

Pioneer Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Pioneer Middle School
Street	101 W. Pioneer Way
City, State, Zip	Hanford, CA 93230
Phone Number	(559) 584-0112
Principal	Jennifer Anderson
Email Address	andersonj@puesd.net
School Website	https://www.puesd.net/PioneerMiddleSchool
Grade Span	6-8
County-District-School (CDS) Code	16-63990-6110233

2024-25 District Contact Information	
District Name	Pioneer Union Elementary School District
Phone Number	(559) 585-2400
Superintendent	Paul van Loon
Email Address	vanloonp@puesd.net
District Website	www.puesd.net

2024-25 School Description and Mission Statement
<p>Dear Parents and Pioneer Middle School Community Stakeholders,</p> <p>It is with great pride that I share the School Accountability Report Card for Pioneer Middle School. The purpose of the School Accountability Report Card is to provide information to parents and community stakeholders on Pioneer Middle School's instructional programs, academic achievement, materials and facilities, staffing, and discipline related data. Parents and</p>

2024-25 School Description and Mission Statement

community play a vital role in our schools, understanding our educational program, student achievement, and curriculum development can assist both our schools and the community in ongoing program improvement.

Pioneer Middle School has made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a positive, nurturing, and stimulating environment where students are actively engaged in both personal and academic growth.

Pioneer Union Elementary School District serves approximately 1650 students and is comprised of two elementary schools and one middle school. The district and its schools are located in Hanford, situated in the San Joaquin Valley midway between San Francisco and Los Angeles. As one of eight charter districts in the state, Pioneer Union Elementary School District offers the local community an exceptional educational program emphasizing student achievement academically as well as socially. Using research-based, innovative instructional methods and taking advantage of generous parent volunteers, students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

At Pioneer Middle School, all staff members support the school's mission to provide a challenging rigorous curriculum designed to develop life-long learners while providing a nurturing environment where social and personal needs are met. Pioneer Middle School takes great pride in providing our students with a well-rounded educational experience that includes opportunities to grow in athletics, academics, and via extra-curricular opportunities. There are various clubs on campus to support the personal growth of our students as well as to help develop positive connections for students.

Sincerely,

Jennifer Anderson

Principal

Pioneer Middle School

District and School Profile

Pioneer Union Elementary School District serves about 1650 students and is comprised of two elementary schools and one middle school. The district and its schools are located in the town of Hanford, situated in the San Joaquin Valley midway between San Francisco and Los Angeles. As one of eight charter districts in the state, Pioneer Union Elementary School District offers the local community an exceptional educational program emphasizing student achievement academically as well as socially. Using research-based, innovative instructional methods and taking advantage of generous parent volunteers,

2024-25 School Description and Mission Statement

students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

Pioneer Union Elementary School District Mission

The Pioneer Union Elementary School District, in partnership with parents and the community, will build the foundation for student academic and social success by ensuring that all students receive rigorous instruction, support and intervention in an enriching environment.

Pioneer Union Elementary School District Vision

In order to challenge all students to learn, achieve and act with purpose and compassion, the Pioneer Union School District will develop and produce motivated, confident students who will:

- 1. Meet or exceed grade-level academic standards.
- 2. Become life-long learners.
- 3. Effectively communicate.
- 4. Become contributing citizens of the community.
- 5. Be prepared for a successful future.

Pioneer Middle School Profile

Pioneer Middle School enrolled 592 students during the 2023-2024 school year; the student body included 40.9% Socioeconomically Disadvantaged Students, 1.1% Foster Youth, 5% English Learners, and 7.7% Students with Disabilities. All staff members support the school's mission to provide a challenging curriculum designed to develop life-long learnings while providing a curriculum in a nurturing environment when social, personal, and academic needs are met.

Student Enrollment by Grade Level:

Grade 6: 168

Grade 7: 213

Grade 8: 211

Total Enrollment: 592

2024-25 School Description and Mission Statement

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About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	160
Grade 7	198
Grade 8	200
Total Enrollment	558

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	0.7
Asian	3.6
Black or African American	2.5
Filipino	2.9
Hispanic or Latino	55.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.6
White	31
English Learners	5
Foster Youth	1.1
Migrant	0.4
Socioeconomically Disadvantaged	40.9
Students with Disabilities	7.7

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.

2020-21 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)	20.50	89.13	64.50	96.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	10.13	2.30	3.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.70	0.10	0.24	18854.30	6.86
Total Teaching Positions	23.00	100.00	67.00	100.00	274759.10	100.00

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.

