Pioneer Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

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

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Pioneer Elementary School
Street	5215 Hamel St.
City, State, Zip	Davis, CA 95618
Phone Number	530-757-5480
Principal	Veronica Dunn
E-mail Address	vdunn@djusd.net
Web Site	
CDS Code	57726786056279

District Contact Information	
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
E-mail Address	superintendent@djusd.net
Web Site	www.djusd.net

School Description and Mission Statement (School Year 2017-18)

At Pioneer Elementary School we believe that all children will learn. We strive to know each child as an individual supporting their growth academically, socially, and emotionally. We provide individualized lessons to help students build the skills required for success in the new Common Core State Standards. These lessons provide appropriate support for general education students, GATE students, English learners, and special education students.

Our dedicated staff continually works to establish an environment that is conducive to learning. We do this by building strong relationships with our students and their families. We emphasize using life skills: organization, cooperation, initiative, caring and kindness, effort, friendship, problem solving, perseverance, and flexibility. Our school community recognizes and reciprocates these efforts with a high level of parent involvement in our school programs. As a result of the incredible resources in our school community, our students enjoy a valuable educational experience as they progress through the grade levels.

Thanks to our PTA, we have hired a part-time Student Support Counselor to work with classrooms to empower students to do and be the best individuals possible. With the support of our Site Council and PTA we are also able to add reading, math, and ELD aides to support student learning

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	45
Grade 1	70
Grade 2	75
Grade 3	73
Grade 4	90
Grade 5	83
Grade 6	86
Total Enrollment	522

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.2
Asian	21.3
Filipino	1.5
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.2
White	51.1
Two or More Races	6.9
Socioeconomically Disadvantaged	15.9
English Learners	10
Students with Disabilities	8.8
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	24	22	400
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts K-6 Benchmark Advance, 2017	Yes	0%
Mathematics	Mathematics, K-6: Envision Math, 2015	Yes	0%
Science	Science K-5 Delta Education, Full Option Science System (FOSS), 2007, 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006	Yes	0%
History-Social Science	History-Social Science K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

Pioneer Elementary school is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor ones resulting from common wear and tear, and there are few of them.

School Facility Good Repair Status (Most Recent Year)
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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/2018				
System Inspected	Repair Status			**Repair Needed and Action Taken or Planned**
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

	Year and month of the most recent FIT report: 03/2018			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

*   **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	74	74	71	69	48	48
Mathematics (grades 3-8 and 11)	70	78	65	64	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	330	319	96.67	73.98
Male	160	156	97.5	71.79
Female	170	163	95.88	76.07
Black or African American	13	13	100	38.46
American Indian or Alaska Native	--	--	--	--
Asian	70	66	94.29	86.36
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.92	63.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	165	159	96.36	73.58
Two or More Races	27	27	100	85.19
Socioeconomically Disadvantaged	54	53	98.15	41.51
English Learners	32	27	84.38	55.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	25	22	88	36.36
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	330	323	97.88	77.71
Male	160	158	98.75	79.75
Female	170	165	97.06	75.76
Black or African American	13	13	100	23.08
American Indian or Alaska Native	--	--	--	--
Asian	70	70	100	90
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.92	65.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	165	159	96.36	77.99
Two or More Races	27	27	100	92.59
Socioeconomically Disadvantaged	54	53	98.15	47.17
English Learners	32	30	93.75	70
Students with Disabilities	26	23	88.46	39.13
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79	71	81	78	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3	21.4	59.5

