

# PIONEER SCHOOL

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	PIONEER SCHOOL
<b>Street</b>	1001 Hiett Avenue
<b>City, State, Zip</b>	Delano, CA 93215-9530
<b>Phone Number</b>	(661)474-4911
<b>Principal</b>	Anna Wyatt
<b>Email Address</b>	awyatt@duesd.org
<b>School Website</b>	www.duesd.org
<b>County-District-School (CDS) Code</b>	15634040127712

## 2021-22 District Contact Information

<b>District Name</b>	Delano Union Elementary School District
<b>Phone Number</b>	(661) 721-5000
<b>Superintendent</b>	Rosalina Rivera
<b>Email Address</b>	rrivera@duesd.org
<b>District Website Address</b>	www.duesd.org

## 2021-22 School Overview

Pioneer is Delano Union School District's K-8 school. Pioneer School was established in July 2013. Our school is unique in that it is the only K-8 in the District. Pioneer School is located on the west side of Delano and adjacent to it is Robert F. Kennedy High School, Bakersfield College extension campus, and across the street are residential dwellings. Being a model for a 21st century school for learning, the mission of Pioneer School is to provide and expose our students to the best in technology, pedagogy and instruction. Much pride and high expectations are set forth for the school. Our culture is one of a professional learning community where rigor, high expectations, and success is not just for our Trailblazers, but for the Pioneer staff as well. The staff is proactive and determined to provide the best education they can for our students. We serve approx. 1000 students with 58 of dedicated teachers who follow the motto "Blazing the Trail to Success While Keeping an Eye on The Goal!" Pioneer employs one school principal, two assistant principals, an academic counselor, a site resource teacher, a shared school psychologist, a social worker, a campus supervisor, a shared school resource officer, and other staff are here to serve with pride and commitment. Pioneer has over one hundred employees.

We support and validate all our students. We have mild to moderate and a moderate to serve classes on campus, band, AVID, GATE, Migrant, Robotics, and a new STEM Elective Course to validate and support learning for students. We also have an after-school program "POWER" where students have wonderful opportunities for extended learning.

We do all we can to create an environment of positive character as we follow the Pioneer Way. We correct behavior in a positive manner. We know that building positive relationships with students on campus is a key to support which in turn will help them succeed in school. Pioneer School although relatively new, has a seasoned and highly qualified staff that is committed and as a team will do what it takes to create a learning environment where students not only feel safe and secure, but want to learn.

### Mission:

Our school community will cultivate an environment of learning by closing the achievement gap, preparing students for a successful future and promoting character building skills.

### Vision:

As lifelong learners, Trailblazers have the civic responsibility to apply the skills of critical thinking, communication, collaboration and creativity. Our students will be college and career ready.

## 2021-22 School Overview

### GOALS

1. Target academic proficiency, promote character, and build good healthy choices and physical fitness.
2. A variety of learning opportunities will promote high expectations and focus on student achievement.
3. Students will attend school, arrive on time, and be ready to learn.
4. Board of Trustees, administrators, staff, students, parents, and the community will work together as a professional learning community to promote student success.
5. Students will experience success in learning every day.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	87
Grade 2	99
Grade 3	109
Grade 4	105
Grade 5	103
Grade 6	114
Grade 7	146
Grade 8	123
<b>Total Enrollment</b>	<b>967</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.2
Asian	0.5
Black or African American	0.5
Filipino	4.9
Hispanic or Latino	91.5
Two or More Races	0.4
White	1.2
English Learners	45.4
Foster Youth	0.1
Homeless	0.7
Socioeconomically Disadvantaged	79.6
Students with Disabilities	12.8

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	45
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	49

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	3
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	3

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	1
<b>Total Out-of-Field Teachers</b>	1

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	July 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades K-5 Benchmark Advanced, 2016 Grades 6-8 Study Sync, 2016	Yes	0
<b>Mathematics</b>	Grades K-5 My Math by McGraw Hill, 2015 Grades 6-8 Glencoe Math Accelerated Pre Algebra Program and California Math-Your Common Core Edition Grade 6 Mathematics Core Connections Course 1 Grade 7 Mathematics Core Connections Course 2 Grades 8 Algebra 1 Core Connections	Yes	0
<b>Science</b>	Grades K-5: STEMtaught Foundation, 2020 Grade 6: Active IQWST CA Integrated Education 6th Grade - 2019. Grade 7: Active IQWST CA Integrated Education 7th Grade - 2019. Grade 8: Active IQWST CA Integrated Education 8th Grade - 2019.	Yes	0
<b>History-Social Science</b>	Grades K-5: SAAVAS Pearson CA History Social Science myWorld Interactive - 2013 Grade 6: TCI History Alive The Ancient World 2013 Grade 7: TCI History Alive Medieval Times 2013 Grade 8: TCI History Alive United States History 2013	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Pioneer School was built in 2013. The first academic year for Pioneer was 2013-2014. We are in the third year of operation. The Pioneer School Community takes great pride in the beauty and design of the campus. The school has a total of 44 classrooms being utilized by students but a total of 61. A multi-purpose facility/cafeteria, a library/resource building, and an administration building. The District takes great efforts to ensure that all schools are clean, safe, and functional. All restrooms, classrooms, and offices are cleaned daily. Students are expected to help keep the campus clean by following the Pioneer Way: Be Safe, Be Responsible, and Be Respectful. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Year and month of the most recent FIT report** 8/6/2021

