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Response from Pioneer Union Elementary



Todd Barlow - County Superintendent of Schools

**TO:** State Board of Education**FROM:** Kings County Office of Education  
Andrea M. Perez, Director Foundational Services**DATE:** February 26, 2020**RE: Information Memo for Pioneer Union Elementary School District**

1. **Charter District CAASPP:** Pioneer Union students scored higher than our county and state averages in ELA and Math. 61.22% of students scored met/exceeds in ELA. This was an increase of 1.22%. Students averaged 48.01% met/exceeds in Math, which was a 3.01% increase. The Science CAST assessment showed similar results, with 41.86% of student meeting or exceeding standards.
2. **LCAP and Annual Update:** The 2019-20 Pioneer Union board approved LCAP and Annual Update may be found at: <https://drive.google.com/file/d/1SQ2gC2vxzggCicGlgrx65WLehaGdZWNB/view>
3. **Charter District Annual Site Visit:** The County Office of Education charter team visited Pioneer school sites on December 12, 2019.
4. **County Summary of District's Fall Dashboard Results:** Pioneer students were green overall in both Academic Indicators for ELA and Math. Students were 18.3 points above standard in ELA and 9.6 points above in Math. 50.6% of English Learners made progress in language proficiency. Chronic absenteeism was 6%. The suspension rate was 2.8%. Both indicators were orange. Based on the fall 2019 Dashboard, this district was determined to be eligible for differentiated assistance level 2 support based on the students with disabilities group. This group was red for all four indicators. The work is being supported by the Kings County DA team using Improvement Science tools and methods. We have been working on state and local data protocols to complete a comprehensive needs assessment. Our next steps will include stakeholder empathy interviews, student shadowing, root cause analysis, and ultimately PDSA cycles of improvement. We look forward to supporting the district in advancement of their program for students with disabilities.
5. **County Office Acknowledgement:** The Kings County Office of Education has commendations for the educational programs offered at all three schools. The district continues to implement MTSS, with a focus on social-emotional support. Students presented their experience with recent mindfulness lessons. District and school staff are committed to professional learning, and implemented a leadership PLC. Focus walks are being incorporated to support instructional feedback. As a charter, parental involvement is a high priority. This includes ongoing parental committees, parental education, and student events. Our team is fortunate to work and learn from the district's staff and students.

Respectfully submitted,

Andrea M. Perez

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**Pioneer Union Elementary Charter School District**  
**Charter Annual Report**  
**January 2020**

### **2019 California Assessment of Student Performance and Progress**

The information in the charts below show the percentage of students meeting or exceeding standard on the 2019 CAASPP, comparing Pioneer's performance to other elementary school districts in Kings County. When analyzing the performance of all students, Pioneer ranks 3<sup>rd</sup> in ELA and mathematics among county elementary school districts.

<b>ELA</b>	Standard Not Met	Standard Nearly Met	Standard Met	Standard exceeded	% Met or Exceeded Standard	ELA Rank
Armona	44%	23%	24%	10%	33%	8
Central	21%	28%	32%	20%	52%	4
Hanford El.	31%	24%	31%	14%	45%	6
Island	13%	23%	35%	28%	64%	2
Kings River Hardwick	8%	19%	41%	32%	73%	1
Kit Carson	38%	26%	28%	8%	36%	7
Lakeside	46%	26%	18%	10%	28%	9
Lemoore El.	26%	25%	30%	19%	49%	5
Pioneer	18%	21%	35%	25%	61%	3
County	30%	24%	30%	16%	45%	*

<b>MATH</b>	Standard Not Met	Standard Nearly Met	Standard Met	Standard exceeded	% Met or Exceeded Standard	Math Rank
Armona	52%	23%	17%	8%	25%	7
Central	25%	30%	26%	19%	45%	4
Hanford El.	34%	28%	21%	17%	38%	6
Island	17%	28%	27%	28%	55%	2
Kings River Hardwick	13%	24%	31%	32%	63%	1
Kit Carson	47%	32%	15%	6%	21%	8
Lakeside	52%	29%	14%	5%	19%	9
Lemoore El.	30%	29%	22%	18%	40%	5
Pioneer	21%	31%	26%	22%	48%	3
County	39%	28%	20%	13%	33%	*

