

Pioneer School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Pioneer School
Street	1001 Hiett Avenue
City, State, Zip	Delano, California 93215-9530
Phone Number	(661)474-4911
Principal	Anna Singh
Email Address	asingh@duesd.org
School Website	https://pio.duesd.org/parents/school-accountability-report-card-sarc
Grade Span	K-8
County-District-School (CDS) Code	15634040127712

2025-26 District Contact Information

District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Rosalina Rivera
Email Address	rrivera@duesd.org
District Website	www.duesd.org

2025-26 School Description and Mission Statement

Pioneer is Delano Union School District's K-8 school. Pioneer School was established in July 2013. Our school is unique in that it is the only K-8 in the District. Pioneer School is located on the west side of Delano and adjacent to it is Robert F. Kennedy High School, Bakersfield College extension campus, and across the street are residential dwellings. Being a model for a 21st century school for learning, the mission of Pioneer School is to provide and expose our students to the best technology, pedagogy and instruction. High expectations are in place for Pioneer's Trailblazers. Our culture is one of a professional learning community where rigor, high expectations, and success is not just for our Trailblazers, but for the staff as well. The staff is proactive and determined to provide the best education they can for our students. We serve 1077 students with 60 of dedicated teachers who follow the motto "Blazing the Trail to Success While Keeping an Eye on The Goal!" Pioneer also has one school principal, two assistant principals, academic counselor, site resource teacher, two after school program managers, instructional aides, school nurse, psychologist, social worker, campus supervisor, a shared school resource officer, and other staff are here to serve with pride and commitment.

We support and validate all of our students. We have special education classes on campus, band, AVID, GATE, Migrant, Robotics, a STEM Elective Course to validate and support learning for students. We also have an after-school program "POWER" and POWER Plus where students have wonderful opportunities for expanded learning.

We do all we can to create an environment of positive character as we follow the Pioneer Way. We correct behavior in a positive manner. We know that building positive relationships with students on campus is key which in turn will help them succeed in school and the future. Pioneer School's Staff is committed and as a team will do what it takes to create a learning environment where students not only feel safe and secure, but are excited to be at school to learn.

Mission:

Our school community will cultivate an environment of learning by closing the achievement gap, preparing students for a successful future and promoting character building skills.

Vision:

As lifelong learners, Trailblazers have the civic responsibility to apply the skills of critical thinking, communication, collaboration and creativity. Our students will be college and career ready.

2025-26 School Description and Mission Statement

- GOALS
- 1. Target academic proficiency, promote character, and build good healthy choices and physical fitness.
 - 2. A variety of learning opportunities will promote high expectations and focus on student achievement.
 - 3. Students will attend school, arrive on time, and be ready to learn.
 - 4. Board of Trustees, administrators, staff, students, parents, and the community will work together as a professional learning community to promote student success.
 - 5. Students will learn every day.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	76
Grade 2	103
Grade 3	97
Grade 4	107
Grade 5	106
Grade 6	141
Grade 7	165
Grade 8	130
Total Enrollment	1,043

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.3
Asian	0.3
Black or African American	0.9
Filipino	4
Hispanic or Latino	92.1
Two or More Races	0.7
White	1.4
English Learners	27.2
Foster Youth	1.2
Homeless	1.2
Migrant	6.2
Socioeconomically Disadvantaged	88.2
Students with Disabilities	10.7

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.3	73.48	254	78.24	234405.2	84
Intern Credential Holders Properly Assigned	3	6.82	11.1	3.44	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	4.55	22.6	6.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.27	6.6	2.05	11953.1	4.28
Unknown/Incomplete/NA	5.6	12.86	30.1	9.29	15831.9	5.67
Total Teaching Positions	44	100	324.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.2	74.93	258.9	83.18	231142.4	83.24
Intern Credential Holders Properly Assigned	4.5	9.58	8.9	2.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	9.11	24.5	7.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	3	6.38	18.7	6.03	14303.8	5.15
Total Teaching Positions	46.9	100	311.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.3	75.74	256.8	84.01	230039.4	100
Intern Credential Holders Properly Assigned	3.8	8.02	10.5	3.46	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.7	5.65	13.1	4.29	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	3.27	1.5	0.51	12112.8	4.34
Unknown/Incomplete/NA	3.4	7.27	23.6	7.72	13705.8	4.91
Total Teaching Positions	47.9	100	305.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	1.7	2
Misassignments	1.00	2.5	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	4.2	2.7

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.5
Local Assignment Options	1.00	0	1
Total Out-of-Field Teachers	1.00	0	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	8.2	3.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

