

Pioneer Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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	Jamie Rogers
E-mail Address	rogersjamie@puesd.net
Web Site	http://puesd.net/PioneerMiddleSchool
CDS Code	16-63990-6110233

District Contact Information	
District Name	Pioneer Union Elementary School District
Phone Number	(559) 585-2400
Superintendent	Paul van Loon
E-mail Address	vanloonp@puesd.k12.ca.us
Web Site	www.puesd.net

School Description and Mission Statement (School Year 2016-17)

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about Pioneer Middle School's instructional programs, academic achievement, materials and facilities, and the staff. Parents and 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.

We have 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 welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Together through our hard work, our students will be challenged to reach their maximum potential.

District & School Profile

Pioneer Union Elementary School District serves about 1600 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, students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

District Vision

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.

District Mission

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

1. Meet or exceed grade-level academic standards;
2. Become a life-long learner;
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 529 students in grades six through eight during the 2015-2016 school year; the student body included 6.0% in special education, 4.7% qualifying for English Learner support, and 36.3% receiving free or reduced-price lunch as Student Economically Disadvantaged. All staff members support the school's mission to provide a challenging curriculum designed to develop life-long learners while providing a curriculum in a nurturing environment where social and personal needs are met.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	183
Grade 7	173
Grade 8	173
Total Enrollment	529

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.6
Asian	4.5
Filipino	3.4
Hispanic or Latino	40.8
Native Hawaiian or Pacific Islander	0.8
White	42.9
Two or More Races	1.5
Socioeconomically Disadvantaged	36.9
English Learners	4.7
Students with Disabilities	7
Foster Youth	0.2

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	21	20	64
Without Full Credential	0	1	3	5
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 1/2016

All textbooks used in the core curriculum Pioneer Middle School are aligned to the California Content Standards and Frameworks, with the exception of the Mathematics Curriculum; which is aligned to the California Common Core State Standards. With the transition to the new California Common Core State Standards, Pioneer Middle School has adopted and purchased Math textbooks for grades 6-8. These materials are being taught in the classrooms as of January 2014. The Language Arts curriculum is still be evaluated with the focus on incorporating the use of Technology into the classroom and lessons. All students are assigned an individual set of textbooks and instructional materials for classroom lessons and to complete assignments at home. Textbooks and instructional materials were provided to each student, including English learners, in math, science, history/social science, and English/language arts, including the English language development component.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston Literature and Language Arts Introductory Course Holt, Rinehart & Winston Literature and Language Arts First Course Holt, Rinehart & Winston Literature and Language Arts Second Course	Yes	0%
Mathematics	CPM Core Connections Course 1 CPM Core Connections Course 2 CPM Core Connections Course 3	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt California Earth Science Holt California Life Science Holt California Physical Science	Yes	0%
History-Social Science	Macmillan/McGraw-HillCalifornia Vistas Holt, Rinehart & WinstonWorld History, Medieval to Early Modern Times Holt, Rinehart & WinstonUnited States History, Independence to 1914	Yes	0%
Foreign Language	Holt SpanishVen conmigo--Level 1	Yes	0%
Health	GlencoeTeen Health--Course 2	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

Campus Maintenance

The district 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; school staff forward a completed work order via e-mail for repairs and maintenance projects to the principal who reviews the request prior to submission to the maintenance department. 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 district's custodial supervisor 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.