### **SUBGROUP 2019 CAASPP COUNTY/DISTRICT PERFORMANCE**

The table below records the percentage of each subgroup within the district that met or exceeded standard compared to Kings County performance on the CAASPP. All significant subgroups performed higher in ELA and mathematics when compared to county-wide performance with the exception of Filipino Students in ELA and SWD who performed two percentage points below County-Wide performance.

<b>Subgroup</b>	<b>Achievement Level</b>	<b>English Language Arts</b>		<b>Mathematics</b>	
		<b>County-Wide</b>	<b>District</b>	<b>County-Wide</b>	<b>District</b>
<b>All Students</b>	Standard Met or Exceeded	37%	61%	33%	48%
<b>Black or African American</b>	Standard Met or Exceeded	35%	49%	23%	41%
<b>Asian</b>	Standard Met or Exceeded	63%	84%	54%	75%
<b>Filipino</b>	Standard Met or Exceeded	75%	70%	64%	65%
<b>Hispanic or Latino</b>	Standard Met or Exceeded	40%	53%	28%	39%
<b>White</b>	Standard Met or Exceeded	61%	70%	48%	56%
<b>EL</b>	Standard Met or Exceeded	10%	21%	10%	19%
<b>RFEP</b>	Standard Met or Exceeded	55%	63%	37%	46%
<b>SED</b>	Standard Met or Exceeded	38%	53%	27%	37%
<b>SWD</b>	Standard Met or Exceeded	14%	16%	11%	9%

### **CASSPP Subgroup Performance - Comparison of the 2018 CAASPP Results to the 2019 Results**

The following charts display the percentage of students in each performance level of the 2019 SBAC in ELA and mathematics. The areas depicted in green illustrate positive growth in the areas measured from the previous administration of the assessment. The results show affirmative growth in one or more of

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the measures for each subgroup with the exception of students with disabilities in ELA; and positive growth in one or more of the measures for each subgroup with the exception students with disabilities in mathematics.

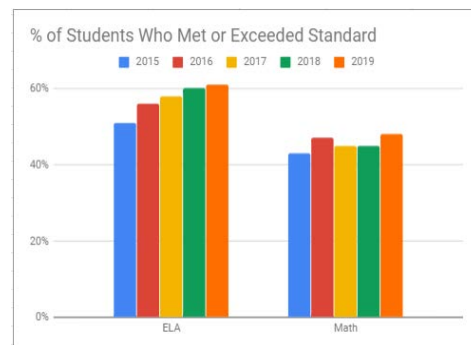
ENGLISH LANGUAGE ARTS								2 Yr. Not Met Change	2 Yr. Growth M/E	5 Yr. M/E Growth
	Not Met	Nearly Met	Met	Exceeded	Met or Exceeded	n	Gap From "All"			
ALL	18%	21%	35%	25%	61%	1052	0.0%	-1%	1%	10%
Black A.A	31%	21%	38%	10%	49%	39	-12%	-2%	12%	14%
Asian	11%	5%	30%	55%	84%	44	23%	1%	9%	9%
Filipino	10%	20%	30%	40%	70%	40	9%	-2%	-4%	8%
Hispanic	22%	25%	34%	19%	53%	508	-8%	-1%	-1%	9%
White	13%	17%	40%	8%	48%	374	-13%	-1%	-19%	-7%
EL	58%	21%	16%	5%	21%	57	-40%	-9%	6%	8%
Econ. Dis.	24%	23%	35%	18%	53%	476	-8%	0%	3%	16%
SWD	69%	16%	14%	1%	16%	77	-45%	9%	-5%	0%

