

# Pioneer Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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/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 <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.

## 2022-23 School Contact Information

|                                          |                           |
|------------------------------------------|---------------------------|
| <b>School Name</b>                       | Pioneer Elementary School |
| <b>Street</b>                            | 6862 MT AUKUM ROAD        |
| <b>City, State, Zip</b>                  | SOMERSET                  |
| <b>Phone Number</b>                      | 5306203556                |
| <b>Principal</b>                         | Boyd Holler               |
| <b>Email Address</b>                     | bholler@pioneerusd.org    |
| <b>School Website</b>                    | www.pioneerusd.org        |
| <b>County-District-School (CDS) Code</b> | 09619456005631            |

## 2022-23 District Contact Information

|                                 |                                          |
|---------------------------------|------------------------------------------|
| <b>District Name</b>            | Pioneer Union Elementary School District |
| <b>Phone Number</b>             | 530.620.3556                             |
| <b>Superintendent</b>           | Patrick Paturel                          |
| <b>Email Address</b>            | ppaturel@pioneerusd.org                  |
| <b>District Website Address</b> | www.pioneerusd.org                       |

## 2022-23 School Overview

Pioneer School is located in Somerset, in the center of a small rural district serving several local communities spread over a vast geographic area. The Pioneer Union School District consists of three school campuses — Pioneer Elementary, Mountain Creek Middle School, and Walt Tyler Elementary School. Currently, the district is working diligently to rebuild Walt Tyler Elementary School which was destroyed in the 2021 Caldor Fire. Students from Walt Tyler Elementary School are being taught at Pioneer Elementary School while Walt Tyler is being rebuilt. The Pioneer Elementary School School Accountability Report Card applies to Pioneer Elementary School students. For information regarding students at Walt Tyler Elementary School, please refer to the Walt Tyler Elementary School School Accountability Report Card.

Pioneer Elementary School provides students in grades TK-5 with an opportunity to academically excel to their capacity and to develop confidence in themselves. The school strives for a close and respectful “family atmosphere” with a strong partnership between the home and the school.

### Core Values

The mission of the Pioneer Union School District is best accomplished through the advancement of these core values:

1. The uniqueness of the individual
2. The partnership among home, school, and community
3. A respectful, compassionate, cooperative and safe environment

### Guiding Principles

The following principles will guide our work:

1. Students will be provided programs, instruction and/or activities designed to enhance the development of positive attitudes, patience, tolerance, appreciation of different cultures and productive membership in society.
2. Students will be provided programs, instruction, activities and/or guidance to develop mental and moral bravery, caring attitudes toward people and education, to gain a healthy view of competition and to learn age appropriate skills.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 30                 |
| Grade 1          | 27                 |
| Grade 2          | 25                 |
| Grade 3          | 35                 |
| Grade 4          | 13                 |
| Grade 5          | 38                 |
| Total Enrollment | 168                |

### 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 51.2                        |
| Male                                | 48.8                        |
| American Indian or Alaska Native    | 1.2                         |
| Asian                               | 0.0                         |
| Black or African American           | 0.6                         |
| Filipino                            | 0.6                         |
| Hispanic or Latino                  | 13.1                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| Two or More Races                   | 11.9                        |
| White                               | 70.8                        |
| English Learners                    | 3.6                         |
| Foster Youth                        | 0.6                         |
| Homeless                            | 10.1                        |
| Migrant                             | 0.0                         |
| Socioeconomically Disadvantaged     | 50.0                        |
| Students with Disabilities          | 14.9                        |

## 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

## 2020-21 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> | 9.90          | 100.00         | 15.20           | 96.33            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.00          | 0.00           | 0.00            | 0.00             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 0.00          | 0.00           | 0.00            | 0.00             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0.00          | 0.00           | 0.50            | 3.54             | 12115.80     | 4.41          |
| <b>Unknown</b>                                                                                         | 0.00          | 0.00           | 0.00            | 0.06             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>                                                                        | 9.90          | 100.00         | 15.80           | 100.00           | 274759.10    | 100.00        |

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.

