

Pioneer Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	rogersj@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.net
Web Site	www.puesd.net

School Description and Mission Statement (School Year 2018-19)

Principal's Message

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, 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.

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 welcoming, stimulating environment where students are actively involved in learning academics as well as positive values.

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.

Pioneer Middle School enrolled for 2017-2018 was, 539 students in grades six through eight; the student body included 9% in special education, 3.9% qualifying for English Learner support, and 44% identified as Socio-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. 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.

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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	169
Grade 7	187
Grade 8	183
Total Enrollment	539

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.3
Asian	3.5
Filipino	3.5
Hispanic or Latino	46.6
Native Hawaiian or Pacific Islander	1.1
White	36.7
Socioeconomically Disadvantaged	44.2
English Learners	3.9
Students with Disabilities	9.5
Foster Youth	1.1

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	22	22	65
Without Full Credential	3	2.5	2	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December 2018

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, Expository Reading and Writing, STEMScopes, and Discovery Education. All students are assigned an individual textbook or e-book.

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 The California State University ERWC, Expository Reading and Writing Curriculum	Yes	0%
Mathematics	CPM Core Connections Course 1 CPM Core Connections Course 2 CPM Core Connections Course 3	Yes	0%
Science	Accelerate Learning STEMScopes	Yes	0%
History-Social Science	Discovery Education World Geography and Cultures Social Studies TechBook Discovery Education World History Social Studies TechBook Discovery Education US History Social Studies TechBook	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. 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 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 MOT Director to discuss school facilities and safety issues, custodial responsibilities, housekeeping needs, and maintenance schedules. The district also has assigned a groundskeeper 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2017	
Overall Rating	Exemplary

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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	54.0	53.0	58.0	60.0	48.0	50.0
Mathematics (grades 3-8 and 11)	41.0	39.0	45.0	45.0	37.0	38.0

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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	530	528	99.62	53.03
Male	270	268	99.26	44.78
Female	260	260	100.00	61.54
Black or African American	21	21	100.00	38.10
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	70.00
Filipino	18	18	100.00	66.67
Hispanic or Latino	247	245	99.19	44.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	197	197	100.00	60.91
Two or More Races	14	14	100.00	71.43
Socioeconomically Disadvantaged	230	230	100.00	42.17
English Learners	57	57	100.00	31.58
Students with Disabilities	45	45	100.00	8.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	531	529	99.62	38.75
Male	271	269	99.26	34.94
Female	260	260	100	42.69
Black or African American	21	21	100	33.33
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	65
Filipino	18	18	100	50
Hispanic or Latino	248	246	99.19	29.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	197	197	100	45.18
Two or More Races	14	14	100	57.14
Socioeconomically Disadvantaged	231	231	100	31.6
English Learners	57	57	100	19.3
Students with Disabilities	43	43	100	4.65
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.5	20.4	37.6

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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, Music Performances, 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 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.

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 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.7	7.2	4.7	2.5	2.9	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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. 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 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	21.0	8	9	2	20.0	7	11	1	22.0	10	2	9
Mathematics	26.0	1	3	1	26.0	2	5	1	25.0	8	3	9
Science	29.0	2	6	4	28.0	1	13	2	34.0	1	2	15
Social Science	31.0		5	6	28.0	2	8	3	32.0	1	4	8

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 2017-18)

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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7600.06	1198.86	\$6401.20	\$67,448.21
District	N/A	N/A	\$7405.02	\$73,139
Percent Difference: School Site and District	N/A	N/A	-13.6	-5.6
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-2.6	-9.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2017-2018 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
- State Lottery & 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 Reading and Math Intervention during the instructional day, ELD intervention after school, math intervention after school, Summer Math Bridge Program, and Instructional Aide support to facilitate small group instruction.

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 Special Education students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,370	\$48,064
Mid-Range Teacher Salary	\$74,287	\$75,417
Highest Teacher Salary	\$83,500	\$94,006
Average Principal Salary (Elementary)	\$116,860	\$119,037
Average Principal Salary (Middle)	\$111,779	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$155,526	\$183,692
Percent of Budget for Teacher Salaries	32.0	36.0
Percent of Budget for Administrative Salaries	8.0	6.0

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. 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 twice 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 Google Apps for Education and Google Classroom coaching through a partnership with Fresno County Office of Education (FCOE). Additionally, our science department has received training on the use of notebooks and implementation of NGSS, via Fresno County Office of Education and the Kings County Office of Education. 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, as a result of these continued efforts, Pioneer Middle School received the honor of a Gold Medal for our PBIS Implementation during the 2017-2018 school year.

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 and the Director of Student Services are 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.

Significant professional develop and collaboration time has been dedicated to implementing tiered intervention systems focused on academics and behavior. During the 2018-2019 this focused as continued through the MTSS Grant, which provides training to leadership and school teams to help design, implement, and review a Multi-Tiered System of Support for students. This process has allowed Pioneer Middle School to integrate our behavior and academic interventions to provide a more well rounded intervention program for our students.

Professional development at Pioneer Middle School has and continues to be focused on improving the culture and climate of our school as well as fostering personal and academic growth of our students. During the 2016-2017 school year our focus was centered in the implementation of PBIS and our Tier 1 Behavior Interventions, the following year we continued our work with PBIS and added increased training related to academic achievement, this included training on writing strategies, engagement strategies, and data analysis. This year we are continuing with data analysis with the development of Pacing Guides, Common Formative Assessments, Instructional Best Practices, as well as integrating our behavior and academic interventions.