



Pioneer Elementary School

32737 Bel Aire Street, Union City, CA 94587
(510) 487-4530

New Haven Unified School District

Cheri Benafield, Principal

2012-2013 School Accountability Report Card



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New Haven Unified
School District
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Union City, CA 94587
(510) 471-1100



District Mission Statement

The mission of the New Haven Unified School District, a partnership of students, families, staff, and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful 21st-century citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.

District & School Profile

New Haven Unified School Districts includes Union City and part of south Hayward and has an enrollment of 12,873 students. We are proud of the accomplishments of our diverse student population. Our mission is to develop and empower every student to be productive, responsible and successful.

The district consists of seven elementary schools, two middle schools, two high schools, a student support center, independent study, home school program, and an adult school.

During the 2012-13 school year, 889 students in grades Kindergarten through fifth were enrolled at the school.

Discipline & Climate for Learning

Students at Pioneer Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Pioneer Elementary School discipline program is to assist students in reaching their full potential socially, as well as academically. Starting in the 2013-14 school year, the school has implemented the Restorative Justice practices. Parents and students are informed of school rules and discipline policies through the student hand book, and monthly newsletters.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Enrollment by Student Group

2012-13

	Percentage
African American	8.4%
American Indian	0.1%
Asian	37.2%
Filipino	18.1%
Hispanic or Latino	17.9%
Pacific Islander	2.4%
White	8.3%
Two or More	7.3%
None Reported	0.2%
English Learners	35.0%
Socioeconomically Disadvantaged	39.4%
Students with Disabilities	6.1%

Suspensions & Expulsions

	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	31	22	11	979	1087	888
Suspension Rate	3.6%	2.6%	1.2%	7.6%	8.4%	6.9%
Expulsions	0	1	0	18	18	29
Expulsion Rate	0.0%	0.1%	0.0%	0.1%	0.1%	0.2%

Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Kids First afterschool program, Choir, Recorder Club, Spanish, Art, Pioneer Pathways Newspaper, Student Council, Chess, Bricks 4 Kidz, and Speak Debate.

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements, including Perfect Attendance and Student of the Month. Students can also receive Golden Tickets when a staff member catches them being respectful, responsible or safe. The tickets are entered into a weekly drawing.

Interventions

Pioneer Elementary School provides tutoring through the Kids First program. Teachers also tutor students before and after school.

School Attendance & Enrollment

Regular attendance is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is monitored very closely and phone calls to parents are made on a daily basis. Letters will be sent home if absences become a problem. Students with excessive tardies, trancies or unexcused absences are referred to Student Attendance Review Board (SARB).

This charts illustrate the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2010-11	2011-12	2012-13
K	122	110	199
1st	138	137	128
2nd	159	129	140
3rd	158	159	128
4th	141	155	149
5th	140	142	145

Class Size

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

Average Class Size				Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
11	12	13		11	12	13	11	12	13	11	12	13
By Grade Level												
K	20	28	28	6	-	-	-	5	7	-	-	-
1	23	25	21	2	-	2	5	5	4	-	-	-
2	30	26	28	-	-	1	6	6	4	1	-	-
3	24	29	32	1	1	-	7	6	3	-	-	1
4	34	27	25	-	2	2	-	5	-	4	1	4
5	29	32	24	1	-	2	1	3	4	3	1	-

Parent Involvement

Pioneer Elementary School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of its students. The school greatly benefits from its supportive parents who volunteer in the classroom, serve on committees, and participate in various school sponsored events. Parent volunteers also run the Safe Routes to School Program. Safe Routes to Schools programs are designed to decrease traffic and pollution and increase the health of children and the community, Safe Routes to Schools promotes walking and biking to school, using education and incentives to show how much fun it can be! The program addresses parents' safety concerns by educating children and the public, partnering with traffic law enforcement, and developing plans to create safer streets.

Parents are welcome to join the Parent Teacher Club, an integral part of Pioneer's school community. To get involved in the PTC, contact Felice Yanez by phone (510) 695-6057.

School Leadership

Leadership at Pioneer Elementary School is a responsibility shared between district administration, school administration, staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past four years, leadership duties were assumed by Principal Cheri Benafield. Principal Benafield has 22 years of experience in education with positions as an assistant principal, reading specialist, and teacher.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include:

- School Site Council (SSC)
- Instructional Leadership Team
- Parent Teacher Club (PTC)
- Restorative Justice Teacher Cohort
- English Language Advisory Council (ELAC)

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Principal Cheri Benafield at (510) 487-4530.

Data Sources

Data within the SARC was provided by New Haven Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Counseling & Support Staff

It is the goal of Pioneer Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Pioneer Elementary School.

The school offers three special day classes for students with mild to moderate disabilities and a Resource Specialist Program (RSP) teacher who assists students in the general education classes or pulls them out for one-on-one instruction. Pioneer Elementary School also has an Inclusion Specialist and paraeducators that support classes with autistic students.

