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Response for Pioneer Union Elementary



TO: State Board of Education

FROM: Kings County Office of Education
Andrea M. Perez, Educational Learning Coordinator

DATE: February 20, 2018

RE: Information Memo for Pioneer Union Elementary School District

1. Charter District CAASPP: Pioneer scored higher than the county and state averages on the Spring 2017 CAASPP assessments at each grade level for both ELA and Math. Pioneer's overall average percent of students scoring Met or Above standard in ELA was 58.08%. This is higher than the county at 42.37%, and state at 48.56%. In the area of Math, Pioneer averaged 45.19%. The county averaged 29.18%, and state average was at 37.56%.
2. LCAP and Annual Update: Pioneer has a board approved LCAP & Annual Update for 2017-18 that may be found at: <https://drive.google.com/file/d/0B9lvuB10jZj0VHYyd0dmMU9FNjA/view>
3. County Office Site Visit: The charter oversight team visited Pioneer on November 8, 2017.
4. County Summary of District's Fall Dashboard: Pioneer was high and increased by 1.9% on the English Learner Progress Indicator. Academics for ELA were high and increased by 5.4 points. Six of the ten student groups increased or increased significantly. The other four maintained. Academics for Math were medium and maintained. Three student groups increased, four maintained, and 3 declined. Suspensions were medium and increased by 0.4%. Five student groups declined or declined significantly, one maintained, and six increased or increased significantly. Overall, Pioneer scored green on the English Learner Progress and Academic Indicator, yellow on Math, and orange on Suspension rate.
5. The Kings County Office of Education has no concerns, and has commendations for Pioneer Schools. The Pioneer School District has three sites. The district highlighted that the use of Professional Learning Communities has facilitated the alignment of all three sites. Teachers and leaders across the district are sharing ideas and best practices. Art and music programs are incorporated into instruction. Student leadership was also a highlight. The RTI model that the district is using was an integral part of the educational program. There is great strength in identifying struggling students and providing support in a systematic and aligned way. Students were also engaged in presentations, and willingly shared.

Respectfully submitted,

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**Pioneer Union Elementary Charter School District
Charter Annual Report
November 2017**

2017 CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The information in the chart below compares the percentage of students meeting or exceeding standard on the 2017 CAASPP when compared 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.

	ENGLISH LANGUAGE ARTS/LITERACY					
	Standard Not Met	Standard Nearly Met	Standard Met	Standard exceeded	% Met or Exceeded Standard	ELA Rank
Armona	44%	29%	22%	5%	27%	9
Central	25%	23%	33%	19%	52%	4
Hanford El.	32%	25%	29%	14%	43%	5
Island	16%	23%	36%	25%	60%	2
Kings River Hardwick	8%	21%	39%	32%	70%	1
Kit Carson	42%	24%	27%	6%	33%	6
Lakeside	43%	27%	23%	7%	30%	8
Lemoore El.	43%	27%	23%	7%	30%	7
Pioneer	18%	24%	33%	26%	58%	3

	MATH					
	Standard Not Met	Standard Nearly Met	Standard Met	Standard exceeded	% Met or Exceeded Standard	Math Rank
Armona	54%	26%	15%	5%	20%	8
Central	32%	30%	25%	14%	39%	4
Hanford El.	39%	29%	19%	13%	32%	5
Island	20.29%	28%	32%	19%	51%	2
Kings River Hardwick	14.75%	24%	31%	31%	61%	1
Kit Carson	48%	34%	13%	5%	18%	9
Lakeside	51%	25%	15%	8%	23%	6
Lemoore El.	51%	25%	15%	8%	23%	7
Pioneer	23%	32%	26%	19%	45%	3

Subgroup CAASPP Performance

Subgroup	Achievement Level	English Language Arts/Literacy		Mathematics	
		County	District	County	District
All Students	Standard Exceeded	14%	25%	11%	19%
	Standard Met	28%	33%	19%	26%

	Total Met/Exceeded	42%	58%	29%	45%
	Students with Scores	14,905	1,052	14,890	1,051
SWD	Standard Exceeded	3%	5%	2%	6%
	Standard Met	8%	14%	5%	8%
	Total Met/Exceeded	10%	19%	7%	14%
	Students with Scores	1,508	85	1,488	84
SED	Standard Exceeded	9%	17%	7%	10%
	Standard Met	25%	32%	16%	24%
	Total Met/Exceeded	34%	49%	22%	34%
	Students with Scores	10,615	443	10,609	443
EL	Standard Exceeded	2%	4%	2%	0%
	Standard Met	10%	15%	8%	15%
	Total Met/Exceeded	12%	19%	10%	15%
	Students with Scores	2,823	47	2,832	47
RFEP	Standard Exceeded	14%	19%	11%	19%
	Standard Met	41%	38%	24%	38%
	Total Met/Exceeded	55%	56%	34%	56%
	Students with Scores	2,526	85	2,522	85
White	Standard Exceeded	25%	30%	20%	26%
	Standard Met	34%	35%	26%	28%
	Total Met/Exceeded	59%	64%	45%	54%
	Students with Scores	3,001	417	2,991	416
Hispanic or Latino	Standard Exceeded	10%	21%	7%	12%
	Standard Met	26%	31%	17%	26%
	Total Met/Exceeded	37%	52%	24%	38%
	Students with Scores	10,341	461	10,342	461
Black or African American	Standard Exceeded	8%	13%	6%	11%
	Standard Met	25%	29%	14%	18%
	Total Met/Exceeded	33%	41%	19%	29%
	Students with Scores	603	56	599	56
	Standard Met	25%	29%	18%	26%
	Total Met/Exceeded	37%	51%	29%	46%
	Students with Scores	7,557	541	7,548	540