## 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> | 10.00         | 100.00         | 14.70           | 90.77            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.00          | 0.00           | 0.00            | 0.00             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 0.00          | 0.00           | 0.90            | 6.09             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0.00          | 0.00           | 0.50            | 3.08             | 11953.10     | 4.28          |
| <b>Unknown</b>                                                                                         | 0.00          | 0.00           | 0.00            | 0.00             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 10.00         | 100.00         | 16.20           | 100.00           | 279044.80    | 100.00        |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--------------------------------------------------------------|---------|---------|
| Permits and Waivers                                          | 0.00    | 0.00    |
| Misassignments                                               | 0.00    | 0.00    |
| Vacant Positions                                             | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.00    |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator                                              | 2020-21 | 2021-22 |
|--------------------------------------------------------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0.00    |
| Local Assignment Options                               | 0.00    | 0.00    |
| <b>Total Out-of-Field Teachers</b>                     | 0.00    | 0.00    |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator                                                                                                                                                  | 2020-21 | 2021-22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    | 0.00    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00    | 0.00    |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |                                                              | 01/2022                     |                                            |
|-------------------------------------------------|--------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Subject                                         | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |

|                                   |                                                                      |     |   |
|-----------------------------------|----------------------------------------------------------------------|-----|---|
| <b>Reading/Language Arts</b>      | Benchmark Advance - ELA/ELD grades K-4 (2016)                        | Yes | 0 |
| <b>Mathematics</b>                | The Math Learning Center - Bridges in Mathematics (2014), grades K-4 | Yes | 0 |
| <b>Science</b>                    | NGSS aligned supplemental resources                                  | Yes | 0 |
| <b>History-Social Science</b>     | Scott Foresman (2006) grades K-5.                                    | Yes | 0 |
| <b>Health</b>                     | Positive Action (2004) grades 3-5                                    | Yes | 0 |
| <b>Visual and Performing Arts</b> | Teacher developed materials                                          |     |   |

## School Facility Conditions and Planned Improvements

School building and grounds provide adequate space for students and staff for teaching and learning. In addition, the maintenance staff has developed a comprehensive safety inspection program. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

The condition of rest rooms, floor, walls, roof, plumbing and electrical systems is well maintained and monitored routinely. Buildings and grounds are clean and free of litter and graffiti. Ninety-three percent of parents report that buildings and grounds are clean and safe. Rest rooms comply with the Williams Act. During the summer of 2004, the campus underwent a renovation through a state modernization project, which included a new library facility. Additional campus improvements took place in 2011.

**Year and month of the most recent FIT report**

January 2023

| System Inspected                                                              | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------|-----------|-----------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |                                                                                                                                                                                                                                                                       |
| <b>Interior:</b><br>Interior Surfaces                                         |           | X         |           | Outdoor shed - siding and trim need repair<br>C kitchen - CVT floor has small spot that needs to be patched; kitchen bathroom light needs cover; exhaust fan needs cover<br>Boys bathroom D - Floor needs repair in front of urinals; one faucet needs to be replaced |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           | Mole problem front lawn                                                                                                                                                                                                                                               |
| <b>Electrical</b>                                                             | X         |           |           |                                                                                                                                                                                                                                                                       |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |                                                                                                                                                                                                                                                                       |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |                                                                                                                                                                                                                                                                       |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |                                                                                                                                                                                                                                                                       |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X         |           |           |                                                                                                                                                                                                                                                                       |

| Overall Facility Rate |      |      |      |
|-----------------------|------|------|------|
| Exemplary             | Good | Fair | Poor |
|                       | X    |      |      |

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject                                                      | School<br>2020-21 | School<br>2021-22 | District<br>2020-21 | District<br>2021-22 | State<br>2020-21 | State<br>2021-22 |
|--------------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A               | 31                | N/A                 | 41                  | N/A              | 47               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A               | 22                | N/A                 | 24                  | N/A              | 33               |

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 85                      | 84                   | 98.82                 | 1.18                      | 30.95                          |
| <b>Female</b>                                        | 42                      | 42                   | 100.00                | 0.00                      | 35.71                          |
| <b>Male</b>                                          | 43                      | 42                   | 97.67                 | 2.33                      | 26.19                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>                                         | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Black or African American</b>                     | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 14                      | 13                   | 92.86                 | 7.14                      | 23.08                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 11                      | 11                   | 100.00                | 0.00                      | 18.18                          |
| <b>White</b>                                         | 58                      | 58                   | 100.00                | 0.00                      | 34.48                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 44                      | 43                   | 97.73                 | 2.27                      | 27.91                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 18                      | 18                   | 100.00                | 0.00                      | 16.67                          |