MATHEMATICS								2 Yr. Not Met change	2 Yr. Growth M/E	5 Yr. M/E Growth
	Not Met	Nearly Met	Met	Exceeded	Met or Exceeded	n	Gap From "All"			
All	21%	31%	26%	22%	48%	1052	0%	-5%	3%	5%
Black A.A	26%	33%	33%	8%	41%	39	-7%	-9%	11%	15%
Asian	11%	14%	34%	41%	75%	44	27%	-1%	3%	9%
Filipino	20%	15%	33%	33%	65%	40	17%	2%	0%	5%
Hispanic	25%	37%	24%	15%	39%	508	-9%	-8%	0%	7%
White	16%	28%	28%	29%	56%	374	8%	0%	5%	4%
EL	47%	33%	19%	0%	19%	57	-29%	-17%	4%	4%
Econ. Dis.	28%	35%	23%	14%	37%	476	-11%	-5%	0%	9%
SWD	70%	21%	5%	4%	9%	77	-39%	8%	-8%	-9%

**CASSPP Longitudinal Results**

Since the initial administration of the SBAC in 2015, the district has made steady progress in the percentage of students meeting or exceeding standard. While the growth in mathematics is less pronounced overtime than ELA, this is indicative of county and statewide trends in mathematics on the assessment. However, the district has demonstrated growth and has responded to the data in the area of mathematics through the Local Control Accountability Plan and related actions.



**2019 California Dashboard**

Subgroup	ELA		
	Dist. from Std.	Status	Change/Color
All Students	18.3	Maintained	1.8
African American	-18.3	Maintained	0.7
Asian	70.3	Increased	17.3
Filipino	39.2	Declined	-11
Hispanic	0.8	Maintained	-1.3
White	36.5	Increased	4.8
Foster	Not a Significant Group		No Perform. Color
Homeless	Not a Significant Group		No Perform. Color
EL	-21.1	Maintained	2.3
Socio- Econ. Disadvan.	-2.5	Maintained	2.6
SWD	-74.6	Declined	-6.5

Subgroup	Math		
	Dist. from Std.	Status	Change/Color
All Students	-9.6	Increased	6.8
African American	-38.2	Increased	11.1
Asian	46	Increased	13.4
Filipino	12.6	Increased	13.2

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Hispanic	-29	Increased	4.7
White	9.2	Increase	6.1
Foster	Not a Significant Group		No Perform. Color
Homeless	Not a Significant Group		No Perform. Color
EL	-44.7	Increased	9.3
Socio- Ec. Disadvan.	-31.8	Increased	6.3
SWD	-99.8	Declined	-0.3

Subgroup	2019 Suspension Rate		
	Suspension Rate	Status	Change/Color
All Students	2.8%	Increased	0.6
African American	5.6%	Declined	-2.8%
Asian	0%	Declined	-1.6%
Filipino	1.7%	Declined	-2.3%
Hispanic	3.3%	Increased	0.8%
White	2.3%	Increased	1.4%
2 or more Races	0%	Maintained	0%
Foster	Not a Significant Group		No Perform. Color
Homeless	Not a Significant Group		No Perform. Color
EL	2.4%	Maintained	0.2%
Socio- Econ. Disadvan.	4.1%	Increased	0.7%
SWD	8.3%	Increased	2.2%

Subgroup	2019 Chronic Absentee Rate		
	C. Absentee Rate	Status	Change/Color
All Students	6%	Increased	0.7%
African American	11.3%	Increased	6.3%
Asian	0%	Declined	-3.2%
Filipino	3.4%	Declined	-8.4%
Hispanic	6.1%	Increased	0.5%
White	5.8%	Increased	1.3%
2 or more Races	7.4%	Increased	1.5%
Foster	Not a Significant Group		No Perform. Color
Homeless	Not a Significant Group		No Perform. Color
EL	7.1%	Increased	2%
Socio- Econ. Disadvan.	8.2%	Increased	0.9
SWD	13%	Increased	8.8%

**English Learner Progress Indicator**

50.6 percent of EL students demonstrated progress toward English proficiency. There were no performance color designations issued for 2019.

