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Response from Pioneer Union Elementary

1144 West Lacey Boulevard, Hanford, CA 93230



Telephone: 559.584.1141 Fax: 559.589.7000

TO: State Board of Education

FROM: Kings County Office of Education
Joy Santos, Assistant Superintendent, Educational Services

DATE: March 1, 2024

RE: Academic Memo for Pioneer Union Elementary School District

- LCAP and Annual Update:** In accordance with Education Code Sections 52070 and 42127, the Kings County Office of Education has reviewed the Local Control Accountability Plan (LCAP) and adopted budget of the school district for fiscal year 2023-2024. The 2023-24 Pioneer Union board approved LCAP and Annual Update may be found at: [Pioneer 23.24 LCAP.pdf](#)
- Charter District Annual Site Visit:** The County Office of Education charter team visited Pioneer Elementary School on November 1, 2023.
- Technical Assistance offered by KCOE:** The Kings County Office of Education Superintendent of Schools supports all districts and schools within Kings County by providing the following Level 1 Supports: Accountability Updates, Leadership Network, WASC participation and writing support, Technical Assistance for Content Areas, State/Federal programs, Local Control & Accountability Plan (LCAP), and School Plan for Student Achievement (SPSA), Curriculum updates and professional development, Coordinating services for Foster Youth and students experiencing homelessness, Charter school support, College and Career Readiness resources and support, Tobacco Use Prevention Education program support, Data and Assessment resources and support, Technical Assistance with UPK, CCSPP and Differentiated Assistance.
- County Office Acknowledgement:** The Kings County Office of Education has commendations for the educational programs offered at all three schools in Pioneer Union Elementary School District. All school sites have participated in MTSS professional development and have refined their practices to meet the social emotional needs of students. District and school staff are committed to professional learning, and have planned for training in trauma informed practices. The Associated Student Body (ASB) hosts activities to promote school connectedness. 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.
- Success of the Charter District:** The Pioneer District Charter emphasizes the well-rounded education of their 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.

Respectfully submitted,
Joy Santos

Pioneer Union Elementary School District

Academic Memorandum Response

Section 1. Charter District Information

General Information

1. **District Address:** 1888 Mustang Dr. Hanford, CA 93230
2. **County:** Kings
3. **Website Address:** www.puesd.net
4. **County-District-School (CDS) Code:** 16-63990-0000000
5. **Charter Number:** D1
6. **Current Charter Term Start Date:** 7/1/2019
7. **Current Charter Term End Date:** 7/1/2026
8. **District Description:** Elementary
9. **Grade Levels Served:** TK-8
10. **2022-23 Enrollment:** 1573
11. **Instruction Type:** In-Person/Classroom Based

Charter Schools within the Charter District

Note: Input “Not Applicable” or “N/A” in unused cells of the table below.

Table 1. Charter Schools within the Charter District

School Name (CDS Code)	Address	Grade Levels Served	2022-23 Enrollment	Program Type
Pioneer Elementary School	8810 14 th Avenue Hanford, CA 93230	TK-5	521	Seat Based
Frontier Elementary School	1854 N. Mustang Drive Hanford, CA 93230	TK-5	502	Seat Based
Pioneer Middle School	101 Pioneer Way Hanford, CA 93230	6-8	550	Seat Based
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

Student Group	Charter District Total (Percentage)	County Total (Percentage)
English Learners	6.1%	17.1%
Foster Youth	0.3%	0.7%
Homeless	0.1%	1.4%
Socioeconomically Disadvantaged	43.8%	63.3%
Students with Disabilities	8%	8.7%

Table 2. 2023 Race/Ethnicity Information

Race/Ethnicity	Charter District Total (Percentage)	County Total (Percentage)
African American	3.4%	3.2%
American Indian	0.4%	1.0%
Asian	2.8%	0.9%
Filipino	2.9%	1.4%
Hispanic	56%	73.2%
Pacific Islander	0.2%	0.2%
Two or More Races	3.8%	3.4%
White	30.5%	16.4%

Section 2. California School Dashboard Data Overview

California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

Dashboard Indicator	Charter District Performance level	State Performance Level
Chronic Absenteeism	Yellow 12.6% chronically absent	Yellow 24.3% chronically absent
Suspension Rate	Orange 2.9% suspended at least one day	Orange 3.5% suspended at least one day
English Learner Progress	Yellow 46.8% making progress	Yellow 48.7% making progress
Graduation Rate	N/A	Orange 86.4% graduated
College/Career	N/A	Medium 43.9% prepared
English Language Arts	Yellow 3.5 Points above standard	Orange 13.6 points below standard
Mathematics	Green 18.1 points below standard	Orange 49.1 points below standard

California Assessment of Student Performance and Progress

The Charter District's California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the Charter District's CAASPP English language arts/literacy and mathematics test results is available at:

<https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=16&lstDistrict=63990-000&lstSchool=0000000>.