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>	X			

## School Facility Conditions and Planned Improvements

Interior Surfaces				
<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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	702	NT	NT	NT	NT
Female	356	NT	NT	NT	NT
Male	346	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	650	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	328	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	468	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	94	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	702	NT	NT	NT	NT
Female	356	NT	NT	NT	NT
Male	346	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	650	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	328	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	468	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	94	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	691	679	98.3	1.7	23
Female	350	346	98.9	1.1	27
Male	341	333	97.7	2.3	19
American Indian or Alaska Native	1	1	100	0	0
Asian	5	5	100	0	60

Black or African American	3	3	100	0	67
Filipino	29	29	100	0	52
Hispanic or Latino	642	631	98.3	1.7	21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	0
White	9	8	88.9	11.1	25
English Learners	315	306	97.1	2.9	8
Foster Youth	1	0	0	100	0
Homeless	3	3	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	544	534	98.2	1.8	21
Students Receiving Migrant Education Services	34	34	100	0	9
Students with Disabilities	80	78	97.5	2.5	9

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	691	660	95.5	4.5	23
Female	350	340	97.1	2.9	24
Male	341	320	93.8	6.2	21
American Indian or Alaska Native	1	1	100	0	0
Asian	5	4	80	20	60
Black or African American	3	3	100	0	100
Filipino	29	19	65.5	34.5	45
Hispanic or Latino	642	612	95.3	4.7	21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	0	0	100	0
White	9	8	88.9	11.1	38
English Learners	315	291	92.4	7.6	6
Foster Youth	1	0	0	100	0
Homeless	3	2	66.7	33.3	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	544	517	95.0	5.0	20
Students Receiving Migrant Education Services	34	32	94.1	5.9	9
Students with Disabilities	80	76	95	5.0	7

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	691	676	97.8	2.2	18
Female	350	346	98.9	1.1	17
Male	341	330	96.8	3.2	19
American Indian or Alaska Native	1	1	100	0	0
Asian	5	5	100	0	80
Black or African American	3	3	100	0	0
Filipino	29	29	100	0	45
Hispanic or Latino	642	628	97.8	2.2	17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	100
White	9	8	88.9	11.1	0
English Learners	315	305	96.8	3.2	11
Foster Youth	1	0	0	100	0
Homeless	3	3	100	0	16
Military	0	0	0	0	0
Socioeconomically Disadvantaged	544	531	97.6	2.4	16
Students Receiving Migrant Education Services	34	33	97.0	3.0	12
Students with Disabilities	80	78	97.5	2.5	9
STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	691	659	95.4	4.6	35
Female	350	339	96.9	3.1	35
Male	341	320	93.8	6.2	35
American Indian or Alaska Native	1	1	100	0	0
Asian	5	5	100	0	80
Black or African American	3	3	100	0	67
Filipino	29	29	100	0	62
Hispanic or Latino	642	611	95.1	4.9	33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	0
White	9	8	88.9	11.1	38
English Learners	315	295	93.7	6.3	17
Foster Youth	1	0	0	100	0
Homeless	3	2	66.7	33.3	0
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	544	518	95.2	4.8	33
<b>Students Receiving Migrant Education Services</b>	34	31	91.2	8.8	32
<b>Students with Disabilities</b>	80	76	95	5.0	11

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	218	NT	NT	NT	NT
<b>Female</b>	105	NT	NT	NT	NT
<b>Male</b>	113	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	11	NT	NT	NT	NT
<b>Hispanic or Latino</b>	201	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	87	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	148	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	21	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

We desire and encourage the input and involvement of our parents/guardians. Teachers contact our parents regularly and our open-door policy allows for our parents to feel at ease to come in and voice their questions, concerns and idea. Monthly calendars and our teleparent (electronic phone system) are means we communicate but the best way we interact is that all administration are outside in the mornings as well as afterschool. Back to School, Title 1 parent meetings; kinder Orientation and parent conferences, and monthly lunch with your child events are other ways we communicate with parents here at Pioneer. Parents are encouraged to volunteer as we have volunteers assisting us on campus. We also give parents an opportunity to join our School-Site Council, ELAC and DELAC committees. We have planned more formal parent education events and other events/programs to get parents involved. We have a school compact where parents commit to supporting their child as well as the school every year. We also have formal meetings for children that need more support in the form of SATs (Student Assistance Team), IEP's, 504 and other meetings to better communicate to parents what is going on and developing a plan for students to have success. If you want to inquire more about how you can assist your school as a parent feel free to call the school principal, Anna Wyatt at (661) 474 – 4911, 1001 Hiatt Avenue, Delano, CA 93215.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	988	981	116	11.8
Female	499	494	42	8.5
Male	489	487	74	15.2
American Indian or Alaska Native	2	2	0	0.0
Asian	5	5	0	0.0
Black or African American	5	5	0	0.0
Filipino	47	47	1	2.1
Hispanic or Latino	906	899	112	12.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	12	12	1	8.3
English Learners	477	475	65	13.7
Foster Youth	1	1	1	100.0
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	802	799	102	12.8
Students Receiving Migrant Education Services	50	50	5	10.0
Students with Disabilities	129	129	14	10.9