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 85                      | 85                   | 100.00                | 0.00                      | 22.35                          |
| <b>Female</b>                                        | 42                      | 42                   | 100.00                | 0.00                      | 21.43                          |
| <b>Male</b>                                          | 43                      | 43                   | 100.00                | 0.00                      | 23.26                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>                                         | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Black or African American</b>                     | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 14                      | 14                   | 100.00                | 0.00                      | 7.14                           |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 11                      | 11                   | 100.00                | 0.00                      | 18.18                          |
| <b>White</b>                                         | 58                      | 58                   | 100.00                | 0.00                      | 27.59                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 44                      | 44                   | 100.00                | 0.00                      | 11.36                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 18                      | 18                   | 100.00                | 0.00                      | 0.00                           |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject                                         | School<br>2020-21 | School<br>2021-22 | District<br>2020-21 | District<br>2021-22 | State<br>2020-21 | State<br>2021-22 |
|-------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 29.63             | 27.78             | 34.69               | 26.87               | 28.5             | 29.47            |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group                                        | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not Tested | Percent<br>Met or<br>Exceeded |
|------------------------------------------------------|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| <b>All Students</b>                                  | 36                  | 36               | 100               | 0                     | 27.78                         |
| <b>Female</b>                                        | 22                  | 22               | 100               | 0                     | 22.73                         |
| <b>Male</b>                                          | 14                  | 14               | 100               | 0                     | 35.71                         |
| <b>American Indian or Alaska Native</b>              | --                  | --               | --                | --                    | --                            |
| <b>Asian</b>                                         | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Black or African American</b>                     | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Filipino</b>                                      | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Hispanic or Latino</b>                            | 11                  | 11               | 100               | 0                     | 18.18                         |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Two or More Races</b>                             | --                  | --               | --                | --                    | --                            |
| <b>White</b>                                         | 19                  | 19               | 100               | 0                     | 21.05                         |
| <b>English Learners</b>                              | --                  | --               | --                | --                    | --                            |
| <b>Foster Youth</b>                                  | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Homeless</b>                                      | --                  | --               | --                | --                    | --                            |
| <b>Military</b>                                      | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Socioeconomically Disadvantaged</b>               | 20                  | 20               | 100               | 0                     | 25                            |
| <b>Students Receiving Migrant Education Services</b> | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Students with Disabilities</b>                    | --                  | --               | --                | --                    | --                            |

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| Grade 5     | 94                               | 94                                                     | 94                                                                | 94                                                      | 94                          |

## 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.

#### 2022-23 Opportunities for Parental Involvement

Pioneer Elementary School encourages and highly values parent participation. Classroom volunteers are welcomed and support the educational programs. An active School Site Council, Parent Teacher Organization (PTO) and participation in the Local Control Accountability Plan (LCAP) development are additional ways in which parents and community members can be involved in the school. Pioneer Elementary School has many school-community events that include Friday Sing Along every Friday, Halloween Carnival, parent-teacher conferences, and classroom performances. Parents are encouraged to complete annual school surveys.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 225                   | 184                                     | 85                        | 46.2                     |
| Female                                        | 108                   | 92                                      | 41                        | 44.6                     |
| Male                                          | 117                   | 92                                      | 44                        | 47.8                     |
| American Indian or Alaska Native              | 3                     | 1                                       | 0                         | 0.0                      |
| Asian                                         | 1                     | 1                                       | 1                         | 100.0                    |
| Black or African American                     | 1                     | 1                                       | 1                         | 100.0                    |
| Filipino                                      | 1                     | 1                                       | 1                         | 100.0                    |
| Hispanic or Latino                            | 37                    | 27                                      | 12                        | 44.4                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 26                    | 21                                      | 7                         | 33.3                     |
| White                                         | 152                   | 129                                     | 62                        | 48.1                     |
| English Learners                              | 11                    | 7                                       | 3                         | 42.9                     |
| Foster Youth                                  | 3                     | 1                                       | 0                         | 0.0                      |
| Homeless                                      | 26                    | 22                                      | 10                        | 45.5                     |
| Socioeconomically Disadvantaged               | 116                   | 99                                      | 54                        | 54.5                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 45                    | 34                                      | 16                        | 47.1                     |

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject            | School<br>2019-20 | District<br>2019-20 | State<br>2019-20 |
|--------------------|-------------------|---------------------|------------------|
| <b>Suspensions</b> | 1.00              | 6.82                | 2.45             |
| <b>Expulsions</b>  | 0.00              | 0.65                | 0.05             |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject            | School<br>2020-21 | School<br>2021-22 | District<br>2020-21 | District<br>2021-22 | State<br>2020-21 | State<br>2021-22 |
|--------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Suspensions</b> | 0.50              | 2.67              | 1.22                | 4.31                | 0.20             | 3.17             |
| <b>Expulsions</b>  | 0.00              | 0.00              | 0.30                | 0.00                | 0.00             | 0.07             |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                        | Suspensions Rate | Expulsions Rate |
|------------------------------------------------------|------------------|-----------------|
| <b>All Students</b>                                  | 2.67             | 0.00            |
| <b>Female</b>                                        | 0.00             | 0.00            |
| <b>Male</b>                                          | 5.13             | 0.00            |
| <b>American Indian or Alaska Native</b>              | 0.00             | 0.00            |
| <b>Asian</b>                                         | 0.00             | 0.00            |
| <b>Black or African American</b>                     | 0.00             | 0.00            |
| <b>Filipino</b>                                      | 0.00             | 0.00            |
| <b>Hispanic or Latino</b>                            | 0.00             | 0.00            |
| <b>Native Hawaiian or Pacific Islander</b>           | 0.00             | 0.00            |
| <b>Two or More Races</b>                             | 0.00             | 0.00            |
| <b>White</b>                                         | 3.95             | 0.00            |
| <b>English Learners</b>                              | 0.00             | 0.00            |
| <b>Foster Youth</b>                                  | 0.00             | 0.00            |
| <b>Homeless</b>                                      | 7.69             | 0.00            |
| <b>Socioeconomically Disadvantaged</b>               | 3.45             | 0.00            |
| <b>Students Receiving Migrant Education Services</b> | 0.00             | 0.00            |
| <b>Students with Disabilities</b>                    | 2.22             | 0.00            |

