activities.

District parent 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 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 when 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, runs the Student Store for K-2 students, 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, the district's Pony Express newsletter, flyers, automated announcements, and the school's 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; a password is required and can be obtained from the school office. Spanish translation of any communications is 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.3	0.2	1.4	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was originally 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. 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 as means to keep our safety protocols current.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	29		4		26		4		26		4	
1	26		4		24		4		24		4	
2	26		4		25		4		25		4	
3	28		3		26		4		26		4	
4	30		3		30		3		30		3	
5	28		4		32		3		32		3	
Other	4	1			6	1			6	1		

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,378.68	\$1,270.40	\$5,108.28	\$65,200.62
District	N/A	N/A	\$6,849.25	\$68,298
Percent Difference: School Site and District	N/A	N/A	-25.4	-4.5
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-10.0	-9.0

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

Types of Services Funded (Fiscal Year 2015-16)

At Pioneer Elementary School (PES) we have several programs that help support struggling students and subgroups. One program is for our English Learner students. Each day these students attend the EL Lab to receive English Language Development instruction that is individualized to meet their language proficiency level. PES also has supplemental funds that allows us to hire Supplemental Aides, two full-time Title 1 teachers, and one part-time Title 1 teacher. The Title 1 teachers are fully credentialed teachers. These aides and the specialized teachers support identified Title 1 students in both Mathematics and English Language Arts. PES also provides additional classroom support with our Instructional Aides that work in small groups with students who are identified as academically at risk. In addition, we have implemented an after school intervention program that focuses on grades 2nd- 5th grade in the area of mathematics utilizing the iReady Program that diagnosis where a students' proficiency levels are in both English Language Arts and Mathematics and lessons are assigned to those students in areas they are deficient in.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,370	\$44,507
Mid-Range Teacher Salary	\$68,683	\$68,910
Highest Teacher Salary	\$77,199	\$88,330
Average Principal Salary (Elementary)	\$97,107	\$111,481
Average Principal Salary (Middle)	\$104,270	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$128,899	\$169,821
Percent of Budget for Teacher Salaries	36%	39%
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)

Currently, all training and curriculum development at Pioneer Union Elementary School District revolves around the new California Common Core State Standards. Pioneer Elementary has held several staff development days which covered professional development in small group reading instruction (Guided Reading), supporting English Language Learners, Writer's Workshop in Kindergarten, and Google Classroom in grades 3rd-5th. 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 the after school district workshops, in-service staff professional development days, release time to observe colleagues, 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.

Pioneer Elementary School provided training for our supplementary programs to follow up on our core curricular programs. Our teachers participated in training on the California Common Core State Standards, Google Classroom, and other new Technology programs that they can utilize for classroom instruction. Further training was implemented school wide in the area of Guided Reading with consultant, Claudia Coughran during the 2014-2015 school year. During the Guided Reading professional development, teachers had full days of training and coaching in the classroom that extended the entire school year. Follow up training in Guided Reading will also take place during the 2015-2016 school year. Kindergarten teachers at Pioneer Elementary also had training and in class coaching on their new writing program which is a Writer's Workshop model.

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 of Education, department supervisors, and qualified district personnel.