

This document was provided, as is, to the California Department of Education (CDE) by **Pioneer Union Elementary**. This document is posted to the CDE Web site to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Response from Pioneer Union Elementary

**TO:** State Board of Education**FROM:** Kings County Office of Education
Andrea M. Perez, Educational Learning Coordinator**DATE:** February 4, 2019**RE: Information Memo for Pioneer Union Elementary School District**

1. **Charter District Spring 2018 CAASPP:** Pioneer Union students scored higher than both the county or state averages in English Language Arts and Mathematics. 60% of students scored met or exceeded standards in ELA, which was a 2% gain over the prior year. Kings County averaged 45%. Pioneer students met or exceeded standards at an average of 45% in Math. This surpasses county rates at 32%. The district charter students performed better than 10 of the local districts within Kings County in both academic areas.
2. **LCAP and Annual Update:** The 2018-19 Pioneer Union board approved LCAP and Annual Update may be found at:
<http://www.kings.k12.ca.us/LCAP1/Pioneer%20Union%20Elementary%2018.19%20LCAP.pdf>
3. **Charter District Annual Site Visit:** The County Office of Education charter team visited Pioneer school sites on December 17, 2018.
4. **County Summary of District's Fall Dashboard Results:** In the area of academics, or Priority 4, students maintained. They scored green or high in ELA, and yellow or medium in math. Seven of the eight student groups progressed or maintained in ELA, while one declined. Five of eight student groups progressed or maintained in math, while three declined. 72% of students scored well or moderately developed on the summative state language proficiency assessment. Priority 5, student engagement, or chronic absenteeism rates demonstrated progress as well. All students were yellow. Nine of the student groups were yellow maintained or green declined. Two student groups increased chronic absenteeism rates. School climate, or Priority 6, declined by 0.8%. All students were green. This was the only area in which student groups were red. The district reported and met all local indicator areas. 100% of students participated in the assessment, and most student groups progressed in every area. Overall, the district had two green and two yellow indicators. The Kings County Office of Education continues to provide level 1 general support to the charter district.
5. **County Office Acknowledgement:** The Kings County Office of Education has no concerns. The charter team has commendations for the educational programs offered at all three schools. The district has recently joined an MTSS cohort to

1144 W. Lacey Boulevard, Hanford, California 93230

Telephone 559.584.1441

Fax 559.589-7000

www.kingscoe.org

focus on analyzing systems and coordinating continuous improvement efforts. One notable strength is the commitment to professional learning at all staffing levels. Refinement of Positive Behavior Supports, PBIS, implementation is a central focus at the district and school sites. Parental involvement was locally rated as excellent. This includes ongoing parental committees, parental education, and student events. We were able to see firsthand how students are directly involved in art, music, and leadership opportunities. Both staff and students were positive and welcoming. Our team is excited to continue working alongside the district's dedicated staff and students.

Respectfully submitted,

Andrea M. Perez

Andrea M. Perez
Educational Learning Coordinator
Kings County Office of Education
559-589-7078
andrea.perez@kingscoe.org

Joy Santos

Joy Santos
Program Director
Kings County Office of Education
559-589-7068
joy.santos@kingscoe.org

Response from Pioneer Union Elementary

**Pioneer Union Elementary Charter School District
Charter Annual Report
November 2018**

2018 California Assessment of Student Performance and Progress

The information in the charts below shows the percentage of students meeting or exceeding standard on the 2018 CAASPP, comparing Pioneer's performance to other elementary school districts in Kings County. Overall, Pioneer ranks 3rd in ELA and mathematics among comparable county school districts when analyzing the performance of all students.

ELA	Standard Not Met	Standard Nearly Met	Standard Met	Standard exceeded	% Met or Exceeded Standard	ELA Rank
Armona	41%	29%	22%	9%	31%	9
Central	20%	25%	33%	22%	55%	4
Hanford El.	30%	24%	31%	15%	46%	6
Island	12%	27%	31%	30%	61%	2
Kings River Hardwick	7%	20%	43%	30%	73%	1
Kit Carson	33%	29%	30%	8%	38%	7
Lakeside	44%	23%	24%	8%	32%	8
Lemoore El.	28%	23%	33%	16%	49%	5
Pioneer	19%	21%	34%	26%	60%	3
County	31%	25%	30%	15%	45%	*

MATH	Standard Not Met	Standard Nearly Met	Standard Met	Standard exceeded	% Met or Exceeded Standard	Math Rank
Armona	49%	25%	19%	8%	27%	7
Central	24%	31%	26%	19%	45%	4
Hanford El.	33%	29%	23%	15%	38%	5
Island	18%	30%	30%	22%	52%	2
Kings River Hardwick	14%	26%	34%	27%	61%	1
Kit Carson	42%	34%	16%	7%	23%	8
Lakeside	51%	21%	19%	8%	27%	7
Lemoore El.	36%	30%	22%	13%	35%	6
Pioneer	25%	29%	26%	19%	45%	3
County	41%	27%	20%	12%	32%	*

SUBGROUP 2018 CAASPP COUNTY/DISTRICT PERFORMANCE

The table below shows the district's percentage of each subgroup 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 Black African American Students who performed equally as well in comparison.