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The table above shows the percentage of subgroups that met or exceeded standard. Subgroup comparison to Kings County performance on the CAASPP shows the following:

- All significant subgroups performed higher in ELA and mathematics when compared to county-wide performance.
- The district's subgroups perform well when compared to county-wide performance. The district reduced the achievement gap in many areas for its subgroups when compared to the performance of all students. In English Language Arts, the district maintained or reduced the achievement gap for four of the five subgroups and increased the percentage of students meeting or exceeding standard for four of the five subgroups. In mathematics, the district maintained or reduced the achievement gap for four of the five subgroups and increased the percentage of students meeting or exceeding standard for one of the five subgroups. Of the four subgroups experiencing a decrease of students meeting or exceeding standard, three of the four groups experienced a small percentage of change of one or two percent.

ELA

- Black African American – maintained an achievement gap of 17% from the performance of all students meeting or exceeding standard. However, the district increased the percentage of African American students meeting or exceeding standard by 2% from 39% in 2016 to 41% in 2017.
- Hispanic – reduced the achievement gap by 7 percentage points from 14% in 2016 to 7% in 2017. Increased the percentage of Hispanic students meeting or exceeding standard by 9% from 42% in 2016 to 51% in 2017.
- English Learner – reduced the achievement gap by 1 percentage point from 40% in 2016 to 39% in 2017. Increased the percentage of English Learner students meeting or exceeding standard by 3% from 16% in 2016 to 19% in 2017.
- Economically Disadvantaged – reduced the achievement gap by 1 percentage point from 11% in 2016 to 10% in 2017. Increased the percentage of economically disadvantaged students meeting or exceeding standard by 4% from 45% in 2016 to 49% in 2017.
- Students with Disabilities – the achievement gap increased 5% from 34% in 2016 to 39% in 2017. The percentage of students with disabilities meeting or exceeding standard decreased by 3% from 22% in 2016 to 19% in 2017.

MATH

- Black African American - reduced the achievement gap by 4 percentage points from 21% in 2016 to 17% in 2017. Increased the percentage of African American students meeting or exceeding standard by 3% from 26% in 2016 to 29% in 2017.
- Hispanic - maintained a 7% gap from the achievement of all students meeting or exceeding standard from the 2016 to 2017 SBAC administration. The percentage of Hispanic students meeting or exceeding standard decreased by 2% from 40% in 2016 to 38% in 2017.

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- English Learner – reduced the achievement gap by 1 percentage points from 31% in 2016 to 30% in 2017. The percentage of English Learner students meeting or exceeding standard decreased by 1% from 16% in 2016 to 15% in 2017.
- Economically Disadvantaged – reduced the achievement gap by 1 percentage points from 12% in 2016 to 11% in 2017. The percentage of economically disadvantaged students meeting or exceeding standard decreased by 1% from 35% in 2016 to 34% in 2017.
- Students with Disabilities – the achievement gap increased by 10 percentage points from 21% in 2016 to 31% in 2017 when compared to the performance of all students. The percentage of students with disabilities meeting or exceeding standard decreased by 12% from 26% in 2016 to 14% in 2017.

CALIFORNIA DASHBOARD STATE PRIORITIES

Priority/Indicator	All Students	EL	FY	SED	SWD	AA	Asian	Filipino	Hispanic	White
6/Suspension										
4/ELPI										
4/ELA			*N/A							
4/Math			*N/A							

* Less than a significant student group number

Other Student Outcomes Priority 6 & 8

2016-2017	
Grades K-3	Grades 4-8
Measure 1: Percentage of students meeting standard or better in integrated English language arts (ELD, science, health, and social studies).	Measure 1: Percentage of students meeting standard or better in English language arts with integrated ELD and visual and performing arts.
73%	80%
517/705	294/366
Measure 2: Percentage of students meeting standard or better in mathematics.	Measure 2: Percentage of students meeting standard or better in mathematics.
78%	74%
529/705	271/366
Measure 3: Percentage of students receiving credit in physical education with integrated visual and performing arts.	Measure 3: Percentage of students with a grade of 'C' or better in science.
99%	82%
695/705	565/690
	Measure 4: Percentage of students meeting standard or better in social studies.
	84%
	308/366
	Measure 5: Percentage of students receiving credit in physical education.
	98%
	532/541
	Measure 6: Percentage of students with a grade of 'C' or better in foreign language.
	88%
	101/115
	Measure 7: Percentage of students with a grade of 'C' or better in visual and performing arts.
	99%
	339/341