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Pioneer Elementary School offers parents and extended family members a wide variety of opportunities to be involved in the school including an active PTA, Bravo Music program, Gardening Program, 1st grade CAPON Physical Ed program, literature circles, classroom aides, art projects, after school Math support, and field trips, Parents on the Playground and general classroom volunteer work. Parents also can join the Climate Committee and School Site Council.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3	1.2	1.4	2.4	3.0	2.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety: We place a strong emphasis on safety. Staff and our School Site Council (SCC) review and revise emergency plans annually. This plan is also reviewed by district office staff. Every classroom has a copy of the Pioneer elementary Emergency Procedures with guidelines for emergencies. Staff reviews emergency procedures annually, at the beginning of the school year, and we schedule and practice fire drills every month, earthquake and lock down drills annually. Each teacher reviews emergency routines with their students twice annually, more often if needed. Core staff members have been trained and certified in CPI as well as the entire teaching staff have been trained on site in its basic concepts Our custodian checks the school grounds daily as a part of her safety check. Teachers supervise students before school, during recess periods, and at dismissal to ensure safety. We employ parents and young adults as yard duty supervisors to watch over our kids during lunch and lunch recess; parent volunteers sometimes join them. Yard duty superv9sors have also reviewed CPI goals. Parent volunteers and visitors check into our school office and register. When they sign in, they wear a sticker to show their presence has been approved. When parents leave for the day, we ask them to check out at the office. The district's careful use of resources ensures that students have access to clean and safe facilities. Facilities staff works within a scheduled preventive maintenance program to offset costly repairs whenever possible. Climate: Our teachers and administration focus on the positive and maintain a warm and constructive atmosphere in their classrooms. Teachers work with their students to identify appropriate behavior expectations as well as positive and negative consequences. We rarely have serious disciplinary problems. We find that conversations, redirection, and class meetings take care of most misbehavior.
Occasionally, a child needs a brief time-out, loss of recess, or another consequence—for example, a phone call home. We track behavior issues through the use of school citations and with a computerized student information management system.
We are fortunate that our parents are active partners in helping their children conduct themselves responsibly. We suspend or expel students only for serious problems, such as physical violence or repeated acts of vandalism. Students returning from suspension are supported for and encouraged to learn from the past and make better choices in the future. A school Climate is supported by an active parent community and PTA includes programs for empowering students to make positive decisions for solving problems that may arise and supporting an active Friendship month that emphasizes positive relationships.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		5		23		5		30		2	1
1	20	3	2		24		6		23		6	
2	25		6		24		5		25		5	
3	25		6		21	4	4		24		5	
4	27		6		28		6		23		8	
5	30		6		25	1	6		28		6	
6	31		6		30		6		29		6	
Other	5	1										

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	.60	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10140.79	3214.80	6925.99	68536.76
District	N/A	N/A	7,705.19	$67,085
Percent Difference: School Site and District	N/A	N/A	-10.7	2.1
State	N/A	N/A	$6,574	$74,476
Percent Difference: School Site and State	N/A	N/A	5.2	-8.3

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

Types of Services Funded (Fiscal Year 2016-17)

In 2016-2017 Pioneer Elementary School received funding and services through the following state and local resources: Local Control Funding Formula, Davis Parcel Tax, and Davis School Arts Foundation.

Types of funded services include: reading specialist support, math specialist support, English learner specialist support, school counselor support, reading, math and English learner para-educator support, instructional technician specialist support, instructional supplies, after-school program support, family math events, and professional development.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,050	$46,511
Mid-Range Teacher Salary	$60,613	$73,293
Highest Teacher Salary	$84,563	$92,082
Average Principal Salary (Elementary)	$106,541	$113,263
Average Principal Salary (Middle)	$113,403	$120,172
Average Principal Salary (High)	$120,473	$131,203
Superintendent Salary	$185,681	$213,732
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Davis Joint Unified School District focuses our professional growth system on our mission and objectives with priority given to social emotional intelligence, differentiated instruction, inquiry based instruction, implementation of the Common Core State Standards, closing the achievement and opportunity gap, as well as the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals along with teacher surveys and Principal feedback to ensure relevancy and meaning for our community.

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside our district, staff has opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade level/content peers through Common Core Collaboration Grants and collaboration is built into all professional development sessions. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning and in context learning. Examples of recent Davis Joint Unified School District professional learning include:

- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff.
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)