

Frontier Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	Tenci Brown
E-mail Address	murillo-brownt@puesd.net
Web Site	puesd.net
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 (School Year 2018-19)

Dear Parents,

As you read this School Accountability Report Card (SARC) for the 2018-19 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 it's doors in the fall of August 2008 and in 2012 we received the distinction of becoming a California Distinguished School. In 2015 Frontier Elementary School was also recognized as a California Gold Ribbon School and a Title 1 Academic Achievement Award by the California Department of Education.

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.

Tenci Murillo-Brown
Principal
Frontier Elementary School

District & School Profile

Pioneer Union Elementary School District serves over 1,500 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 achieved several honorable awards. Our awards include: California Distinguished School, Gold Ribbon School of California, Title1 Achievement Award, Campaign for Business and Education Excellence (CBEE), and received the Gold Medal for our Positive Behavior Intervention and Supports (PBIS) Champion Model System in 2016. 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 2017-2018 school year, Pioneer Elementary participated in the statewide Smarter Balanced state wide testing for Common Core. Results will be included in this SARC report in the data section. Also refer to school data reports attached. Overall, Frontier Elementary scored among the highest in Kings County in meeting proficiency in English Language Arts and Mathematics.

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.

All staff members support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and emotional needs are met.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	94
Grade 1	74
Grade 2	68
Grade 3	63
Grade 4	78
Grade 5	85
Total Enrollment	462

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.7
Asian	5.4
Filipino	3.9
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	0.6
White	33.1
Socioeconomically Disadvantaged	43.3
English Learners	11.7
Students with Disabilities	5.4
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential		21	19	65
Without Full Credential		1	3	5
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: Dec 2018

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. Frontier students have one to one Chromebooks for students in grades 2-5 and all first grade students have access to a Chromebook cart.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Comprehensive Reading/Language Arts Program with supplemental EL Materials and components 2017 Writing: Write Bright Station (1st-5th)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Pearson Math 2015	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)	Yes	0
Visual and Performing Arts	Meet the Masters Art Program(Adopted 2008)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Frontier Elementary School 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 video conference room; 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 full time 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 grounds keeping 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.

The school district has also installed Solar Panels at Frontier Elementary. 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)

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: 12-26-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12-26-18	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	66.0	76.0	58.0	60.0	48.0	50.0
Mathematics (grades 3-8 and 11)	53.0	57.0	45.0	45.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	224	100.00	76.34
Male	112	112	100.00	74.11
Female	112	112	100.00	78.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	83.33
Filipino	--	--	--	--
Hispanic or Latino	119	119	100.00	74.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	68	100.00	83.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	96	100.00	64.58
English Learners	35	35	100.00	57.14
Students with Disabilities	12	12	100.00	16.67
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	224	100	57.14
Male	112	112	100	60.71
Female	112	112	100	53.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	75
Filipino	--	--	--	--
Hispanic or Latino	119	119	100	49.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	68	100	67.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	96	100	40.63
English Learners	35	35	100	42.86
Students with Disabilities	12	12	100	16.67
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.5	31.3	42.2

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 chaperone field trips, 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 and school committees: School Site Council, The District English Language Advisory Committee (DELAC), Frontier English Language Advisory Committee (ELAC), District Parent Advisory Committee (DPAC), Wellness Committee, and Title I Parent Group. These district and school 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 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 Frontier 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 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.6	1.3	1.0	2.5	2.9	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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, Sharon Cronk, 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. All aides also carry walkie talkies to ensure they always have contact with the office in case of emergency. Every classroom is also equipped with a walkie talkie in order to ensure proper communication should other technological devices not function properly. Campus-wide supervision ensures students are safe on school grounds before, during, and after school. Entrances to school grounds are secured or monitored during the school day. A front gate at Frontier Elementary was recently moved forward to allow for a secure campus the entire school day. All visitors must sign in at the office and wear appropriate identification while on campus. The School Safety Plan is also published on the district website.

The district has formed a District Safety Plan Committee. This committee meets 2-3 times during the school year prior to January to review the plan and offer input. The Safety Plan Committee ensures that the plan meets state and federal requirements. The committee members include: local law enforcement (School Resource Officer), site teacher representatives, the Classified Union President, an administrator from each school site, the MOT Director, local Fire Department representatives from both the city and county, and the district Superintendent. The committee keeps formal documentation for public review of the agendas and minutes.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	24		3		28		3		20	2	3	
1	22		3		26		2		21	1	3	
2	25		3		27		3		23	1	2	
3	25		3		24		3		21	1	2	
4	31		2		29		3		26		3	
5	29		3		27		3		28		3	
Other	6	1										

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	.5375	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	.7482	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	.50	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 2016-17)

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	\$73,139
Percent Difference: School Site and District	N/A	N/A	-31.8	-11.5
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-28.1	-15.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

At Frontier Elementary School (FES) we have several programs that help support struggling students and subgroups. Our EL students receive direct instruction with the English Language. FES also has supplemental funds that allows us to hire Supplemental Aides and two Title 1 Teachers. These aides and the specialized teachers support identified Title 1 students in both Mathematics and English Language Arts. FES 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 Stride Math Program that diagnosis where a students' proficiency levels are in math and lessons are assigned to those students in areas they are deficient in.

In addition to general fund state funding, Pioneer Union Elementary School District receives state and federal categorical funding for special programs. The district receives federal, state, and local aid for the following categorical, special education, and support programs:

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,370	\$48,064
Mid-Range Teacher Salary	\$74,287	\$75,417
Highest Teacher Salary	\$83,500	\$94,006
Average Principal Salary (Elementary)	\$116,860	\$119,037
Average Principal Salary (Middle)	\$111,779	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$155,526	\$183,692
Percent of Budget for Teacher Salaries	32.0	36.0
Percent of Budget for Administrative Salaries	8.0	6.0

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 2015-18 school years, Frontier Elementary School held staff development days which covered Reading and Language Arts, Mathematics, 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. 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 supports Common Core Standards instruction. Frontier Elementary holds quality staff development days which cover 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, Staff Meetings, 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 provided training for our supplementary programs to follow up on our core curricular programs. Frontier teachers participated in training on State Standards, Google Classroom, and other new Technology programs that they can utilize for classroom instruction.

During the Language Arts Curriculum and Guided Reading professional development, teachers had full days of training and coaching in the classroom that extended the entire school year. Staff also received training in the newly adopted Benchmark Advance Comprehensive Reading/Language Arts Curriculum to further implement Guided Reading and Shared Reading in every classroom. During the 18-19 school year, teachers are continuing to receive Professional Development in the area of Shared Reading. The district has contracted with a Benchmark Advanced Consultant who provides instructional support for teachers through direct instruction, guided practice, modeling lessons, etc.

This year, the district received a grant with a focus on building a strong Multi-Tiered System of Support (MTSS) in each of the three schools that make up PUESD. FES currently has a site team that completed a Fidelity Integrity Assessment (FIA) that identifies areas of improvement with regard to Academic Instruction, Social-Emotional well-being, and School-Connectedness. The FIA team is currently working towards identifying goals and developing a plan that lays out specific actions that will be taken in order to reach the identified goals.

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.

FES is working to lay the foundation for true Professional Learning Communities (PLC) since this is a priority this year and staff is participating in training in that area as well including full days for grades 3-5 throughout the year. 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.