2019	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	12.9%	48.5%	27.7%	10.9%

**2019 Local Indicators**

Priority	Description	Met/Not Met
1	Basics: Teachers, Instructional Materials, Facilities	MET
2	Implementation of Academic Standards	MET
3	Parent Engagement	MET
6	School Climate Survey	MET
7	Access to a Broad Course of Study	MET

**Other Metrics - Outcomes in subject areas:**

Percent of Students performing on grade level as measured by course grades			
Grade Level	K-3	4 - 5	6 - 8
ELA	65%	71%	79%
Math	77%	77%	83%
Science	65%	81%	85%

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History/S.S.	65%	80%	91%
PE	97%	94%	95%
V. and Per. Arts	97%	71%	98%
F. Language	N/A	N/A	81%

Student performance as measured by subject grades has been consistent with generally high percentage of students achieving coarse expectations. Areas of relatively lower percentages are in integrated ELA, Social Science, and science in grades K-3. The trend in grades K-3 may be attributable to individual maturation rates and the varying rates in which adolescence acquire essential reasoning and reading skills. If needed, additional supports are provided to students through their school’s multi-tiered systems of support.

Fall 2019 California Dashboard State Indicators									
Kings County LEA comparison									
	Armona	Central	Hanford El.	Island	Kings River	Kit-Carson	Lakeside	Lemoore El.	Pioneer
ELA (Dist. from standard)	-41.1	6.1	-24.5	28.2	41.7	-37.4	-42.9	-3.1	18.3
Math(Dist. from standard)	-65.7	-16.2	-40.7	5.7	19.2	-63	-75.7	-23.2	-9.6
ELPI (% making progress)	48.90%	55.40%	41.90%	57.90%	34.80%	48.60%	48.00%	48.50%	50.60%
Chronic Absenteeism	10.8%	2.7%	7.9%	5.8%	7.2%	9.5%	8.1%	6.1%	6.0%
Suspension Rates	4.5%	1.9%	2.7%	1.3%	0.1%	2.5%	2.0%	2.3%	2.8%

Summary Review of 2019 Dashboard:

- Pioneer’s ranking among the nine elementary school districts in Kings County on state indicators is high: ELA= 3; mathematics = 3; ELPI Progress Toward Proficiency = 3; chronic absenteeism = 3; suspension rate = 8.
- The District maintained an overall ELA performance with an increase of 1.8 points and a color designation of green. The district increased or maintained performance for six of nine subgroups; and had two subgroup decline, Asian and EL, with a distance from standard at +39.2 and -74.6 respectively.
- The district had an increase in overall performance in mathematics, increasing 6.8 points with a color designation of green. Performance increased for seven of nine subgroups and declined in performance for one of nine subgroups (SWD).
- 50.6 percent of English Learners made progress toward English Language proficiency.
- Suspension rates increased 0.6% to a rate of 2.8% for the district and increasing for seven of the nine subgroups and declining for 2 subgroups.
- Chronic Absenteeism rate increased 0.7%. While two of the nine subgroups declined, seven increased to varying degrees.

Greatest Progress:

- English Learners Progress: 50.6% of English Learners making progress toward English proficiency and 61.3% performing at a level 3 or 4 on the ELPAC.
- Mathematics: with an overall increase of 6.8 points and seven of nine subgroups increasing in performance.

Greatest Need:

- Reduce overall suspension rate, particularly for students with disabilities.
- Reduce chronic absentee rates.

Responding to Data and the Cycle of Continuous Improvement

In addition to the CAASPP Assessment, the Pioneer Union Elementary School District analyzes student performance data throughout the school year to monitor student learning and to be able to respond in a timely manner to the students’ needs through a multi-tiered system of response.

The following assessments of learning are used throughout the year:

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- Teachers continually use formative and summative assessments to gauge students' understanding and acquisition of skills and knowledge related to the standards in real time. In this way, they can adjust instruction and/or meet the needs of students through differentiated instruction within the core setting.
- Core program unit assessments administered at each grade level and department.
- Benchmark assessments aligned to State standards with appropriate depth of knowledge are administered once a trimester.
- Fountas and Pinnell reading assessments administered to grades K-5.