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)	19.60	81.92	64.30	89.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	3.46	0.80	1.16	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	10.42	2.50	3.49	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.17	2.00	2.79	15831.90	5.67
Total Teaching Positions	24.00	100.00	71.70	100.00	279044.80	100.00

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)	20.80	85.61	65.50	88.51	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.11	3.00	4.05	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.66	3.10	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	9.58	2.30	3.15	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	24.30	100.00	74.00	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.30	0.80	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.30	0.80	0.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.50	1.3
Local Assignment Options	0.00	1.00	1
Total Out-of-Field Teachers	0.00	2.50	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.10	4	1.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum Pioneer Middle School are aligned to Common Core State Standards, Next Generation Science Standards, or State Adopted Frameworks. Recent adoptions for Pioneer Middle School include, CPM Core Connections Mathematics, McGraw Hill Inspire Science, Study Sync English Language Arts, and Discovery Education Social Studies. All students are assigned an individual textbook or e-book.

Year and month in which the data were collected

November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync Grades 6-8	Yes	0%
Mathematics	CPM Core Connections Course 1 CPM Core Connections Course 2 CPM Core Connections Course 3	Yes	0%
Science	McGraw Hill Inspire Science Grades 6-8	Yes	0%

History-Social Science	Discovery Education	Yes	0%
	World Geography and Cultures Social Studies TechBook		
	Discovery Education		
	World History Social Studies TechBook		
	Discovery Education		
	US History Social Studies TechBook		
Health	GlencoeTeen Health--Course 2	Yes	0%
Visual and Performing Arts	The Art of Education University - Flex Curriculum	Yes	0%
Note: Cells with N/A values do not require data.			

School Facility Conditions and Planned Improvements

Pioneer Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Before the new middle school facilities were built, grades K-8 shared the existing elementary school campus. In 2000, the main campus was completed; the cafeteria was added during the 2002-03 school year. During the 2007-08 school year the Fifth grade students were moved to Pioneer Middle School, due to overcrowding at Pioneer Elementary School. During the 2008-09 school year Frontier Elementary school opened. The 5th grade students moved off Pioneer Middle School, and went back to the elementary school. Pioneer Elementary and Frontier Elementary serves students K-5th grade. In the Summer of 2018 a landscaping project was completed at Pioneer Middle School, which provided updated and new landscaping across campus. New student walkways were designed and the campus curb appeal was enhanced tremendously, creating a beautiful and inviting campus for students and staff. In addition, ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

Campus Maintenance

The PUESD MOT Director has established a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. The MOT Director also, manages larger projects that may require third party contractors. School custodians are qualified and equipped to handle minor routine repairs and maintenance projects.

An electronic, universal work order process is used districtwide. The district's maintenance department receives the work order and prioritizes the request and based upon the nature of the request, assigns the project to either the school custodians or district maintenance staff. For urgent requests when verbal communication is required, principals may contact the district maintenance staff using their school cell phone. In addition, the site assigned custodian has an internal radio in which direct communication with administration, office staff, and yard supervision can be made. Emergency situations are given high priority and resolved immediately by school or district custodial staff, based upon the nature of the situation. Pioneer Middle School schedules monthly Fire Drills, and the fire extinguishers are checked each month in compliance with state law.

Pioneer Union Elementary School District is proud of its high standards regarding campus maintenance and general housekeeping practices. The Board of Trustees along with district administration have approved and adopted specific cleaning standards, schedules, and policies for maintaining clean, safe environments for everyone on campus. The district's policies and standards are available for review by contacting the school principal. The custodial supervisor follows-up regularly each week to ensure custodians are following established cleaning standards and surveying campus facilities to identify additional concerns that need to be corrected or modified to meet district's safety and cleanliness standards. Custodians are provided a detailed schedule and follow clear guidelines that ensure learning areas are kept clean throughout the school day.

Pioneer Middle School's custodial staff is supervised by and collaborates with the district's MOT Director to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Pioneer Middle School for daily custodial duties and special events. The principal communicates with the MOT Director to discuss school facilities and safety issues, custodial responsibilities, housekeeping needs, and maintenance schedules. The district also has assigned a grounds person to Pioneer Middle School, that is responsible for the upkeep of the grounds at the site.

Every morning before school begins, the day custodian inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. Following a daily schedule, custodians check restrooms as needed as a proactive measure to keep facilities safe, sanitary, and stocked. Students share the responsibility to maintain a clean campus and notify the school office when restrooms or other campus areas require housekeeping. The day custodian's routine includes general maintenance duties; preparing facilities for mealtime activities; cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; and fulfilling basic custodial needs for students and staff. The evening custodians are responsible for setting up facilities for afternoon meetings and special events; cleaning classrooms, labs, library, restrooms, and office areas; and vacuuming/mopping floor areas. Every night, the evening custodians clean and disinfect every student's desk and all the bathrooms to promote a healthy environment and minimize germs and bacterial growth.

