Pioneer Middle School

225 East College Avenue • Porterville, CA 93257 • (559) 782-7200 • Grades 6-8
Mr. Angel Valdez, Principal
avaldez@portervilleschools.org
pioneer.portervilleschools.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Porterville Unified School District
600 West Grand Ave.
Porterville, CA 93257
(559) 793-2400
portervilleschools.org

District Governing Board

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Lillian Durbin

Juan Figueroa Jr.

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Superintendent

Brad Rohrbrach, Ed.D.
Assistant Superintendent Business Services

Martha Stuemky, Ed.D.
Assistant Superintendent Instructional Services

Andrew Bukosky, Ed.D.
Assistant Superintendent Human Resources

Principal's Message

"To accomplish great things, we must not only act, but also dream; not only plan, but also believe. Be Relentless." ~ Anatole France

MISSION: Pioneer Middle School's Mission is to provide a rigorous stimulating academic environment in which Students find both challenge and support. We encourage a sense of personal responsibility, critical thinking, creativity, and technological skills to become independent lifelong learners.

VISION: By maximizing focused and rigorous learning opportunities in communication, collaboration, critical thinking, and creativity, ALL students can reach their potential in the classroom and into the future becoming productive members of society.

The teachers at Pioneer Middle School are educators who value and understand the importance of working with young adolescent minds. As a professional learning community, we strive for continued improvement of the academic program. Teachers are continuously engaged in collaborative research, problem-solving, and reflective dialogue that enables them to examine their practices with the ultimate goal of improving student achievement. Pioneer continually strives to create a college-bound academic culture where students play a major role in their own learning and education.

We have emphasized the achievement of every student in every classroom. This approach makes sure that poor performance is not acceptable and each and every adult is accountable to the students that sit in front of them every day. By placing relentless focus on individual performance, we have implemented a vital cycle of instruction, assessment, and intervention, followed by more instruction, assessment, and intervention. We believe in all of our students and will do whatever it takes to make them successful. The students have developed an attitude of "I can and I will" when it comes to their academic success.

Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site.

Centrally located within city limits, Pioneer Middle School serves students in grades six, seven, and eight on a traditional calendar schedule. Curriculum is based on improving literacy and mathematical comprehension, with special emphasis placed on cultural awareness. Diverse literature selections, the "Habits of Mind" program, and various cultural observances promote a climate of tolerance and acceptance among students and faculty.

During the 2018-2019 school year, approximately 800 students were enrolled at the school. Student demographics are displayed in the chart.

About the SARC

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	207
Grade 7	279
Grade 8	290
Total Enrollment	776

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	5.9
Asian	1.4
Filipino	0.4
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	0.1
White	6.1
Two or More Races	0.5
Socioeconomically Disadvantaged	85.1
English Learners	24.4
Students with Disabilities	6.8
Foster Youth	0.3

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 for Pioneer Middle School	17-18	18-19	19-20
With Full Credential	29	32	31
Without Full Credential	8	4	3
Teaching Outside Subject Area of Competence	1	2	1

Teacher Credentials for Porterville Unified	17-18	18-19	19-20
With Full Credential	♦	♦	584
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	17

Teacher Misassignments and Vacant Teacher Positions at Pioneer Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	1

* 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 2019-20)

Porterville Unified School District held a Public Hearing on September 12, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2019, regarding textbooks in use during the 2018--2019 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell Adopted 2003 Wright Group Adopted 2003 Wonders ELA (6th grade) Adopted 2016 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
Mathematics	McGraw Hill My Math (6th Grade) Adopted 2015 Big Ideas (7th&8th Grade) Adopted 2016 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
Science	Glencoe Adopted 2001 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
History-Social Science	McDougal Littell Adopted 2007 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%
Health	MacMillan/McGraw Hill Adopted 2006 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Pioneer Middle School, originally constructed in the 1950s, is currently comprised of 35 classrooms (including 17 portables), a library, four computer labs, one staff room, a cafeteria/multi-purpose room, one athletic field, and the main office. All facilities have been modernized and upgraded throughout the years.