Subgroup	Achievement Level	English Language Arts		Mathematics	
		County-Wide	District	County-Wide	District
All Students	Standard Met or Exceeded	45%	60%	22%	45%
SWD	Standard Met or Exceeded	13%	22%	10%	17%
SED	Standard Met or Exceeded	37%	49%	25%	37%
EL	Standard Met or Exceeded	11%	15%	9%	15%
RFEP	Standard Met or Exceeded	44%	60%	35%	44%
White	Standard Met or Exceeded	61%	67%	45%	52%
Hispanic or Latino	Standard Met or Exceeded	37%	55%	27%	38%
Black or African American	Standard Met or Exceeded	37%	37%	23%	30%

CASPP Subgroup Performance - Comparison of the 2017 CAASPP Results to the 2018 Results

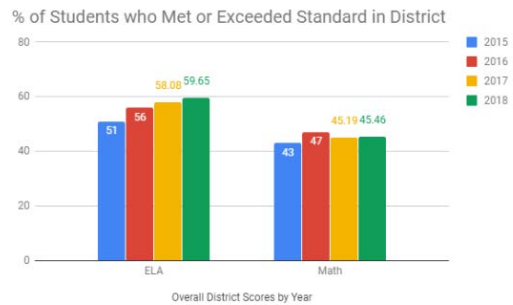
The charts below records the percentage of students in each performance level of the 2018 SBAC in ELA and mathematics. The areas depicted in green illustrates positive growth in the areas measured from the previous administration. The results show affirmative growth in one or more of the measures for each subgroup with the exception of English Learners in ELA; and positive growth in one or more of the measures for each subgroup with the exception of all and white students in mathematics.

ENGLISH LANGUAGE ARTS								2 Yr. Not Met change	2 Yr. Growth M/E	2 yr. Gap chng
	Not Met	Nearly Met	Met	Exceeded	Met or Exceeded	n	Gap From "All"			
ALL	19%	21%	34%	26%	60%	1046	0%	0%	2%	0%
Black A.A	33%	30%	21%	16%	37%	43	-22%	-1%	-4%	-5.4%
Asian	10%	15%	33%	43%	75%	40	15%	0%	2%	0%
Filipino	12%	15%	26%	47%	74%	34	14%	-4%	5%	4%
Hispanic	23%	23%	34%	21%	54%	516	-6%	1%	3%	1%
White	13%	20%	37%	30%	67%	372	7%	0%	3%	1%
EL	67%	18%	11%	4%	16%	45	-44%	9%	-4%	-5%
Econ. Dis.	25%	26%	31%	18%	49%	477	-10%	0%	1%	-1%
SWD	60%	20%	11%	10%	20%	84	-39%	4%	1%	0%

MATHEMATICS								2 Yr. Not Met change	2 Yr. Growth M/E	2 yr. Gap chng
	Not Met	Nearly Met	Met	Exceeded	Met or Exceeded	n	Gap From "All"			
All	25%	29%	26%	19%	45%	1047	0%	2%	0%	0%
Black A.A	35%	35%	21%	9%	30%	43	-15%	-3%	2%	2%
Asian	13%	15%	38%	35%	73%	40	27%	-12%	12%	12%
Filipino	18%	18%	44%	21%	65%	34	19%	2%	12%	12%
Hispanic	33%	29%	24%	14%	38%	517	-7%	4%	1%	1%
White	16%	33%	26%	26%	52%	372	6%	0%	-2%	-2%
EL	64%	20%	11%	4%	16%	45	-30%	7%	1%	1%
Econ. Dis.	33%	30%	25%	12%	37%	478	-8%	3%	3%	3%
SWD	62%	21%	10%	7%	17%	84	-29%	8%	2%	2%

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 mathematics through the Local Control Accountability Plan and related actions.



2018 California Dashboard

Subgroup	ELA		
	Dist. from Std.	Status	Change/Color
All Students	16.6	Maintained	0.8
Black A.A.	-18.2	Increased	4.8
Asian	53	Maintained	2.7
Filipino	51.7	Increased	3.0
Hispanic	2.1	Maintained	0.4
White	31.4	Maintained	1.5
Foster	Not a Significant Group		No Perform. Color
Homeless	Not a Significant Group		No Perform. Color
EL	22.2	Increased	3.4
Socio- Econ. Disadvan.	-5.3	Maintained	1.4
SWD	-55.9	Declined	-3.3

Subgroup	Math		
	Dist. from Std.	Status	Change/Color
All Students	-16.4	Maintained	-2.4

Response from Pioneer Union Elementary

Black A.A.	-50.5	Increased	8.8
Asian	32.6	Increased	17.6
Filipino	1.1	Declined	-5.9
Hispanic	-33.8	Declined	-3.5
White	2.8	Maintained	-2.3
Foster	Not a Significant Group		No Perform. Color
Homeless	Not a Significant Group		No Perform. Color
EL	-52.6	Maintained	-1.5
Socio- Ec. Disadvan.	-38.4	Maintained	-0.3
SWD	-88.7	Declined	-18.4

