

Pioneer Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

Dear Parents,

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

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

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

Sincerely,

Sharon Cronk

Pioneer Elementary Principal

Pioneer Union Elementary School District Mission

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

Pioneer Union Elementary School District Vision

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

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

Our Pioneer Elementary School vision is aligned with the District vision and mission.

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

District and School Profile

Pioneer Union Elementary School District (PUESD) is the oldest school district in Kings County. In 1993, Pioneer Union Elementary School District became the first charter school district in the state. Since its inception, as the Pioneer Union Elementary Charter School District, the district has experienced growth in ADA; increased test scores; expansion of programs, services, and offerings for students; and has seen an enhanced enthusiasm for "thinking out of the box" about public education. Additionally, Pioneer Elementary has received the California Distinguished School Award. In more recent years, Pioneer has been recognized as a Gold Ribbon School by the California Department of Education. The student population of the Pioneer Elementary is a mixture of children of farm workers and farmers; professionals and homemakers; naval base officers and enlisted; small and large business owners; self-

employed and retirees. The school district, in existence since 1870, takes pride in meeting the needs of all its students, and, as a result, the district enjoys the overwhelming support of its parents, teachers, and community members.

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

Parents, teachers, and administrators frequently work together on school issues and projects, including school structure, curriculum, school environment, and a variety of activities aimed at student success and maintaining the high expectations for all philosophy.

To be more specific, the 2016-2017 enrollment for Pioneer Elementary School was 609 students (CALPADS Certified). The student population is made up of the following: 42.53% white, 44.99% Hispanic, 5.09% African American, 2.30% Asian, 1.81% Filipino, and 3.29% other or multiple ethnicities. Of the 609 students at Pioneer during the 2016-2017 school year, 288 students or 46% were socio-economically disadvantaged (SED), Sixty-one students, or 9.7%, were English Learners (EL), Forty-six students, or 7.4%, received special education services (SPED), 12 students, or 2%, were enrolled in transitional kindergarten (TK), Thirteen students or 2% were reclassified as fluent English proficient (RFEP), Pioneer's English Learners reportedly speak several different languages including Spanish, Arabic, Cambodian, Portuguese, and Tagalog. Three students or .4% were in the foster program, 11 students, or 1.7%, participated in the 504 Accommodation Program, and 1 student, or 0.1%, was in the homeless program.

Pioneer Elementary School has established a shared vision that assures we will excel at creating an innovative nurturing learning environment where students, staff, and community are inspired to meet the challenges of our rigorous curriculum and work collaboratively to achieve success. Staff members are highly qualified and support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and emotional needs are met.

During the 2016-2017 school year, Pioneer Elementary participated in the statewide CAASPP testing for Common Core. In English Language Arts, 51% of students met or exceeded standards in third grade, whereas in fourth grade, 63% of students met or exceeded standards and in fifth grade 60% of students who tested met or exceeded standards. In Mathematics, 48% of students met or exceeded standards in third grade, 57% of students met or exceeded standards in fourth, and 44% in fifth grade.

Pioneer Elementary was awarded the California Distinguished Schools Award in 2014. Pioneer Elementary was awarded in 2016 the California Gold Ribbon Schools Award for our academic and behavior intervention supports, as well as made the 2015 and 2016 California Honor Roll presented by the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE). 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.

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

A full range of technological tools are provided in every classroom to enhance instruction and prepare our students to learn in a 21st century environment. Teachers utilize a variety of technology for teaching lessons across content areas such as document cameras, Interactive White Boards, and Google Classroom. Technology tools for students also include one to one Chromebooks for students in grades three through five. These students utilize Google Classroom and incorporate technology across all curricular areas. All grades, kindergarten through fifth, also have opportunities weekly to attend computer lab for directed instruction. In primary classes, there are also computer stations, as well as, roving computer carts with class sets of computers for check out to do whole class instruction with technology.

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

In addition to a strong academic and character building programs, Pioneer Elementary also focuses on health and performing arts. Pioneer offers Physical Education, as well as, fourth grade music, art, and fifth grade band opportunities.

Finally, Pioneer has many parent volunteers and an active Parent Teacher Club that has a high participation rate. Our school wide parent events include: Back to School Night, Spring Open House and Book Fair, Family Fiesta Night, Fall Fundraiser, Jog-A-Thon, Winter Family Fun Night, Halloween Parade, Winter Performances, Read Across America Day, and Career Day. Parents are also welcome to get involved in several committees which include: Wellness Committee, School Site Council, English Language Advisory Committee, and the District Parent Advisory Council.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	111
Grade 1	98
Grade 2	102
Grade 3	93
Grade 4	107
Grade 5	98
Total Enrollment	609

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	1
Asian	2.3
Filipino	1.8
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	1.1
White	42.5
Two or More Races	1.1
Socioeconomically Disadvantaged	47.3
English Learners	10
Students with Disabilities	7.6
Foster Youth	0.5

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	24	23	68
Without Full Credential	0	1	1	4.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: November 2017

Adopted Instructional Materials

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Benchmark Advanced Curriculum (new adoption 2017) 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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 database.