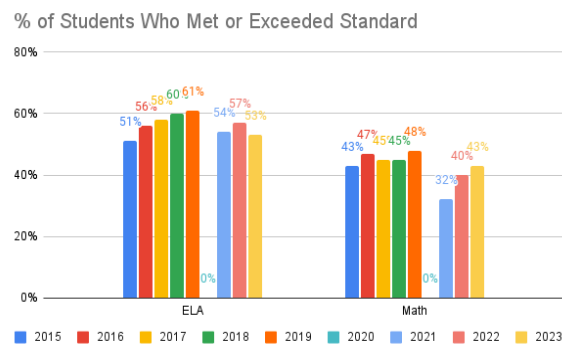
Section 3. Areas of Greatest Progress and Need

- 1. Based on California Schools Dashboard (Dashboard) data, identify the Charter District's areas of greatest progress.**

- The CAASPP shows that the District’s actions in response to learning loss experienced from the COVID-19 pandemic are having positive effects. In comparing the 2022 to the 2023 CAASPP performance:
 - Students with Disabilities maintained performance in ELA when the performance of other student groups declined. Statewide there was a general decline in ELA performance.
 - Students with Disabilities also increased performance in mathematics by 11.6 points.
 - Students meeting or exceeding standard on the Mathematics CAASPP Assessment increased from 39% to 43%, with all subgroups increasing the percentage of students meeting or exceeding standard
 - In Mathematics, six of the nine student groups increased performance on the California Dashboard from 2022 to 2023, two maintained performance levels, and one declined.

• **CASSPP Longitudinal Results**

- Longitudinal results of the CAASPP show steady growth over time, increasing the percentage of students meeting or exceeding standard in ELA ten percentage points from 2015-2019, and five percentage points during the same period for mathematics. Subsequently, the COVID-19 Pandemic impacted student achievement and resulted in learning loss that was evident upon the return to in-person instruction. Since returning to full in-person instruction in 2021, the District has seen success in the percentage of meeting or exceeding standard in ELA from 54% to 57% from 2021 to 2022 but then experienced a small regression to 53% in 2023 which was a predominate trend statewide for ELA in 2023. Post-pandemic performance in mathematics has seen steady and significant growth rising from 32% meeting or exceeding standard to 43% in 2023.



2. What internal assessments (not CAASPP) are being used to demonstrate the Charter District’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

- This year the District is reviewing and revising its standards-based benchmark assessments for grades 2-8 based on the pacing guides for each grade level. The District-built assessments focus on the priority standards on the CAASPP assessment and model the rigor and structure after the CAT portion of the State test. Even though these assessments are not on the state-approved and verified data list, they are most meaningful and relevant to the instruction happening in the classroom and indicate areas of student strength and areas for needed intervention based on the State standards that have been taught.

- Additionally, grades K-3rd give the Fountas and Pinnell oral reading level assessment to all students. 4th and 5th grade assess students' oral reading fluency for students who did not score at or above grade level on the previous year's CAASPP assessment to target students who need additional support.

3. Based on Dashboard data, identify the Charter District's areas of greatest need include references to student groups.

- Continue to make improvements to the chronic absentee rates. The District decreased its chronic absentee rate from 30.4% in 2022 to 12.6% in 2023. While significant improvements were made in 2023 on this metric, the District desires to see continued improvement in this area, particularly for Students with Disabilities and Socioeconomically Disadvantaged students who have absentee rates of 17.8% and 15.6% respectively. These rates are higher than the other significant subgroups who have a mean chronic absentee rate of 12.5%
- The District experienced a general decline in ELA performance mirroring the County and the State trend. We intend to analyze the data to a deeper level to inform the next steps in improving outcomes in English Language Arts. Overall, the District performance was yellow on the Dashboard with a decline of 4.6 points. Students with Disabilities maintained performance in ELA but their performance is red on the Dashboard.
 - While students with disabilities maintained performance in ELA when most student groups did not and made growth in mathematics, their performance is still red and orange respectively. Additionally, they have a performance color of red in suspension rates. Therefore, the District has been identified for Differentiated Assistance for this group.