Subgroup	2018 Suspension Rate		
	Suspension Rate	Status	Change/Color
All Students	2.2%	Declined	-0.8%
Black A.A.	8.3%	Increased	2.7%
Asian	1.6%	Declined	-1.4%
Filipino	3.9%	Increased	3.9%
Hispanic	2.5%	Declined	-0.3%
White	1.0%	Declined	-1.9%
2 or more Races	0%	Declined	-6.30%
Foster	10.5%	Declined	-6.1%
Homeless	Not a Significant Group		No Perform. Color
EL	2.2%	Increased	0.9%
Socio- Ecom. Disadvan.	3.4%	Increased	0.4%
SWD	6.1%	Increased	0.4%

Subgroup	2018 Chronic Absentee Rate		
	C. Absentee Rate	Status	Change/Color
All Students	5.3%	Maintained	-0.2%
Black A.A.	4.9%	Increased	4.6%
Asian	3.2%	Declined	1.4%
Filipino	11.8%	Increased	6.1%
Hispanic	5.7%	Maintained	-0.1%
White	4.5%	Declined	-0.9%
2 or more Races	6%	Declined	-0.8%
Foster	6.3%	Declined	-5.5%
Homeless	Not a Significant Group		No Perform. Color
EL	5.1%	Declined	-2.9%
Socio- Ecom. Disadvan.	7.3%	Maintained	0.0%
SWD	4.1%	Declined	-3.7%

English Learner Progress Indicator

There were no performance color designations issued for 2018.

2018	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	31%	41%	22%	6%

2018 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	73%	80%	84%
Math	75%	74%	78%
Science	73%	87%	82%

Response from Pioneer Union Elementary

History/S.S.	73%	84%	88%
PE	99%	98%	98%
V. and Per. Arts	99%	80%	99%
F. Language	N/A	N/A	88%

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 mathematics and grades K-3 in ELA, math, science and social studies. Grades in mathematics follow trends in the state indicator. 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.

2018 – Kings County LEA comparison

	Fall 2018 California Dashboard State Indicators									
	Kings County LEA comparison - Distance from Standard									
	Armona	Central	Hanford El.	Island	Kings River	Kit-Carson	Lakeside	Lemoore El.	Pioneer	
ELA	-44.5	8.9	-23.2	26.6	41.1	-32.1	-51.2	-11.6	16.6	
Math	-62.2	-17.3	-41.9	-4	14.6	-58.2	-64.9	37.4	-16.4	
ELPI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Chronic Absenteeism	9.7%	4.5%	7.7%	2.8%	7.1%	8.0%	10.1%	7.1%	5.3%	
Suspension Rates	5.4%	2.6%	3.1%	0.7%	0.0%	2.4%	2.2%	4.6%	2.2%	

Summary Review of 2018 Dashboard:

- Pioneer's ranking among the nine elementary school districts in Kings County on state indicators is high: ELA= 3; math = 3; chronic absenteeism = 3; suspension rate = 3.
- While maintaining performance in English Language Arts, the district increased performance for three of nine subgroups; maintained performance for five of nine groups; and declined by 3.3 points for one subgroup.
- While maintaining performance of all students in mathematics, the district increased in performance for two of nine subgroups; Maintained performance for four of nine subgroups; and declined in performance for three of nine subgroups.
- Suspension Rates declined .8% to a rate of 2.2% for the district.
- The district decreased chronic absentee rates of six of ten subgroups; two subgroups increased in chronic absentee rates. The two groups experiencing an increase are relatively small with an African-American subgroup of 81 students and a Filipino subgroup of 51 students. Therefore, identification of a few students as a chronic absentee in these groups can influence the percentage significantly.

Greatest Progress:

- English Learners within the district have performed at high levels on the ELPAC with the percentage of students in level 3 or 4 at 72%.
- Six subgroups performed at Green on the dashboard for chronic absenteeism.

Greatest Need:

- Decrease suspension rates for African American Students and Students with Disabilities.

Responding to Data and the Cycle of Continuous Improvement

In addition to the CAASPP Assessment, the Pioneer Union Elementary School District assesses student 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:

- 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.

Response from Pioneer Union Elementary

- Core program unit assessments administered at each grade level and department.
- Benchmark Assessments administered once a trimester developed through Illuminate using test items from Key Data aligned to State Standards with appropriate depth of knowledge.
- Fountas and Pinnell reading assessments administered to grades K-2.
- Literably reading fluency and comprehension assessment software in grades 3-5.

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, after-school programs, 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 2018 SBAC and the Dashboard results, the two elementary school sites will have their afterschool interventions focus on mathematics. 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 held a summer school program in August prior to the instructional year focused on mathematics. 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, suspension rates, each school within the District is participating in training for Multi-tiered systems of support, increasing the district's ability to respond to students' academic, social and emotional needs.

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.