Priority 6 – Met

Pioneer Union Elementary School District administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The survey was administered to students in grades 4-8 with 749 students participating in the survey. The survey addressed school connectedness through questions that asked if the student had an adult they trust at school; if they look forward to coming to school; and support they

receive or can expect to receive from school staff with issues of problems they may face. The survey also sought information regarding the sense of safety students have through questions relating to knowing the school rules for behavior, whether or not they felt that inappropriate behavior was addressed and had consequences; and if they felt safe while at school. In grades 4-5, students registered an overall 93.7% positive response in the area of connectedness and 93.7% positive response for a sense of safety. In grades 6-8, students registered an overall 73.8% positive response for connectedness and 90.7% positive response for a sense of safety while at school. The survey shows a small decrease in a sense of safety from grades 4-5 to grades 6-8. However, there is a greater decrease in perceived connectedness from 93.7% to 73.7% as students matriculate from elementary school to middle school. The district is increasing effort to transition students from the elementary sites to the middle school including increased orientation efforts and promotion of clubs and activities to connect students to school.

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.

Areas of Greatest Progress Based on the fall 2017 LCFF evaluation rubrics, the following areas were areas of particular success:

- English Learner Progress was an area of great progress. The LEA's performance on the rubrics was "Green" with a status rating of "High" at 82.2%. There was an increase of 1.9% on the change rating of this metric as well. Performance on the English Language Arts academic indicator was "Green" meeting the State target for this indicator. Overall performance was rated "High" with an overall change increase of 5.4 points. Eight of the nine significant subgroups experienced positive point gains.

The District attributes these successes to several actions within the LCAP.

- The professional development provided to our instructional staff to effectively teach to the State Standards using researched based instructional practices.
- Instructional aide time at the elementary level to allow greater adult/student ratios and also allowing the certificated staff greater opportunity to differentiate instruction giving various degrees of support to students based on assessed needs.
- The emphasis on early literacy and the supports provided to students in need of additional support.
- Support for English Learners through the afterschool program and instructors.
- The use and familiarity of technology as a tool for instruction and learning for both staff and students.

The District plans to maintain or improve upon this progress by continuing these actions in the 2018-19 LCAP.

Areas of Greatest Need:

Suspension Rate: Based on the fall 2017 LCFF evaluation rubrics, the Pioneer District performance on the suspension rate state indicator was orange. The status for suspension rate was rated "Medium" with suspension rate of 2.9% and a change increase of 0.4% from 2017.

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Math: While performance for all students was yellow on the dashboard, the following groups performance was orange: English Learners: Performance = Orange; Status = Low (51.1 points below level 3); Change = Declined -5.1 points. Socioeconomically Disadvantaged: Performance = Orange; Status = Low (38.1 points below level 3); Change = Maintained +0.5 points

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. These formative assessments allow the teacher to differentiate the instruction immediately based on assessed needs.
- 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 researched based 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 intervention in reading.
- Dedicated time after administration of benchmark tests to review and respond instructionally to the data.
- Analyze the data both locally and state level to identify areas of focus to make the greatest impact on student achievement.
- Continue to work through the LCAP process with stakeholder input to identify areas that will impact performance of those groups which demonstrate an achievement gap.

In response to the 2017 SBAC results, the two elementary school sites will have their afterschool interventions focus on mathematics. The middle school held a summer school program in August prior to the 2017-18 instructional year focused on mathematics. Also, the middle school will continue to have support classes in mathematics.

Pioneer District/ School Record of Awards

The schools within the district have been consistently recognized for its outstanding performance and programs by the California Department of Education other distinguished institutions.

Year	School	Award
2007	Pioneer Middle School	California Distinguished School

2012	Frontier Elementary School	California Distinguished School
2013	Pioneer Middle School	Honor Roll School by the Campaign for Business and Educational Excellence
2014	Pioneer Elementary School	California Distinguished School
2014	Pioneer Elementary	Honor Roll School by the Campaign for Business and Educational Excellence
2014	Frontier Elementary School	Honor Roll School by the Campaign for Business and Educational Excellence
2015	Pioneer Middle School	California Gold Ribbon School with additional award for its exemplary Arts program
2015	Frontier Elementary School	2015 California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).
2015	Pioneer Elementary School	2015 California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).
2016	Pioneer Elementary School	Award for Character and Civic Education from the Bonner center, Kreman School of Education and Human Development, California State University Fresno.
2016	Pioneer Elementary School	California Gold Ribbon School
2016	Frontier Elementary School	California Gold Ribbon School
2016	Pioneer Elementary School	Title I Academic Achievement Award School
2016	Frontier Elementary School	Title I Academic Achievement Award School
2016	Frontier Elementary School	2016 California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).
2016	Pioneer Elementary School	2016 California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).
2017	Pioneer Middle School	Award for Character and Civic Education from the Bonner center, Kreman School of Education and Human Development, California State University Fresno.

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 when compared to county local educational agencies. 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 allowing them to access the high quality program offered within Pioneer and, thereby, fulfilling a principle tenet of the California charter law.