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.15	0.00	2.90	0.00	3.47	0.20
<b>Expulsions</b>	0.29	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.82	1.09	2.45
<b>Expulsions</b>	0.09	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	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>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The School Safety Plan was reviewed with staff and School Site Council in January 2021.

The school safety plan's major components are the crisis response plan, safety plan and safety procedures. The plan entails what to do in a disaster but the procedures to initiate in an event to account for students, first-aid locations, maps, turn-off valve(s) procedures, evacuation plans, student release, communication and safety procedures that are practiced throughout the year. A safety week is conducted where all drills are practiced by all classrooms and given feedback as to how they did in the first month of school. Our School resource officer is prevalent and visible on campus. Specific checklists, procedures and contacts are expected in the event of a crisis and monitored. We believe safety first as a school site and take our safety procedures seriously.

### 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.

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	5	
1	24		4	
2	23		4	
3	23		4	
4	31		3	
5	26	1	4	
6	25	5	21	3

## 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	20	4	2	
1	24		4	
2	25		4	
3	24		4	
4	30		3	
5	28		3	
6	26	8	23	3
Other	14	2	1	

## 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	20	3	1	
1	20	2	2	
2	23		4	
3	22		4	
4	34		1	2
5	25	1	2	
6	28		25	
Other	15	2	1	

## 2020-21 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	967

## 2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	4.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$8,164.93	\$1,790.21	\$6,374.72	\$83,928.17
District	N/A	N/A	\$7,744.50	\$81,397
Percent Difference - School Site and District	N/A	N/A	-19.4	3.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-27.9	-2.3

## 2020-21 Types of Services Funded

Pioneer has supplemental services and programs to support our students. Services provided by categorical funds to enable students to meet the standards are as follows: Staff such as our full-time: site resource clerk, librarian; site resource teacher, part time: noon duty aides, school nurse, school psychologist, an instructional aide, and aides that work with Mild/Moderate and Moderate/Severe Students. Programs include: After school tutoring provided by classroom teachers and Migrant tutoring. Additional programs include: Special Education services (Mild/Moderate, Moderate/Severe and Speech), AVID, GATE program, POWER, Student Assistance Team (SAT), health screenings, district resource teachers, and technology programs.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,885	\$52,060
<b>Mid-Range Teacher Salary</b>	\$77,679	\$84,043
<b>Highest Teacher Salary</b>	\$103,965	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$120,921	\$133,582
<b>Average Principal Salary (Middle)</b>	\$125,759	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$216,165	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	32%	35%
<b>Percent of Budget for Administrative Salaries</b>	7%	5%

## Professional Development

During the past three years the following school days were dedicated to staff development: 12 days 2018-2019: 8 days 2019-2020: 17: 14 days 2020-2021

The Delano Union Elementary School District offers grade-level specific staff development for reading instructional practices, ELD, and NGSS. Teachers receive this training through Saturday and after school opportunities. In addition, teachers are given late start Wednesday opportunities for grade level professional development and planning. We continue to provide site PD on AVID strategies, Thinking Maps, and Reading Strategies. The site administration observes classroom lessons, monitors lesson plans, and uses staff input on planning for professional development for the staff. Staff development included are:

- AVID Strategies
- Distance Learning Best Practices
- Student Engagement
- Next Generation Science Standards
- ELA Claims
- Text Reconstruction
- Universal Access
- ELD Standards
- ELPAC
- Math Claims
- Math Practices
- Focused Note Taking
- Vocabulary instruction
- Thinking Maps

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	8	

# Delano Union Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Delano Union Elementary School District
<b>Phone Number</b>	(661) 721-5000
<b>Superintendent</b>	Rosalina Rivera
<b>Email Address</b>	rrivera@duesd.org
<b>District Website Address</b>	www.duesd.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	3178	NT	NT	NT	NT
<b>Female</b>	1582	NT	NT	NT	NT
<b>Male</b>	1596	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	32	NT	NT	NT	NT
<b>Black or African American</b>	11	NT	NT	NT	NT
<b>Filipino</b>	321	NT	NT	NT	NT
<b>Hispanic or Latino</b>	2726	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	40	NT	NT	NT	NT
<b>White</b>	42	NT	NT	NT	NT
<b>English Learners</b>	1211	NT	NT	NT	NT
<b>Foster Youth</b>	11	NT	NT	NT	NT
<b>Homeless</b>	108	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2051	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	131	NT	NT	NT	NT
<b>Students with Disabilities</b>	319	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT		NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