The cycle of inquiry and continuous improvement model is employed to respond to student achievement data including local and state assessments. The following actions and/or initiatives have or will be conducted:

- Continue professional development on researched based practices and standards based instruction including instructional strategies, questioning techniques, depth of knowledge, student engagement, etc.
- Continue to provide additional support for students who are in need of it. This includes support classes, differentiated instruction during the instructional day, and reading intervention.
- Dedicated time after administration of benchmark tests to review and respond instructionally to the data.
- Analyze local and state measures of learning to identify areas of focus to make the greatest impact on student achievement.
- Continue to work through the LCAP process eliciting stakeholder input to identify areas that will impact performance of those groups which demonstrate an achievement gap.

In response to the SBAC and the Dashboard results. A summer session prior to the start of the 2018-19 school year was held for elementary age students and provided additional instruction in English language arts and mathematics. The middle school holds an after-school intervention focused on mathematics and ELD support session held afterschool. Also, the middle school will continue to have support classes in mathematics and ELA.

To address the area of greatest need on the California Dashboard, suspensions and chronic absenteeism, the district continues to conduct self-assessments to identify areas within our MTSS model to focus on. Also we continue to work with families within our SART and SARB process, to identify barriers to school attendance.

### Success of the Charter

The Pioneer District Charter emphasizes the well-rounded education of our students. Through the Local Control Accountability Plan (LCAP) and consistent with its charter, the Pioneer Union Elementary Charter School District has identified and implemented actions to provide the highest quality education for its students. The relative high performance of the Pioneer district is evidence of the effectiveness of the district's charter. Offering and delivering an exceptional educational program allows students and subgroups to perform at high levels. Additionally, a fundamental premise at the inception of California Charter Act governing charter schools was the opportunity charter schools and districts offered parents when making educational decisions for their children. The Pioneer Charter affords the opportunity not only to residents of the district but to families from outside the district's boundaries to access the high quality program offered within Pioneer District and, thereby, fulfilling a principle tenet of the California charter law.



## PIONEER UNION ELEMENTARY SCHOOL DISTRICT

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1. A description of how the charter district will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

The Pioneer Union Elementary School District is invested in providing continuity of learning during distance learning through the following actions:

### Access to Full Curriculum

- Each grade level/department has identified essential anchor standards to address to the greatest degree to ensure student learning and competency development based on grade level or content area standards.
- The use of standards based core adopted programs are the basis of all core instruction delivered, providing consistency whether the method of delivery is paper packets or instruction delivered by virtual means. The use of the core program as the basis of all instruction will assure a full curriculum and substantially similar quality regardless of the method of delivery.
- When developing lessons, grade level teams calculate synchronous and asynchronous instruction minutes required by Education Code.
- Grade level teams collaborate in the development of lesson plans focusing on the identified anchor standards to ensure continuity of instruction and delivery.
- Both common formative and summative assessments are used to assess students' acquisition of key skills and to adjust instruction based on the assessment results.

### Assuring Instructional Continuity Between In-Person and Distance Learning

Should a transition between in-person and distance learning be necessary, the use of the adopted program as the primary source of instruction will provide continuity between the two models of delivery. The distinction will be a greater dependency to use the online resources within the adopted programs during distance learning as opposed to a greater use of print materials during in-person instruction.

2. A description of how the charter district will ensure access to devices and connectivity for all pupils to support distance learning.

The district has one-to-one devices for every student in all grade levels. These devices were distributed to all students prior to the beginning of the school year. The district is also providing for device insurance for all students for this school year. Families who report they do not have



internet services are provided with MiFi devices to ensure connectivity. Students who need technological support for district devices can access district technology staff to receive assistance. Families of students who have unique circumstances beyond the distribution of devices and connectivity as describe will be addressed on a case-by-case basis. These same methods were used to reach students and families who needed devices or access in the 2019-2020 school year.

