

# Pioneer Elementary School

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 School Year)



#### General Information about the School Accountability Report Card (SARC)

##### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

##### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

##### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

##### 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.

## 2025-26 School Contact Information

<b>School Name</b>	Pioneer Elementary School
<b>Street</b>	8810 14th Avenue
<b>City, State, Zip</b>	Hanford, CA 93230
<b>Phone Number</b>	(559) 584-8831
<b>Principal</b>	Sharon Cronk
<b>Email Address</b>	cronks@puesd.net
<b>School Website</b>	pioneerunion.org
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	16-63990-6010557

## 2025-26 District Contact Information

<b>District Name</b>	Pioneer Union Elementary School District
<b>Phone Number</b>	(559) 585-2400
<b>Superintendent</b>	John Raven
<b>Email Address</b>	ravenj@puesd.net
<b>District Website</b>	pioneerunion.org

## 2025-26 School Description and Mission Statement

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

## 2025-26 School Description and Mission Statement

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. 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. 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 service personnel; small and large business owners; self-employed; and retirees.

To be more specific about demographics, the current enrollment for Pioneer Elementary School (2024-2025) is approximately 518 students (CALPADS Certified). The student population is made up of the following: White (27%), Hispanic/Latino (62.7%), African American (1.4%), Asian (3.9%), American Indian (.97%), and other or multiple ethnicities (4%). Of the 518 students at Pioneer during the 2024-2025 school year, 50.6% were socio-economically disadvantaged (SED), 7.1% students were English Learners (EL), 0.4% were Foster Youth, and 0.07 % of students received special education services (SPED). Pioneer's English Learners reportedly speak several different languages including Spanish, Arabic, Cambodian, Portuguese, and Tagalog. Furthermore, our suspension rate is currently lower than the state average but we have seen an increase in suspensions over the last two years. Our school Met state standards for our Parent and Family Engagement, Local Climate Survey, and in the area of Teachers, Instructional Materials, and Facilities.

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 athletics, STEM, and leadership opportunities. Academic supports through differentiated instruction within the classroom, reading labs, intervention staff, 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. 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.

In order to achieve this vision, we offer a strong core academic program with current curricula that is 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

## 2025-26 School Description and Mission Statement

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.

During the 2024-2025 school year, Pioneer Elementary participated in the statewide CAASPP testing for Common Core. In English Language Arts, 59% of students met or exceeded standards in third through fifth grades which is a GREEN on the California Dashboard. In Mathematics, 48% of students met or exceeded standards in third through fifth grades which is a YELLOW on the California Dashboard. Pioneer Elementary maintained growth in ELA and Math during the 2024-2025 school year. One area needing improvement is in Chronic Absenteeism. This past year, our absenteeism rate increased by 3.9% placing in the RED on the California Dashboard.

Pioneer Elementary was awarded the California Honor Roll presented by the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) for the last ten years. We are proud of this accomplishment and are confident that with our continued strong academic focus, safe and supportive climate, and innovative technology our students will continue to perform well.

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 monitors, educational software programs, and Google Classroom. Technology tools for students also include one to one Chromebooks for all students school-wide. Students utilize Google Classroom and incorporate technology across all curricular areas.

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 sixth year of implementing 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 has been awarded the Bronze, Silver, and Gold Medals in the Champion Model System. Since then, Pioneer Elementary has worked to maintain its Gold Medal status. In addition, Pioneer was awarded the Bonner Center Character and Civic Education Award during the 2015-2016, 2019-2020, and 2023-2024 school years for our outstanding school-wide Character and Civic Education Programs. In 2021, Pioneer was certified as a Kindness Certified School. Our school participates annually in the national Great Kindness Challenge. 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 and 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 and tutoring younger students in the classroom setting both in general and special education classes. 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 the classroom setting, teachers train and mentor students to tutor struggling students and be their mentor.