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 07/23/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07/23/2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	50	52	50	56	44	48
Mathematics	46	41	43	47	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	186	184	98.9	50.0
	7	173	172	99.4	57.0
	8	171	170	99.4	47.6
Male	6	96	94	97.9	41.5
	7	89	88	98.9	48.9
	8	82	81	98.8	39.5
Female	6	90	90	100.0	58.9
	7	84	84	100.0	65.5
	8	89	89	100.0	55.1
Black or African American	6	11	10	90.9	30.0
	7	15	15	100.0	33.3
Asian	6	11	11	100.0	72.7
Hispanic or Latino	6	75	74	98.7	47.3
	7	63	62	98.4	50.0
	8	77	77	100.0	42.9
White	6	80	80	100.0	51.3
	7	76	76	100.0	64.5
	8	68	68	100.0	48.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	6	82	81	98.8	37.0
	7	58	57	98.3	42.1
	8	63	62	98.4	35.5
Students with Disabilities	6	15	15	100.0	13.3
	7	12	12	100.0	8.3
	8	15	15	100.0	13.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	186	184	98.9	46.2
	7	173	171	98.8	33.9
	8	173	171	98.8	33.9
Male	6	96	94	97.9	44.7
	7	89	87	97.8	34.5
	8	89	87	97.8	34.5
Female	6	90	90	100.0	47.8
	7	84	84	100.0	33.3
	8	84	84	100.0	33.3
Black or African American	6	11	10	90.9	30.0
	7	15	15	100.0	6.7
	8	15	15	100.0	6.7
Asian	6	11	11	100.0	81.8
Hispanic or Latino	6	75	74	98.7	40.5
	7	62	60	96.8	23.3
	8	62	60	96.8	23.3
White	6	80	80	100.0	48.8
	7	77	77	100.0	48.0
	8	77	77	100.0	48.0
Socioeconomically Disadvantaged	6	82	81	98.8	34.6
	7	59	58	98.3	10.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	59	58	98.3	10.3
Students with Disabilities	6	15	15	100.0	13.3
	7	11	10	90.9	20.0
	8	11	10	90.9	20.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (–) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	86	88	64	76	74	59	60	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	171	169	98.8	63.9
Male	82	81	98.8	63.0
Female	89	88	98.9	64.8
Hispanic or Latino	77	77	100.0	61.0
White	68	67	98.5	68.7
Socioeconomically Disadvantaged	63	62	98.4	38.7
Students with Disabilities	15	15	100.0	40.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.8	23.8	49.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to be involved in their child's learning environment by participating in the classroom, attending school events, serving on a school committee, and volunteering at school events. Our principal and school staff encourage parents to attend, Open House, Back-to-School Night, athletic events, Family Nights, Grandparent's Day, Eighth Grade Banquet, and field trip opportunities. Parents who want to be a part of the decision-making process are invited to join the Pioneer Middle Parent Teacher Club (PMPTC), band booster group, District Migrant Committee, District English Language Advisory Committee (DELAC), and the District Parent Advisory Council. The PMPTC is a major fundraising entity who organize opportunities to initiate, assist, and direct programs and services. Comprised of administrators, teachers, and parents, the PMPTC meets once a month and is involved in supporting school programs. The District Parent Advisory Council is comprised of the elementary and middle school principals, community members, the superintendent, parents, and students. This group meets six times a year to discuss school issues, curricular programs, student culture, behavioral trends, and financial issues.

Parents are kept informed of school activities, events, meeting dates, and program deadlines through student agendas, weekly bulletins, ParentLink phone messages, the school marquee, and the school's regularly updated website and the school's facebook page. Each teacher prepares and distributes a syllabus which parents may 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 every month. ParentLink is an Internet-based broadcast message system that allows administrators and teachers to immediately contact parents for important announcements in both English and Spanish regarding attendance, community outreach, and emergencies as needed. 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.9	6.6	6.6	1.4	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Pioneer Middle School's most current school site safety plan was reviewed, updated, and shared with school staff in August 2015.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30	1	8	6	29	1	10	2	29	1	10	2
Mathematics	29	1	9	4								
Science	32		8	5	30	1	7	4	30	1	7	4
Social Science	32	1	5	6	30		10	2	30		10	2

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.72	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.8125	N/A
Speech/Language/Hearing Specialist	0.40	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,121.46	\$811.54	\$5,309.91	\$67,448.21
District	N/A	N/A	\$6,849.25	\$68,298
Percent Difference: School Site and District	N/A	N/A	-22.5	-1.2
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-6.5	-5.8

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

Types of Services Funded (Fiscal Year 2015-16)

Pioneer Union Elementary School District receives state funding based on the Local Control Funding Formula (LCFF) along with federal Title I dollars, and follows the board approved Local Control Accountability Plan (LCAP). For the 2015-2016 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
- League Sports Program
- Special Education
- State Lottery & Prop 20 Lottery

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,370	\$44,507
Mid-Range Teacher Salary	\$68,683	\$68,910
Highest Teacher Salary	\$77,199	\$88,330
Average Principal Salary (Elementary)	\$97,107	\$111,481
Average Principal Salary (Middle)	\$104,270	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$128,899	\$169,821
Percent of Budget for Teacher Salaries	36%	39%
Percent of Budget for Administrative Salaries	9%	6%

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

Professional Development (Most Recent Three Years)

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. During the 2015-16 school year, Pioneer Middle School instituted several new 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 participates in district wide trainings two times per 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 Google Apps for Education and Google Classroom coaching through a partnership with Fresno County Office of Education (FCOE). Additionally, our math department receives regular instructional coaching and lesson design via an instructional coach to increase use of the math practices and group processes with students and our science department is receiving training on the use of notebooks and implementation of NGSS. Furthermore, our site also receives coaching and support through live webinars and conference calls with the company for the implementation of iReady. Lastly, a team of teachers and administrators, in conjunction with Tulare County Office of Education (TCOE) and PBIS Champion Schools Model, have received regular training to continue to support our implementation of PBIS. We continue to work to achieve our goal of obtaining a Gold Medal for our PBIS Implementation.

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 areas needing improvement, and implement new programs for improved student learning. The Director of Curriculum and Instruction is available to assist administration in implementation needs 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 Teacher Induction Program 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.