N/A

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5th Benchmark Advanced, 2016 Grades 6-8 Study Sync, 2016	0
Mathematics	Grades K-5 My Math by McGraw Hill, 2015 Grades 6-8 Glencoe Math Accelerated Pre Algebra Program and California Math-Your Common Core Edition Grade 6 Mathematics Core Connections Course 1 Grade 6 CPM Educational Program: Core Connections, Course 1 Grade 7 Mathematics Core Connections Course 2 Grade 7 CPM Educational Program: Core Connections, Course 2 Grade 8 Algebra 1 Concepts and Skills	0
Science	Grades K-5: STEMtaught Foundation, 2020 Grade 6: Active IQWST CA Integrated Education 6th Grade - 2019. Grade 7: Active IQWST CA Integrated Education 7th Grade - 2019. Grade 8: Active IQWST CA Integrated Education 8th Grade - 2019.	0
History-Social Science	Grades K-5: SAAVAS Pearson CA History Social Science myWorld Interactive - 2013 Grade 6: TCI History Alive The Ancient World 2013 Grade 7: TCI History Alive Medieval Times 2013 Grade 8: TCI History Alive United States History 2013	0
Foreign Language	N/A	

Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Pioneer School was built in 2013. The first academic year for Pioneer was 2013-2014. The Pioneer School Community takes great pride in the beauty and design of the campus. The school has 98% of classrooms being utilized by students. The campus also has a multi-purpose facility/cafeteria, a library/resource building, and an administration building. The District takes great efforts to ensure that all schools are clean, safe, and functional. All restrooms, classrooms, and offices are cleaned daily. Students are expected to help keep the campus clean by following the Pioneer Way: Be Safe, Be Responsible, and Be Respectful. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

8/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

Exemplary	Good	Fair	Poor
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	49	47	49	47	48
Mathematics (grades 3-8 and 11)	30	40	33	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	745	736	98.79	1.21	49.32
Female	368	362	98.37	1.63	51.93
Male	377	374	99.20	0.80	46.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	29	29	100.00	0.00	82.76
Hispanic or Latino	686	677	98.69	1.31	48.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	198	189	95.45	4.55	13.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	664	657	98.95	1.05	47.64
Students Receiving Migrant Education Services	57	54	94.74	5.26	40.74
Students with Disabilities	87	86	98.85	1.15	16.28

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	745	743	99.73	0.27	40.11
Female	368	368	100.00	0.00	35.05
Male	377	375	99.47	0.53	45.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	29	29	100.00	0.00	75.86
Hispanic or Latino	686	684	99.71	0.29	38.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	198	196	98.99	1.01	12.24
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	664	663	99.85	0.15	37.25
Students Receiving Migrant Education Services	57	57	100.00	0.00	43.86
Students with Disabilities	87	86	98.85	1.15	9.30

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.47	20.61	26.61	27.86	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	230	98.71	1.29	20.43
Female	122	121	99.18	0.82	16.53
Male	111	109	98.20	1.80	24.77
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	212	98.60	1.40	18.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	53	94.64	5.36	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	210	208	99.05	0.95	17.79
Students Receiving Migrant Education Services	21	20	95.24	4.76	10.00
Students with Disabilities	33	32	96.97	3.03	0.00

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	99	99	99	99	99

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
We desire and encourage the input and involvement of our parents/guardians. Teachers contact our parents regularly and our open-door policy allows for our parents to feel at ease to come in and voice their questions, concerns and idea. Monthly calendars and Parent Square are means we communicate but he best way we interact is that all administration are outside in the mornings as well as afterschool. Back to School, Title 1 Meetings, SSC, ELAC, Kinder & New Student Orientations, AVID Nights, Teacher Parent Conferences, and Lunch with Your Child activities are other ways we communicate with Pioneer families at Pioneer. Parents/Guardians are encouraged to volunteer. We have volunteers assisting us on campus. We also give parents/guardians an opportunity to join our School-Site Council, ELAC and DELAC committees. We have planned more formal parent education events and other events/programs to get parents involved. We have a school compact where parents commit to supporting their child as well as the school every year. We also have formal meetings for children that need more support in the form of SATs (Student Assistance Team), IEP's, 504 and other meetings to better communicate to parents/guardians by developing plans for students to succeed in school. If you want to inquire more about how you can assist your school as a parent feel free to call the school principal, Anna Singh at (661) 474 – 4911, 1001 Hiatt Avenue, Delano, CA 93215.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1086	1075	98	9.1
Female	542	534	41	7.7
Male	544	541	57	10.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	7	58.3
Filipino	43	43	0	0.0
Hispanic or Latino	1000	989	89	9.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	15	1	6.7
English Learners	366	361	29	8.0
Foster Youth	13	13	2	15.4
Homeless	13	13	6	46.2
Socioeconomically Disadvantaged	962	953	97	10.2
Students Receiving Migrant Education Services	97	95	6	6.3
Students with Disabilities	137	134	14	10.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.53	3.24	0.92	1.82	2.02	0.89	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.2	0	0	0.08	0	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.92	0.00
Female	0.18	0.00
Male	1.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	2.33	0.00
Hispanic or Latino	0.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.37	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.73	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan is routinely reviewed with staff and School Site Council.