The most recent renovations to the campus occurred September 12, 2019, and included the construction of a county-sponsored, multi-million dollar Special Education facility. The state-of-the-art building replaced a number of older portable classrooms on the property and serves the needs of numerous students throughout the district. The chart displays the results of the most recent school facilities inspection.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Rm. 1 Window Seal Peeling Need Patch and Paint. Rm. 2 Window Seal Peeling Need Patch and Paint. Rm. 3 Need Patch and Paint. Rm. 5 Missing Baseboards on Cabinet. Ceiling tiles need to be replaced. Rm. 6A- torn wall covering Rm. 6B, torn wall paper Rm. 8 walls need paint/sink faucet missing Rm. 10 walls need paint Rm. 17 Adjust Drinking Fountain Rm. 18 Adjust Drinking Fountain Rm. 23 Blank Electrical Plates Missing Rm. 28- Torn Wall Paper Rm. 30, Walls need Paint/broken floor tile Rm. 32- carpet needs to be replaced Rm. 34 Torn Wall Paper Cafeteria Girls Restroom - Lights Out Main Building Boys Restroom - Roaches
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Main building boys restroom- roaches
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 Rating	**Good**	

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	42	44	44	50	50
Math	18	19	27	28	38	39

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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	22.5	21.4	22.5

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	778	769	98.84	41.85
Male	361	355	98.34	33.62
Female	417	414	99.28	48.91
Black or African American	--	--	--	--
American Indian or Alaska Native	47	47	100.00	29.79
Asian	11	11	100.00	45.45
Filipino	--	--	--	--
Hispanic or Latino	654	645	98.62	41.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	52	100.00	51.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	669	661	98.80	40.82
English Learners	344	340	98.84	29.88
Students with Disabilities	50	48	96.00	4.26
Students Receiving Migrant Education Services	57	57	100.00	47.37
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:
- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students (Common Core Standards)
- Developing as a Professional Educator
- Using Technology to Enhance learning (Reading and Writing across the Curriculum)
- ELL Strategies

Staff members build teaching skills and concepts through participation in conferences, workshops, and PLC's throughout the year. For the past three years, the district has offered numerous staff development days. During this time, teachers are offered a broad-based variety of professional growth

opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	778	769	98.84	19.38
Male	361	356	98.61	18.26
Female	417	413	99.04	20.34
Black or African American	--	--	--	--
American Indian or Alaska Native	47	46	97.87	4.35
Asian	11	11	100.00	18.18
Filipino	--	--	--	--
Hispanic or Latino	654	646	98.78	19.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	52	100.00	23.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	669	661	98.80	18.76
English Learners	344	341	99.13	12.02
Students with Disabilities	50	48	96.00	4.17
Students Receiving Migrant Education Services	57	57	100.00	21.05
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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 2019-20)
Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The Parent Teacher Organization (PTO) plays a special role in the community and at each school site through fundraising and special activities. In addition to chaperoning field trips and volunteering in the classroom, Pioneer Middle School has established a school-to-home connection in which parents agree to have their children at school each day, provide assistance with homework when necessary, and read with their student each day. PIQE is also offered to parents to offer guidance at home and school. Ipad Parent nights are offered to educate parents on the purpose and use of computers in the classroom.

Contributions by the following community partners add to the programs available at Pioneer Middle School: Wal-Mart and Wal-Mart Distribution Center, Lion's Club, Eagle Mountain Casino, Veterans of Foreign Wars, and Target.

Contact Information
Parents who wish to participate in the school's leadership teams, School Site Council (SSC),English Learner Advisory Committee (ELAC), school committees, school activities, or become a volunteer may contact the main office at (559) 782-7200. The district's website (www.porterville.k12.ca.us) also provides a variety of helpful resources and information for parents, students, staff, and community members.

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.

School Safety Plan
The safety of students and staff is a primary concern of Pioneer Middle School. Teachers and administrators supervise students on campus before and after school and during recess. Noon duty supervisors monitor students during the lunch break. All visitors must sign in at the Pioneer Middle School office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. For the safety of our students, ALL volunteers are fingerprinted and cleared through the Department of Justice. All appointments are made with the school secretary and HR.

The School Site Safety Plan was most recently revised in Fall 2019 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake and lock-down drills are held at least 4 times a year.

For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.5	6.8	3.5
Expulsions Rate	0.7	1.7	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	776.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.40
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	0
Other	0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	17	15		22	14	17	2	22	17	13	2
Mathematics	26	9	12	7	28	2	18	6	24	7	20	
Science	27	3	15	5	28	4	13	7	26	7	13	5
Social Science	29	5	13	10	29	6	12	11	27	7	15	6

* 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,400	$51,374
Mid-Range Teacher Salary	$79,147	$80,151
Highest Teacher Salary	$102,208	$100,143
Average Principal Salary (ES)	$160,646	$126,896
Average Principal Salary (MS)	$163,100	$133,668
Average Principal Salary (HS)	$176,811	$143,746
Superintendent Salary	$239,293	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,707	$614	$6,092	$70,648
District	N/A	N/A	$6,336	$82,921.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.9	0.4
School Site/ State	29.9	1.9

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

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title IV Student Support & Academic Enrichment
- Title VI, Indian,Native Hawaiian, and Alaska Native Education.

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).

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.