Physical Fitness (School Year 2012-13)

In the spring of each year, Pioneer Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1%	19.7%	51.7%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Inclusion Aide	6	6.0
Inclusion Teacher	1	1.0
Literacy Coach	2	1.6
Media Specialist	1	1.0
Mental Health Counselors	3	1.5
Music Teacher	1	1.0
Occupational Therapist	1	As Needed
Physical Education Teacher	2	2.0
Psychologist	1	0.3
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
Science Resource Teacher	1	1.0
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	3	3.0
Speech/Language/Hearing Specialist	1	1.0

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results

	2010	2011	2012
Statewide	8	7	6
Similar Schools	5	2	2
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-10	-6	10
Asian			
Actual API Change	-7	-10	-
Filipino			
Actual API Change	-18	1	19
Socioeconomically Disadvantaged			
Actual API Change	-5	-	10
English Learners			
Actual API Change	-16	-10	31

2013 Growth API Comparison

	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	538	842	9,358	775	4,655,989	790
Black or African American	48	701	710	683	296,463	708
Asian	217	894	2,033	863	406,527	906
Filipino	96	881	1,845	822	121,054	867
Hispanic or Latino	87	752	3,335	710	2,438,951	744
Native Hawaiian/Pacific Islander	15	772	314	746	25,351	774
White	37	843	608	785	1,200,127	853
Two or More Races	38	871	499	814	125,025	824
Socioeconomically Disadvantaged	223	778	4,594	716	2,774,640	743
English Learners	261	852	3,495	720	1,482,316	721
Students with Disabilities	47	599	913	573	527,476	615

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	59	62	62	54	55	54	54	56	55
Mathematics	65	64	69	45	44	42	49	50	50
Science	73	68	67	60	62	60	57	60	59
History/Social Science	*	*	*	43	40	42	48	49	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	54	42	60	42
School	62	69	67	*
African American/ Black	35	37	67	*
American Indian	*	*	*	*
Asian	74	82	84	*
Filipino	69	76	70	*
Hispanic or Latino	42	50	48	*
Pacific Islander	*	*	*	*
White	63	73	*	*
Males	57	71	72	*
Females	66	67	63	*
Socioeconomically Disadvantaged	48	56	59	*
English Learners	25	47	16	*
Students with Disabilities	23	31	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2013-2014	2010-2011
Year in PI (2013-14)	Year 1	Year 3
# of Schools Currently in PI	-	7
% of Schools Identified for PI	-	50.0%

Adequate Yearly Progress (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for Title I funded schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Instructional Materials (School Year 2013-14)

New Haven Unified School District held a Public Hearing on October 15, 2013 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of November 2013.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	History/Social Science	Harcourt School Publishers	2006	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2009	Yes	0.0%
K-5	Mathematics	Scott Foresman	2001	Yes	0.0%
K-5	Science	MacMillan/ McGraw Hill	2008	Yes	0.0%

Library & Computer Resources

The school's library, staffed by a full-time Media Specialist, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Fifteen computer workstations within the library are connected to the Internet so students are able to access resources and information online.

All classrooms have six computers with internet connection. In addition, there is a computer lab with 34 workstations.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Alameda County, which contain numerous computer workstations. For information on hours and locations, please visit <http://www.aclibrary.org/>.

Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.5%	0.6%
High-Poverty Schools in District	99.3%	0.7%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

New Haven Unified School District recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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.

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	47	38	33	466
Without Full Credentials	1	0	0	8
Working Outside Subject	0	0	0	8

Misassignments/Vacancies			
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	1	0	0

Staff Development

Staff members build teaching skills and concepts by participating in professional development throughout the year, then collaborating with colleagues. The district dedicated two days to staff development annually for the past two years and did not have any district sponsored staff development days in the 2012-13 school year. Consultants in English Language Arts, Math, and equity regularly visit Pioneer and present staff development sessions.

School Facilities & Safety

Pioneer Elementary School was originally constructed in 1981 and is comprised of 41 classrooms, an administration/multipurpose room building, a library, a computer lab, a staff lounge, a staff workroom, and two playgrounds.

Safety of students and staff is a primary concern of Pioneer Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in November 2013 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The school site maintains first aid supplies, search and rescue equipment, and an emergency supply of bottled water. Each classroom is equipped with an emergency backback containing guardian contact information, and the site disaster plan. Disaster drills including lockdown drills are conducted on a monthly basis. Students are supervised before and after school by certificated staff. Noon-duty aides and classified staff supervise students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to sign in at the front office and wear a badge while on campus.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. At the time of publication, 100% of the restrooms were in working order. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Conditions				
Date of Last Inspection: 03/04/2013				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher & Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

School Site Teacher Salaries (Fiscal Year 2011-12)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$83,791
District	\$82,550
Percentage of Variation	1.5%
School & State	
All Unified School Districts	\$68,841
Percentage of Variation	21.7%

Average Salary Information

Teachers - Principal - Superintendent 2011-12

	District	State
Beginning Teachers	\$46,526	\$40,933
Mid-Range Teachers	\$78,181	\$65,087
Highest Teachers	\$101,071	\$84,436
Elementary School Principals	\$118,218	\$106,715
Middle School Principals	\$120,716	\$111,205
High School Principals	\$150,553	\$120,506
Superintendent	\$216,360	\$207,812

Salaries as a Percentage of Total Budget

Teacher Salaries	50.0%	40.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2011-12)

The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,567
From Supplemental/Restricted Sources	\$2,155
From Basic/Unrestricted Sources	\$5,412
District	
From Basic/Unrestricted Sources	\$5,127
Percentage of Variation between School & District	5.6%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-2.3%

District Revenue Sources (Fiscal Year 2012-13)

New Haven Unified School District receives the following categorical, special education, and support programs in addition to general state funding:

- Title I
- Title II
- Title III
- English Language Development Programs (ELAP)
- Economic Impact Aid (EIA)