The school safety plan's major components are the crisis response plan, safety plan and safety procedures. The plan entails what to do in a disaster but the procedures to initiate in an event to account for students, first-aid locations, maps, turn-off valve(s) procedures, evacuation plans, student release, communication and safety procedures that are practiced throughout the year. A safety week is conducted where all drills are practiced by all classrooms and given feedback as to how they did in the first month of school. Our School resource officer is prevalent and visible on campus. Specific checklists, procedures and contacts are expected in the event of a crisis and monitored. We believe safety first as a school site and take our safety procedures as a priority.

The plan will be reviewed in January of 2026 by staff and School Site Council. It will be submitted for board approval in February 2026.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	4	0
1	22	0	4	0
2	23	0	4	0
3	24	0	4	0
4	31	0	3	0
5	28	0	4	0
6	25	7	19	0
Other	9	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	23	0	4	0
2	23	0	4	0
3	23	0	8	0
4	30	0	4	2
5	30	0	6	0
6	22	16	19	6
Other	12	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	25		3	
2	24		4	
3	24		7	
4	30		6	
5	30		6	
6	24	13	21	6
Other	22	2	2	1

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	977

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,237.27	\$3,400.20	7,837.07	99,660.10
District	N/A	N/A	10,831.03	97,740.33
Percent Difference - School Site and District	N/A	N/A	-32.1	1.9
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-34.9	-2.0

Fiscal Year 2024-25 Types of Services Funded

Pioneer has supplemental services and programs to support our students. Services provided by categorical funds to enable students to meet the standards are as follows: Staff such as our full-time: site resource clerk, librarian; site resource teacher, part time: noon duty aides, school nurse, health assistant, school psychologist, social worker, and instructional aides that work with Mild/Moderate and Moderate/Severe Students. Programs include: After school tutoring provided by classroom teachers and Migrant tutoring. Additional programs include: Special Education services (Mild/Moderate, Moderate/Severe and Speech), AVID, GATE program, POWER, POWER Plus (ELOP), Student Assistance Team (SAT), health screenings, district resource teachers, and technology programs.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,504	\$61,597
Mid-Range Teacher Salary	\$91,807	\$98,902
Highest Teacher Salary	\$122,270	\$126,340
Average Principal Salary (Elementary)	\$142,913	\$158,383
Average Principal Salary (Middle)	\$148,631	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$279,925	\$288,332
Percent of Budget for Teacher Salaries	29.06%	31.29%
Percent of Budget for Administrative Salaries	6.43%	5.38%

Professional Development

During the past three years the following school days were dedicated to staff development: 2021-2022: 8 days; 2022-2023: 17 days; 2023-2024: 24; 16 days 2024-2025

The Delano Union Elementary School District offers grade-level specific staff development for reading instructional practices, ELD, and NGSS. Teachers receive this training through Saturday and after school opportunities. In addition, teachers are given late start Wednesday opportunities for grade level professional development and planning. We continue to provide site PD on AVID strategies, Thinking Maps, and Reading Strategies. The site administration observes classroom lessons, monitors lesson plans, and uses staff input on planning for professional development for the staff. Staff development included are:

- AVID Strategies
- Student Engagement
- Next Generation Science Standards
- ELA Best Practices
- Text Reconstruction
- Universal Access
- ELD
- ELPAC
- Math Best Practices
- Focused Note Taking
- Vocabulary instruction
- Thinking Maps
- Behavior Management
- Intervention

The planned staff development days planned for the 2025-2026 school year are:

- AVID Strategies
- ELD
- ELPAC
- Math Practices
- Reading Practices
- Focused Note Taking
- Vocabulary instruction
- Thinking Maps
- Behavior Management

Professional Development

Intervention

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	24	18	16