School Facility Conditions and Planned Improvements

Deferred Maintenance

Pioneer Union Elementary School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. In 2023, some of the HVAC systems on the Pioneer Middle School campus were upgraded.

Year and month of the most recent FIT report	December 2024
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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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	54	53	53	56	46	47
Mathematics (grades 3-8 and 11)	39	37	43	42	34	35

2023-24 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	574	567	98.78	1.22	52.91
Female	297	292	98.32	1.68	54.45
Male	277	275	99.28	0.72	51.27
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	60.00
Black or African American	16	15	93.75	6.25	53.33
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	320	316	98.75	1.25	45.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	52.63
White	177	175	98.87	1.13	65.14
English Learners	30	29	96.67	3.33	6.90
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	49	49	100.00	0.00	75.51
Socioeconomically Disadvantaged	248	246	99.19	0.81	38.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	47	100.00	0.00	14.89

2023-24 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	574	568	98.95	1.05	37.15
Female	297	293	98.65	1.35	33.45
Male	277	275	99.28	0.72	41.09
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	70.00
Black or African American	16	16	100.00	0.00	6.25
Filipino	16	16	100.00	0.00	50.00
Hispanic or Latino	320	316	98.75	1.25	29.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	26.32
White	177	175	98.87	1.13	50.86
English Learners	30	30	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	49	49	100.00	0.00	59.18
Socioeconomically Disadvantaged	248	247	99.60	0.40	23.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	47	100.00	0.00	8.51

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.65	29.76			30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	207	205	99.03	0.97	29.76
Female	105	103	98.10	1.90	24.27
Male	102	102	100.00	0.00	35.29
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	75	74	98.67	1.33	41.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	18	18	100.00	0.00	61.11
Socioeconomically Disadvantaged	86	85	98.84	1.16	18.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results					
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 7	100	100	100	100	100

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.

2024-25 Opportunities for Parental Involvement
<p>Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school committee, volunteering at school events, and reinforcing academic content at home. The administration and school staff encourage parents to attend, Open House, Back-to-School Night, athletic events, and parent meetings. Parents who want to be a part of the decision-making process are invited to join the Pioneer Middle Parent Teacher Club (PMPTC), District English Language Advisory Committee (DELAC), or the District Parent Advisory Council (DPAC). The PMPTC is a major fundraising entity who organize opportunities to initiate and assist programs to further enhance the learning experiences of our students. Comprised of administrators, teachers, and parents, the PMPTC meets once a month and is involved in supporting school programs, including but not limited to Athletics, School Clubs, and PBIS Incentives. The District Parent Advisory Council is comprised of the Principals (Frontier, Pioneer Elementary and Pioneer Middle), Community Members, District Superintendent, District Office Personnel, Site Personnel (Teachers and/or Support Staff), Parents, and Students. This group meets six times a year to discuss school and district issues, curricular programs, student culture, behavioral trends, and financial issues. When possible Pioneer Middle School provides virtual meeting options to further increase parent involvement.</p>
<p>Parents are kept informed of school activities, events, meeting dates, and program deadlines through student agendas, weekly bulletins, Infinite Campus notifications, phone messages, the school marquee, and the school's regularly updated website. In addition, Pioneer Middle School utilizes social media platforms to further increase communication with our community stakeholders. Also, each teacher prepares and distributes a syllabus which parents review to stay abreast of classroom lessons. E-mail is available for parents who prefer a more convenient method of communicating with their child's teacher (e-mail addresses are available on the school's web site). The District also distributes the "Pony Express" newsletter, which highlights programs and initiatives within the District. Parents who would like more information about Pioneer Middle School or are interested in participating in its learning community may contact the school office at (559) 584-0112.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	593	584	42	7.2
Female	305	302	22	7.3
Male	288	282	20	7.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	2	10.0
Black or African American	16	16	2	12.5
Filipino	17	17	0	0.0
Hispanic or Latino	331	326	18	5.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	19	0	0.0
White	181	178	17	9.6
English Learners	42	41	4	9.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	270	264	22	8.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	50	1	2.0

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.62	4.63	4.89	2.38	2.92	2.94	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.17	0	0	0.06	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.89	0.00
Female	2.62	0.00
Male	7.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.00	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	2.76	0.00
English Learners	4.76	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.80	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.

