

**Pioneer School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

| Entity                            | Contact Information   |
|-----------------------------------|-----------------------|
| School Name                       | Pioneer School        |
| Street                            | 1001 Hiatt Avenue     |
| City, State, Zip                  | Delano, CA 93215-9530 |
| Phone Number                      | (661) 474-4911        |
| Principal                         | Anna Wyatt            |
| Email Address                     | awyatt@duesd.org      |
| Website                           | www.duesd.org         |
| County-District-School (CDS) Code | 15634040127712        |

### District Contact Information (School Year 2020-2021)

| Entity         | Contact Information                     |
|----------------|---|
| District Name  | Delano Union Elementary School District |
| Phone Number   | (661) 721-5000                          |
| Superintendent | Rosalina Rivera                         |
| Email Address  | rrivera@duesd.org                       |
| Website        | www.duesd.org                           |

### School Description and Mission Statement (School Year 2020-2021)

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 55 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.

**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.

**Student Enrollment by Grade Level (School Year 2019-2020)**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 121                |
| Grade 1                 | 102                |
| Grade 2                 | 100                |
| Grade 3                 | 97                 |
| Grade 4                 | 103                |
| Grade 5                 | 104                |
| Grade 6                 | 143                |
| Grade 7                 | 127                |
| Grade 8                 | 120                |
| <b>Total Enrollment</b> | <b>1,017</b>       |

**Student Enrollment by Student Group (School Year 2019-2020)**

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 0.4                         |
| American Indian or Alaska Native | 0.2                         |
| Asian                            | 0.4                         |
| Filipino                         | 4.6                         |
| Hispanic or Latino               | 91.9                        |
| White                            | 1.4                         |
| Two or More Races                | 0.4                         |
| Socioeconomically Disadvantaged  | 80.8                        |
| English Learners                 | 49.4                        |
| Students with Disabilities       | 11                          |
| Homeless                         | 0.5                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

| Teachers   | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 43             | 49             | 41             | 374              |
| Without Full Credential  | 5              | 0              | 3              | 24               |
| Teaching Outside Subject Area of Competence (with full credential) | 1              | 1              | 0              | 0                |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 1       | 2       |

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

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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2020

| Subject               | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | Grades K-5 Benchmark Advanced, 2016<br>Grades 6-8 Study Sync, 2016  | Yes                        | 0  |
| Mathematics           | Grades K-5 My Math by McGraw Hill, 2015<br>Grades 6-8 Glencoe Math Accelerated Pre Algebra Program and California Math-Your Common Core Edition | Yes                        | 0  |

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| <b>Science</b>                | Grades K-5: STEMtaught Foundation, 2020<br>Grade 6: Active IQWST CA Integrated Education 6th Grade - 2019.<br>Grade 7: Active IQWST CA Integrated Education 7th Grade - 2019.<br>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<br>Grade 6: TCI History Alive The Ancient World 2013<br>Grade 7: TCI History Alive Medieval Times 2013<br>Grade 8: TCI History Alive United States History 2013  | Yes                        | 0  |

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

## 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.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 11/03/2020

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                 | Good   |   |
| <b>Interior: Interior Surfaces</b>                                | Good   |   |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b> | Good   |   |

| System Inspected   | Rating    | Repair Needed and Action Taken or Planned |
|--|-----------|---|
| Electrical: Electrical   | Good      |   |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains                 | Good      |   |
| Safety: Fire Safety, Hazardous Materials                         | Good      |   |
| Structural: Structural Damage, Roofs                             | Good      |   |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good      |   |
| Overall Rating   | Exemplary |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

| Subject  | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 35             | N/A            | 43               | N/A              | 50            | N/A           |
| Mathematics (grades 3-8 and 11)                    | 23             | N/A            | 33               | N/A              | 39            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                         | N/A              | N/A           | N/A            | N/A                | N/A                     |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject                               | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 22             | N/A            | 22               | N/A              | 30            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

| 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 |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

We desire and encourage the input and involvement of our parents. 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.

### 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

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.7            | 3.1            | 2.5              | 2.9              | 3.5           | 3.5           |
| Expulsions  | 0.1            | 0.3            | 0.1              | 0.1              | 0.1           | 0.1           |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions |                |                  |               |
| Expulsions  |                |                  |               |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

### School Safety Plan (School Year 2020-2021)

The School Safety Plan was reviewed with staff and School Site Council in January 2020.

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

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                | 2019-20            | 2019-20                 | 2019-20                  | 2019-20                |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|             | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K           | 22                 | 1                       | 5                        |                        | 22                 | 1                       | 5                        | 2                      | 20                 |                         | 4                        |                        |
| 1           | 24                 |                         | 4                        |                        | 24                 |                         | 4                        |                        | 24                 |                         | 4                        |                        |
| 2           | 25                 |                         | 4                        |                        | 23                 |                         | 4                        |                        | 25                 | 4                       |                          |                        |
| 3           | 24                 |                         | 4                        |                        | 23                 |                         | 4                        |                        | 24                 |                         | 4                        |                        |
| 4           | 30                 |                         | 4                        |                        | 31                 |                         | 3                        |                        | 30                 |                         | 3                        |                        |
| 5           | 29                 |                         | 4                        |                        | 26                 | 1                       | 4                        |                        | 28                 |                         | 3                        |                        |
| 6           | 27                 | 4                       | 20                       | 3                      | 25                 | 5                       | 21                       | 3                      | 26                 | 8                       | 23                       | 3                      |
| Other**     | 8                  | 1                       |                          |                        |                    |                         |                          |                        | 14                 | 2                       | 1                        |                        |

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

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 1017  |

\*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.

### Student Support Services Staff (School Year 2019-2020)

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1                                 |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (Paraprofessional)               |                                   |
| Psychologist  |                                   |
| Social Worker   |                                   |
| Nurse   | 0.5                               |
| Speech/Language/Hearing Specialist                            | 1                                 |
| Resource Specialist (non-teaching)                            |                                   |

| Title | Number of FTE* Assigned to School |
|-------|-----------------------------------|
| Other | 4.5                               |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$7,852.43                   | \$1,783.59                          | \$6,068.85                            | \$78,806.56            |
| District                                      | N/A                          | N/A                                 | \$7,713.60                            | \$77,741               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -23.9                                 | 5.0                    |
| State   | N/A                          | N/A                                 | \$7,750                               | \$84,183               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -21.2                                 | -4.8                   |

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 and support.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$51,315        | \$51,004                                     |
| Mid-Range Teacher Salary                      | \$75,373        | \$82,919                                     |
| Highest Teacher Salary                        | \$101,097       | \$104,604                                    |
| Average Principal Salary (Elementary)         | \$117,972       | \$131,277                                    |
| Average Principal Salary (Middle)             | \$122,692       | \$136,163                                    |
| Average Principal Salary (High)               |                 | \$128,660                                    |
| Superintendent Salary                         | \$210,893       | \$230,860                                    |
| Percent of Budget for Teacher Salaries        | 32.0            | 35.0   |
| Percent of Budget for Administrative Salaries | 6.0             | 5.0  |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8       | 14      | 8       |

During the past three years the following school days were dedicated to staff development: 2017-2018: 12 days 2018-2019: 8 days 2019-2020: 17

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
- Words Their Way
- Writing as a Process
- ELD Standards
- ELPAC
- Math Claims
- Math Practices
- Focused Note Taking
- Vocabulary instruction
- Thinking Maps
- West Ed Reading PD