In addition to a strong academic and character building programs, Pioneer Elementary also focuses on health and social emotional learning and adopted the Morning Meetings SEL Program. Furthermore, we have a certified school counselor on our campus offering counseling, social skills groups, SEL Lessons in class for all grades, and is a liaison for parents to help link community services for parents and students. Pioneer offers physical education with a credentialed PE Teacher.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	83
Grade 2	65
Grade 3	75
Grade 4	84
Grade 5	91
<b>Total Enrollment</b>	<b>518</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	1
Asian	1.9
Black or African American	1.4
Filipino	2.1
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.7
White	26.8
English Learners	7.1
Foster Youth	0.4
Socioeconomically Disadvantaged	50.6
Students with Disabilities	7.7

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.8	100	64.3	89.76	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	2.79	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0.8	1.16	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	2.5	3.49	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	2	2.79	15831.9	5.67
<b>Total Teaching Positions</b>	25.8	100	71.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.3	96.05	65.5	88.51	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	4.05	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1	3.95	3.1	4.27	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	2.3	3.15	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0	0	14303.8	5.15
<b>Total Teaching Positions</b>	25.3	100	74	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.4	91.26	62.7	83.62	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.1	4.63	5.8	7.81	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	4.07	1.7	2.28	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	2.5	3.43	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	2.1	2.85	13705.8	4.91
<b>Total Teaching Positions</b>	24.6	100	74.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### 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 TK/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 Arts. 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.

Year and month in which the data were collected

November 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts: Benchmark Advanced Curriculum Kinder= Writing Through the Year (Writer's Workshop Model)	0
Mathematics	Pearson Math (TK/K-5)	0
Science	Mystery Science TK/K-2; 3rd-5th TWIG Science	0
History-Social Science	4th & 5th- Weekly Studies (2018);TK/ K-3 Benchmark Advanced (embedded)	0
Foreign Language	Not applicable.	
Health	SPARK Physical Education Program- whole group lessons; Dairy Council CA Nutrition Program	0
Visual and Performing Arts	Meet the Masters	0
Science Laboratory Equipment (grades 9-12)	Not applicable.	

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

## School Facility Conditions and Planned Improvements

### 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.

### 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.

### Public Address System

## School Facility Conditions and Planned Improvements

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 Infinite Campus Message System in which recorded announcements call out to all parents or text messages and emails in the school's database.

Year and month of the most recent FIT report

November 25, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			

### Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	59	56	57	47	48
Mathematics (grades 3-8 and 11)	46	48	42	39	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	244	97.21	2.79	58.61
Female	116	111	95.69	4.31	64.86
Male	135	133	98.52	1.48	53.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	168	165	98.21	1.79	52.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	58.33
White	55	53	96.36	3.64	73.58
English Learners	23	23	100.00	0.00	26.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	15	15	100.00	0.00	86.67
Socioeconomically Disadvantaged	145	141	97.24	2.76	51.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	14	87.50	12.50	28.57

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	244	97.21	2.79	48.36
Female	116	111	95.69	4.31	48.65
Male	135	133	98.52	1.48	48.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	168	165	98.21	1.79	41.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	50.00
White	55	53	96.36	3.64	64.15
English Learners	23	23	100.00	0.00	21.74
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	145	141	97.24	2.76	42.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	14	87.50	12.50	28.57

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	31.25	43.18			30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	88	94.62	5.38	43.18
Female	33	30	90.91	9.09	40.00
Male	60	58	96.67	3.33	44.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	54	94.74	5.26	29.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	68.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	48	96.00	4.00	31.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### 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 area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

## 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 regarding the school district and at each school site.

### 2025-26 Opportunities for Parental Involvement

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, volunteering for school events, attending school events and parent conferences, or chaperoning field trips. Parent involvement opportunities that will take place during the 2025-2026 school year includes: Back to School Night, Spring Open House and Book Fair, Parent Conferences, Fall Festival, Fall Fundraiser, Spring Jog A Thon, Santa Visit-Cookies, Milk, Story Time, Holiday Store, Panther Store, Family Paint Night, Restaurant Nights, 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's LCAP Plan, our school's curriculum, and activities.