4. How is the Charter District addressing these areas of need, include references to student groups?

- The District will address the chronic absentee rate by continuing efforts already implemented which decreased absentee rates for all students by 17.8%, Socio-economically Disadvantaged students by 19.9%, and Students with Disabilities by 20.8%. These actions include consistent monitoring of absentee data by individual student, notifications to parents of students at risk of becoming a chronic absentee, communications about the importance of school attendance, home visits, and School Attendance Review Board (SARB) meetings with parents to identify the underlying causes of student absenteeism.
- The District will address the academic and behavioral needs of Students with Disabilities, by collaborating with the Kings County Office of Education through the Differentiated Assistance process. Through the process the District will analyze the data to a greater, deeper degree to identify actions and supports the District can provide this student group to address the areas of academic performance and behavior.

Section 4. Summary of Performance on Measurable Pupil Outcomes

1. Identify the Measurable Pupil Outcomes in Element 2 of the petition. Summarize the performance for each outcome.

English Learner Progress Indicator

46.8% of English Learners made progress toward English proficiency on the 2023 English Learner Progress Indicator (ELPI), with a Dashboard performance of Yellow.

2023	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H,3L,3H	Decreased 1 ELPI Level
	43.6%	3.2%	28.7%	24.5%

2023 California Dashboard

ELA				Math			
	Dist. from Std.	Status	Change from 2022	Subgroup	Dist. from Std.	Status	Change
All Students	3.5	Medium	-4.6	All Students	18.1	High	9
African American	-29.1	Medium	4.8	African American	-87.9	Low	-21.8
Asian	47	High	-6.9	Asian	38.3	Very High	20.7
Filipino	37.5	High	-7.5	Filipino	7.2	Very High	18.4
Hispanic	-9.3	Low	-2.2	Hispanic	-30.4	Medium	11.8
White	19.6	High	-10.8	White	4.1	High	8.2
Foster	Not a Significant Group		N/A	Foster	Not a Significant Group		N/A
Homeless	Not a Significant Group		N/A	Homeless	Not a Significant Group		N/A
EL	-45.7	Low	-7.5	EL	-69.9	Low	2.8
Socio-Econ. Disadvan.	-20.3	Low	-10.8	Socio- Econ. Disadvan.	-41.6	Low	2.6
SWD	-81.3	Very Low	1.3	SWD	-98.7	Low	11.6

Summary Review of the 2023 California Dashboard

The 2023 California Dashboard reflects status and change in performance from the previous year for the first time since 2019, giving the District increased information by which we can respond to the needs of our students and subgroups. The performance shows increases since returning from the COVID-19 pandemic and highlights areas in which growth opportunities exist. Overall, the District experienced high performance in comparative analysis.

- In comparative analysis of performance with the nine elementary school Districts in Kings County, Pioneer ranked 3rd in highest performance in ELA, 3rd in mathematics, 4th in chronic absenteeism, and 3rd in suspension rates.

- ELA - The District scored an overall status of “Medium” with a performance color of yellow and all students performing 3.5 points above standard. The District had only two subgroups increase the percentage of students meeting or exceeding standard in ELA.
- Mathematics - Mathematics saw widespread gains. The District scored an overall status of “High” with a performance color of green and all students performing 18.1 points below standard. Seven of the ten student groups had positive gains in the percentage meeting or exceeding standard. Of the three that saw a decline in the percentage meeting or exceeding standard, two declined by one percent and the third by three percent.
- 46.8% of English Learners progressed in their acquisition of the English Language.

Section 5. Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the Charter District’s 2022-23 Local Control and Accountability Plan (LCAP) goals.

- a) LCAP Goal 1: State Priorities 1, Basic (Conditions of Learning); Priority 2, State Standards; and Priority 7, Course Access.

2023 Dashboard Results:

- Priority 1 = Standard Met
- Priority 2 = Standard Met
- Priority 7 = Standard Met

- b) LCAP Goal 2: State Priorities 4 and 8.