## 2022-23 School Safety Plan

A comprehensive District School Safety Plan has been developed, outlining specific goals and objectives. The Safety Plan is reviewed and updated annually. Policies are in place regarding campus safety, fire drills, earthquake preparedness, and instructional and playground supervision. The District has a complete civil defense preparedness plan that is updated annually. A high percentage of staff in our district are trained in first-aid and CPR.

## 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.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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           | 16                 | 1                                    |                                       |                                     |
| 1           | 21                 |                                      | 1                                     |                                     |
| 2           | 25                 |                                      | 1                                     |                                     |
| 3           | 22                 |                                      | 1                                     |                                     |
| 5           | 20                 | 1                                    |                                       |                                     |
| Other       | 22                 | 1                                    | 2                                     |                                     |

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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           | 28                 |                                      | 1                                     |                                     |
| 1           | 23                 |                                      | 1                                     |                                     |
| 2           | 21                 |                                      | 1                                     |                                     |
| 4           | 20                 | 1                                    |                                       |                                     |
| 5           | 26                 |                                      | 1                                     |                                     |
| Other       | 17                 | 3                                    |                                       |                                     |



## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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           | 14                 | 2                                    |                                       |                                     |
| 1           | 26                 |                                      | 1                                     |                                     |
| 2           | 23                 |                                      | 1                                     |                                     |
| 3           | 21                 |                                      | 1                                     |                                     |
| 5           | 23                 |                                      | 1                                     |                                     |
| Other       | 16                 | 2                                    | 1                                     |                                     |

## 2021-22 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 | 0     |

## 2021-22 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.

| Title                                                         | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist                                                  |                                  |
| Social Worker                                                 |                                  |
| Nurse                                                         |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other                                                         | 1.1                              |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$13,127                     | \$4,206                             | \$8,921                               |                        |
| District                                      | N/A                          | N/A                                 | \$9,335                               | \$66,032               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -4.5                                  |                        |
| State                                         | N/A                          | N/A                                 | \$6,594                               | \$74,053               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 30.0                                  |                        |

## 2021-22 Types of Services Funded

Pioneer Elementary School meets the criteria for offering School-wide Title I services, benefiting all students with additional assistance from highly trained Instructional Assistants to deliver targeted small group instruction. All students are involved in the district's Friday Sign Along which occurs every Friday as well as an ongoing Character Education program.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$40,544        | \$46,844                                     |
| Mid-Range Teacher Salary                      | \$61,203        | \$73,398                                     |
| Highest Teacher Salary                        | \$88,270        | \$93,345                                     |
| Average Principal Salary (Elementary)         |                 | \$116,457                                    |
| Average Principal Salary (Middle)             |                 | \$122,115                                    |
| Average Principal Salary (High)               |                 |                                              |
| Superintendent Salary                         | \$141,183       | \$136,296                                    |
| Percent of Budget for Teacher Salaries        | 31%             | 30%                                          |
| Percent of Budget for Administrative Salaries | 6%              | 6%                                           |

Professional Development

Pioneer District emphasizes staff development activities. Annually, there are three full days dedicated to staff development augmented by weekly Wednesday articulation meetings. Staff also participates in various professional development provided by our local County Office of Education (EDCOE) and other quality PD providers in the areas of integration of technology, mathematics instruction, science instruction and the NGSS standards, foundational skills instruction, implementation of newly adopted ELA/ELD materials and classroom management. The focus of professional development has been to support instructional staff in gaining deeper understanding of the California State Standards and implementation of curriculum aligned to the standards. In addition, instructional staff have been participating in professional development to enhance their ability to deliver instruction using Universal Design for Learning. Additional training has been provided to address needs exacerbated by the pandemic, including social/emotional and learning loss.

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

| Subject                                                                         | 2020-21 | 2021-22 | 2022-23 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7       | 3       | 3       |