3. A description of how the charter district will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration of the charter district’s demographics and grade levels served.

The district has a schedule of a systematic cycle of assessments including initial screenings of all students learning. The district will use FastBridge as its assessment tool at the elementary levels as an initial screener and to monitor student growth and progress throughout the school year. At the middle school level, the district will use Illuminate assessments through a combination of a pre-built screener for the beginning of the school year, as well as district built benchmark assessments throughout the year to monitor student learning. These assessments for all grade levels cover English/Language Arts skills and standards as well as mathematics. English Language (EL) Learner students who were potential students for redesignation will be given the Summative ELPAC assessment in the fall to determine English Language skill level and whether or not they are still a potential candidate for redesignation. English Language Learner students who are new to education in California will take the Initial ELPAC assessment in the fall to provide an initial English skill level. EL students at all grade levels work with instructional staff who assess and monitor their learning and provide support.

This will help determine the degree of learning loss or gaps due to the school closure in the 2019-2020 school year. Additionally, the district has a schedule of summative assessments using FastBridge and Illuminate assessments to monitor student learning throughout the current school year whether in-person or through distance learning. Teachers have available to them a variety of formative assessment measures through curricular assessments and district assessment programs that allow teachers to monitor student learning and areas of need on a routine basis. The LEA will use this information to help inform the implementation of intervention strategies to accelerate the learning of students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

The LEA will provide additional supports for students who experience significant learning loss to accelerate their learning progress. These supports will be provided at the elementary schools as after school tutoring when in-school learning is possible. The middle school has math and reading support classes available during the school day. During distance learning, teachers are creating needs-based small groups which they are working with on a routine basis to differentiate and individualize the instruction to meet the needs of the students. Additionally, during distance learning, instructional support staff will provide added supports for students as needed. Students who are low-income pupils, foster youth, or student experiencing homelessness will be given priority for these services. Students who have exceptional needs served through IEPs receive extra support during the school day, both for in-person school and

through distance learning, special education teachers and instructional aides. EL students receive support from either a certificated teacher or an instructor for both in-person school and through distance learning.

4. A description of how the charter district will monitor and support mental health and social and emotional well-being of pupils during the school year.

#### Professional Development to Staff

The LEA will provide professional development to the staff in partnership with the Diagnostic Center of Central California and as presented by District experts. Certificated staff also take annual professional training in suicide prevention and mandated child abuse reporting. Professional development opportunities will be planned periodically throughout the school year whether during distance learning or during in-person instruction.

School sites use morning instruction time on Wednesdays to promote social-emotional wellbeing and address the feelings and emotions that students are experiencing. The district psychologist and school counselor are available to reach out to identified students. This service is provided one-on-one or in small group. Teachers may complete a referral form if they have concerns about a student. Students may also reach out directly to these staff members through their webpages. The middle school also has a Google Classroom group set up for students through which they disseminate information for ways students can stay connected to school. This Google Classroom group is known as "The Hub". The counselor's information is listed so that students can reach out to her. Teachers can also refer students. Sites monitor students online searches through a program called "Go Guardian" which provides alerts to staff when a student searches targeted topics such as suicide. When these alerts are triggered site administration follows up with students, parents, and appropriate staff.

#### Resources Provided to Students and Staff

The district psychologist and middle school counselor are available to all students during distance learning to support their mental health and social emotional well-being. The counselor and psychologist are creating web-based resources for students to access information and support during distance learning. Additionally, these staff members are creating online groups which students may join to encourage social-emotional support and create a positive sense of community even during distance learning when in-person social interaction is limited. The health care company for qualifying staff members offers an Employee Assistance Program with free resources and support for staff who need mental health support and help with social-emotional well-being

5. A description of how the charter district will address the anticipated apportionment deferrals. In consultation with Kings County Office of Education, the District expects to have sufficient funds to operate. The district is expecting to utilize inter-fund borrowing, which will allow for sufficient cash flow to operate through the deferral period in 2020-2021 without issuing a TRANS.