The District has experienced progress in meeting Goal 2.

ELA - The District has a performance Level of Yellow on the California Dashboard. Two of ten student groups experienced improvement in the percentage meeting or exceeding standard in ELA. The predominance of regression in performance for the District follows state and county trends.

Math - Six of the ten student groups reduced the percentage of students not meeting standard and seven of the ten groups increased the percentage of students meeting or exceeding standard.

Since returning to full in-person instruction in 2021, the District has seen success in the percentage of students meeting or exceeding standard in ELA from 54% to 57% from 2021 to 2022 but then experienced a small regression to 53% in 2023 which was a predominate trend statewide for ELA in 2023. Post-pandemic performance in Mathematics has seen steady and significant growth rising from 32% meeting or exceeding standard in 2021 to 43% in 2023.

- c) LCAP Goal 3 –Priority 3, Parent and Family Engagement.

2023 Dashboard Results:

- Priority 3 = Standard Met

- d) LCAP Goal 4 – State Priority 5, Pupil Engagement; State Priority 6, School Climate.

2023 Dashboard Results:

- The District has decreased the chronic absentee rate from 30.4% in 2022 to 12.6% in 2023. Moving from a Dashboard performance of Red to Yellow.
- The District's Dashboard performance for suspension rates was Orange with 2.9% suspended at least one day.

2. Provide a summary of the Charter District's 2023-24 LCAP mid-year update that describes what the Charter District is doing to increase community input.

The mid-year LCAP update shows the District's progress on its LCAP goals and associated State priorities of each goal.

- Goal 1 addressing State Priorities 1, 2, and 7 shows significant progress in meeting the goal of providing Basic Services.
- Goal 2 addressing State Priorities 4 and 8, do not have current metrics available, however, the reclassification rate is currently 13.4 % as of December 2023.
- Goal 3 addresses Priority 3 (Parental Involvement). The District has historically experienced substantial parental involvement. The District continues efforts to increase parental involvement/community input through the school site councils, ELAC/DELAC, district parent advisory council, back to school night, parent/teacher conferences, surveys, open house, SST's, 504, and IEP meetings.
 - The District also holds many community events to build a sense of connectedness. These events include movie nights, band and music events, open house, athletic events, and student performances. At many of these events the schools host food trucks, book sales, and other activities sponsored by our parent clubs. Such events effectively encourage parents to spend more time at the school site and give them greater opportunities to engage with staff and other parents. This has the effect of promoting dialogue and input, leading to an enhanced sense of connectedness.
- Goal 4 addresses Priority 5 and 6. The metrics for these two priorities are not available at this time, however, preliminary data shows the District making progress in meeting this goal through a reduction of suspensions and absenteeism at this point in the academic year.



PIONEER UNION ELEMENTARY SCHOOL DISTRICT

Additional Information: Differentiated Assistance

1. Under which student groups and state priorities did the School meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

2022-23

Pioneer Union Elementary School District was identified for Differentiated Assistance in 2022 based on the Dashboard performance for the following student groups

- Students with Disabilities - Chronic Absenteeism and Academic performance (ELA and Mathematics)
- African American Students - Chronic Absenteeism and Suspension Rates

Pioneer UESD no longer qualified for Differentiated Assistance for these student groups having made improvements in the 2023 performance on the Dashboard indicators for the groups identified.

2023-24

Pioneer Union Elementary School District was identified for Differentiated Assistance in 2023 for:

- Students with Disabilities -
- English Language Arts
 - Suspension Rate

2. Identify the support provider the School will be working with for technical assistance with DA.

Kings County Office of Education

3. What improvement strategies and actions has the School selected to address its identified student groups and state priorities?

The District has taken proactive steps since the public release of the Dashboard on December 15, 2023 and becoming aware of our Differentiated Assistance status. The district has only recently begun the process to identify effective strategies to address the needs of students with disabilities on the state priorities identified for Differentiated Assistance. The district has met with its support provider, the Kings County Office of Education, and will take a “deep dive” into the data related to the priority areas for which



PIONEER UNION ELEMENTARY SCHOOL DISTRICT

it qualified for assistance. By doing so, identification of root causes, supports, and actions may be identified for improvement for students with disabilities.