2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was originally developed for Pioneer Middle School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupils, disaster response procedures, procedures for safe arrival and

2024-25 School Safety Plan

departure from school, sexual harassment policy, and dress code policy. This plan is developed via the Pioneer Union Elementary District Safety Committee, which is comprised of representatives from all school sites as well as community officials from law enforcement and emergency services personnel. The District Safety Committee reviews and updates this plan annually, after revisions it is presented to the Pioneer Union Elementary Board of Trustees for approval, once approved it is shared with all stakeholders. Most recently this plan was reviewed with Pioneer Middle School staff in August 2024.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	19	5	
Mathematics	20	12	9	
Science	27	3	9	2
Social Science	29	1	10	2

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	12	7	1
Mathematics	21	10	10	1
Science	26	3	9	2
Social Science	28	1	8	4

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	10	1
Mathematics	23	8	9	2
Science	27	3	7	5
Social Science	28	3	12	2

2023-24 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	558

2023-24 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8,944	1,450	7,494	87,916
District	N/A	N/A	10,600	\$87,034
Percent Difference - School Site and District	N/A	N/A	-34.3	1.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-35.9	-6.8

Fiscal Year 2023-24 Types of Services Funded

Pioneer Middle School receives state funding based on the Local Control Funding Formula (LCFF) and follows the board approved Local Control Accountability Plan (LCAP). For the 2023-2024 school year, Pioneer Middle School received funding from the following areas:

- General and Common Core LCAP Funds
- Charter Schools Block Grant
- Special Education Funds
- Mental Health Funds
- LCFF Supplemental Funds
- State Lottery and Prop 20 Lottery

Funds were expended based on District and School Site goals as identified in the Local Control Accountability Plan, based on the California State Priorities. Action items identified in the LCAP in which expenditures were identified are focused on rigorous instruction through strong core program which is differentiated to meet the diverse needs of students delivered by a highly trained staff, increased support for students, and to promote parental engagement as well as input in programs and services. Some examples of the services provided at Pioneer Middle School include Math Intervention during the instructional day, ELD intervention during the school day, math intervention during the school day, and Instructional Aide support to facilitate small group instruction as well as building positive relationships with students as an ongoing MTSS focus for our school.

In addition to LCFF funding, supplemental funding is also utilized to support District and Site goals. These supplemental funds include Mental Health funds, State Lottery, and Block Grant funds. These funds are used to support in class activities, PBIS, technology, and mental health counseling for all students.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,812	\$57,839
Mid-Range Teacher Salary	\$90,930	\$90,040
Highest Teacher Salary	\$106,544	\$118,647
Average Principal Salary (Elementary)	\$142,792	\$144,639
Average Principal Salary (Middle)	\$144,903	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$201,610	\$229,986
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	9%	6%

Professional Development

Professional development at Pioneer Union Elementary School District is based on instructional needs, curriculum development, assessment results, staff survey results, feedback from both teaching and administrative staff, and district wide goals. Pioneer Middle School continues to focus professional development on site and district initiatives, including one-to-one Chromebooks for all students, Google Apps for Education, Google Classroom, Positive Behavior Interventions and Supports (PBIS), common core implementation in math and ELA, and NGSS exploration in Science. Staff participated in district wide trainings three times a year, weekly Wednesday afternoon staff workshops, and daily access to Professional Learning Communities (PLC's) through common collaboration periods. Our staff receives regular on-site training on instructional best practices as well as standards based instruction. In addition our PBIS Team received training and support via an facilitator focused on the PBIS Champion School Model to continue to support our implementation of PBIS.

Pioneer Middle School works in conjunction with Pioneer Union Elementary School District to focus on specific areas of study and to improve instructional practices, address curricular needs or modifications, and implement new strategies for improved student learning. The Director of Learning Support Services is available to assist administration in implementation needs

Professional Development

through staff trainings, department and grade level coaching, and planning sessions. The Director of Educational Technology supports our one-to-one Chromebook initiative, providing an on-site technology assistant to Pioneer Middle School, and through regular communication with administration. The district Data Analyst provides necessary reports in easy to read formats to assist in regular data-driven decision making for programmatic and student level needs.

New teachers are supported by peer coaching and extensive staff development. The New Teacher Induction Program, or NTI, offers additional support and assistance to newly credentialed teachers. All new teachers are provided with support over a two-year period. Pioneer Middle School's support staff receive job-related training from the Kings County Office Education, department supervisors, and qualified district personnel. In addition, those individuals who are not fully credentialed are provided a peer mentor to further support their professional growth.

Significant professional development and collaboration time has been dedicated to our Professional Learning Community (PLC). Pioneer Middle School supports our Professional Learning Communities through collaboration time on Wednesday afternoons. We continue to support our Professional Learning Communities in developing learning objectives, refining instructional practices, assessment development, and data talks as well as implementing tiered intervention systems focused on improving academic success as well as building a positive educational environment for our students. The development of a holistic program that supports both the academic and personal growth of our students is the foundation of our professional development plan at Pioneer Middle School.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3