District parent committees (e.g., 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 and good behavior), 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. Translations of any communications are 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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	541	70	12.9
Female	266	263	29	11.0
Male	286	278	41	14.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	--	--	--
Filipino	11	11	1	9.1
Hispanic or Latino	347	340	46	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	6	28.6
White	142	141	15	10.6
English Learners	51	51	8	15.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	299	290	44	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	45	9	20.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.3	2.02	2.54	2.92	2.94	3.77	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.54	0.00
Female	0.75	0.00
Male	4.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	9.09	0.00
Hispanic or Latino	2.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.41	0.00
English Learners	1.96	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was 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, immigration policies, protocols for intruders on campus, bullying policies, AED procedures, opioid procedures, 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 Site Council and District 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 Safe Schools Plan is reviewed annually by the District Safety Committee as a means to keep our safety protocols current.

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, an administrator from each school site, the MOT Director, local Fire Department representative, as well as the district Superintendent. The committee keeps formal documentation for public review of the agendas and minutes.

## D. Other SARC Information **Information Required in the SARC**

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	0
1	25	0	3	0
2	25	0	3	0
3	22	0	4	0
4	27	0	3	0
5	24	0	3	0
6	0	0	0	0
Other	9	1	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	0	3	0
1	22	0	3	0
2	26	0	3	0
3	25	0	3	0
4	27	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	6	1	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	21	1	3	
2	20	1	2	
3	25		3	
4	28		3	
5	23	1	3	
Other	9	1		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	501

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	11,255	2,371	8,885	95,201
<b>District</b>	N/A	N/A	10,600	\$95,495
<b>Percent Difference - School Site and District</b>	N/A	N/A	-17.6	-0.3
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.6	-5.0

## Fiscal Year 2024-25 Types of Services Funded

At Pioneer Elementary School we have several programs that help support struggling students and subgroups. One program we had is for our English Learner students. English Learners attend the EL Lab daily to receive English Language Development instruction that is individualized to meet their language proficiency level. Alternatively, the EL Liaison often pushes into classrooms and supports students in the classroom setting. English Learners also received language development instruction within their classroom with their credentialed teacher. Pioneer Elementary has supplemental funds that allowed us to hire Instructional Aides. Our Instructional Aides provide additional classroom support in a small group setting with students who were identified as academically at risk. Furthermore, at Pioneer we have two full-time and one part-time credentialed Title 1 teachers. The Title 1 staff specialized in supporting students who were identified as needing additional English Language Arts assistance. Finally, the School Counselor is providing social emotional learning support and counseling services.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$59,581	\$61,516
<b>Mid-Range Teacher Salary</b>	\$98,841	\$95,479
<b>Highest Teacher Salary</b>	\$115,813	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$157,510	\$152,668
<b>Average Principal Salary (Middle)</b>	\$135,865	\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$219,150	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	31.5%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	8.26%	5.74%

## Professional Development

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 Science of Reading, supporting English Language Learners, student engagement strategies, Writer's Workshop, new science standards, Google Classroom, 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 in-service staff professional development days, release time to observe colleagues and attend trainings, site based in class coaching and modelling with consultants, 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 NTSB 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 Kings and Tulare County Offices of Education department supervisors, and qualified district personnel.

Professional Development training includes all staff participating in direct training instruction and in class coaching and modeling. Teachers have been trained in all recent curriculum adoptions, including ELA Benchmark Advanced, Pearson Math, and TWIG Science (3rd-5th). This year 3rd-5th grade teachers have also had professional development in the area of writing. The teams will be trained in Thinking Maps during the 2025-2026 school year. TK/K- 5th grade teachers have been trained and are implementing Science of Reading. K-2nd Grade teachers have been utilizing the programs (Heggerty and UFL) and have had training. TK/K-1st grade teachers and Instructional Aides will be trained in behavior training on de-escalation by Angela Byers during the 2025-26 school year. Our TK teachers had training this year in Play Based Learning, while the entire staff had two days of training in Universal Design for Learning with KCOE (UDL).

Pioneer Elementary has partnered with Kings County Office of Education consultants to provide training to staff in the areas of Mathematics, Science, and English Language Development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
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## Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	34	34	32
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