Pioneer Elementary Modernization Plan (Measure Y)

During the 2016-17 school year, a bond was passed to start the modernization project at Pioneer Elementary School. This is a multi-year project. The project calls for the upgrade of two permanent buildings and the removal of all portable buildings and replacing them with new construction. This project will also include upgrading the infrastructure to update electrical and wireless technology so that classrooms meet the requirements for the 21st Century Classroom. Modernization plans and the new construction began in the summer of 2017 and currently still underway.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 2017				
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			Kinder restroom flooring will need to be replaced in upcoming years, leaking roof around HVAC unit in Kitchen area is needing maintenance and repair (this was repaired); replace a missing bolt on the steps (this was repaired), repair drinking fountain to water pressure; installed new HVAC units on the following rooms as part of our Prop 39 implementation (Rooms 1,2,3,4,5, 6); and Preschool restrooms need remodeling (scheduled for F/Y 17-18).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 of the most recent FIT report: June 2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	54	58	56	58	48	48
Mathematics (grades 3-8 and 11)	51	46	47	45	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	287	99.31	57.84
Male	160	160	100	51.88
Female	129	127	98.45	65.35
Black or African American	14	14	100	35.71
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	130	130	100	50.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	127	125	98.43	64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	137	135	98.54	45.19
English Learners	34	34	100	38.24
Students with Disabilities	35	35	100	25.71
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	288	99.31	46.34
Male	160	160	100	49.06
Female	130	128	98.46	42.97
Black or African American	14	14	100	21.43
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	131	131	100	38.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	127	125	98.43	53.6
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	136	98.55	36.03
English Learners	34	34	100	29.41
Students with Disabilities	35	35	100	17.65
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	58	51	74	59	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.5	36	25.8

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 State priority: Parental Involvement (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 2017-18)

Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school or district committees, assisting their children with homework, and by volunteering at school. Some of the opportunities for volunteers include becoming involved with our School Site Council, PEPTC (Pioneer Elementary Parent Teacher Club), English Language Advisory Committee (ELAC), helping out in the classroom or library, helping with the annual Book Fair and Santa Store, attending school events and parent conferences, or chaperoning field trips. Some parent involvement opportunities that will take place during the 2017-2018 school year include: Back to School Night, Spring Open House and Book Fair, Parent Conferences, Fall Family Fiesta Night, PEPTC Movie Nights, Fall Fundraiser, Jog A Thon, Winter Family Fun Night, Santa Store, Winter Drive Through Dinner Fundraiser, and Awards Assemblies. These events provide wonderful experiences for the school community to join together. In addition to school based activities, our parents are involved in a variety of ways at the district level including serving on the following district committees: The District English Language Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), Wellness Committee, and Title I Parent Group. These district committees offer parents the opportunity to have input regarding the district LCAP Plan, 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 where the school data, school budget, and the School Plan and achievement goals are reviewed.

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

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

Parents are kept informed of school activities, events, meeting dates, and program deadlines through weekly school bulletins, teacher newsletters and emails, the district's Pony Express newsletter, flyers, automated announcements, and the school's digital marquee and website. E-mail is available for parents who prefer a more convenient method of communicating with their child's teacher (e-mail addresses are available on the school's website). The school's web site hosts an internet-based data retrieval program that allows parents to check student grades, homework, and attendance (4th-8th); a password is required and can be obtained from the school office. 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 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.3	0.2	0.4	2.8	2.5	2.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 and is approved annually by the School Board. Students are familiar with the emergency procedures and practice our action plan for fire, intruders, and earthquakes in monthly and trimester drills. The District and School Safety Plan is reviewed annually 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 2017-18)

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	2014-15				2015-16				2016-17			
	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	26		4		27		4		28		4	
1	24		4		25		3		25		4	
2	25		4		25		4		28		3	
3	26		4		27		4		27		4	
4	30		3		27		3		24	1	3	
5	32		3		27		4		28		4	
Other	6	1			5	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 2016-17)

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	.5	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,870.01	\$1,498.43	\$5,371.58	\$65,200.62
District	N/A	N/A	\$7,404.02	\$71,457
Percent Difference: School Site and District	N/A	N/A	-27.5	-8.8
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	-18.3	-12.1

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

Types of Services Funded (Fiscal Year 2016-17)

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 who are most at risk that are English Language Learners attend the EL Lab to receive English Language Development instruction that is individualized to meet their language proficiency level. English Learners also receive language development instruction within their classroom with their credentialed teacher. 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. The Title 1 staff are specialized teachers who support identified Title 1 students in 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 Mathematics and lessons are assigned to those students in areas they are deficient in.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,370	\$47,034
Mid-Range Teacher Salary	\$71,430	\$73,126
Highest Teacher Salary	\$80,288	\$91,838
Average Principal Salary (Elementary)	\$110,753	\$116,119
Average Principal Salary (Middle)	\$107,480	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$145,188	\$178,388
Percent of Budget for Teacher Salaries	35%	37%
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, best teaching practices, and student engagement strategies. Pioneer Elementary has held several staff development days which covered professional development in small group reading instruction (Guided Reading), supporting English Language Learners, student engagement strategies, Writer's Workshop in Kindergarten, Google Classroom in grades 3rd-5th, and other new Technology programs that they can utilize for classroom instruction. Training topics and activities are determined through a collaborative effort of all teaching staff. Training needs are identified based upon assessment results, staff survey results, the district curriculum council, and the school site plan. Staff training and support is provided through 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.

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.