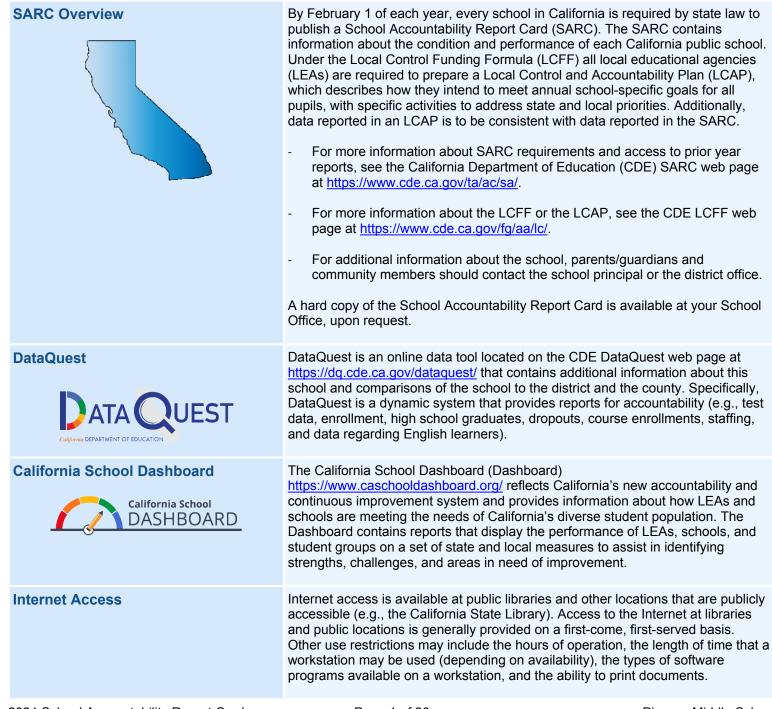# Pioneer Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	Pioneer Middle School
Street	225 East College Avenue
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-7200
Principal	JR Ortiz
Email Address	uortiz@portervilleschools.org
School Website	https://pioneer.portervilleschools.org/
Grade Span	6-8
County-District-School (CDS) Code	54-75523-6054266

2024-25 District Contact Information

District Name	Porterville Unified School District
Phone Number	(559) 793-2400
Superintendent	Nate Nelson, Ed.D.
Email Address	nlnelson@portervilleschools.org
District Website	portervilleschools.org

2024-25 School Description and Mission Statement

Principal's Message:

At Pioneer Middle School, our commitment is to foster a diverse range of opportunities and experiences that empower scholars to become confident, competitive, and successful individuals. Our primary goal is to equip them with the essential 21st-century skills necessary for both college and career readiness. Additionally, we emphasize the importance of cultivating good character and nurturing model citizenship. Central to our philosophy is the belief that fostering a growth mindset among Pioneer scholars will lead to the development and enhancement of their abilities through dedicated effort, perseverance, and hard work.

2024-25 School Description and Mission Statement

As a professional learning community, we are dedicated to continuous improvement in all aspects of our educational endeavors. Through ongoing collaboration and reflective dialogue, our teachers strive to enhance their practices with the ultimate objective of improving student achievement. Pioneer Middle School is committed to instilling a college-bound academic culture where students actively participate in shaping their own learning and educational journey.

Finally, we strive in establishing productive partnerships with parents and all stakeholders to ensure all students achieve their highest potential. We recognize that in order to be successful in school, our students need support from home, school, and the community. We know strong partnerships with stakeholders make a great difference in children's education. I look forward to having a productive, fun, and successful school year with high-expectations for the entire Pioneer community.

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.

During the 2023-2024 school year, approximately 723 students were enrolled at the school.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	193
Grade 7	251
Grade 8	273
Total Enrollment	717

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	8.4
Asian	1.3
Black or African American	0.1
Filipino	0.4
Hispanic or Latino	84.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.6
White	3.6
English Learners	21.6
Foster Youth	0.4
Homeless	1
Migrant	13.5
Socioeconomically Disadvantaged	81.3
Students with Disabilities	8.5

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	82.86	498.10	80.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.71	27.90	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	10.00	33.10	5.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	3.80	42.40	6.85	12115.80	4.41
Unknown/Incomplete/NA	0.90	2.60	17.80	2.88	18854.30	6.86
Total Teaching Positions	35.00	100.00	619.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.40	84.57	523.00	79.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.39	28.20	4.32	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	6.91	31.60	4.83	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	4.88	43.50	6.64	11953.10	4.28
Unknown/Incomplete/NA	0.70	2.16	28.70	4.38	15831.90	5.67
Total Teaching Positions	36.00	100.00	655.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	75.89	483.20	77.28	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	2.81	33.90	5.42	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	10.76	43.50	6.97	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.60	7.47	47.40	7.59	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.03	17.10	2.73	14303.80	5.15
Total Teaching Positions	35.50	100.00	625.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	2.30	2.3
Misassignments	1.50	0.10	1.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.50	2.40	3.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.8
Local Assignment Options	1.30	1.70	1.8
Total Out-of-Field Teachers	1.30	1.70	2.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80	0.4	3.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.70	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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

Porterville Unified School District held a Public Hearing on August 22, 2024 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 regarding textbooks in use during the 2024-2025 school year.

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Adopted 2020 Wright Group Adopted 2003 Wonders ELA (6th grade) Adopted 2016	Yes	0.0%
Mathematics	Houghton Mifflin, Larson Big Ideas Adopted 2016	Yes	0.0%
Science	Accelerate Learning, STEMscopes/Adopted 2022	Yes	0.0%
History-Social Science	Cengage, National Geographic Learning/Adopted 2022	Yes	0.0%
Health	Positive Prevention PLUS/Adopted 2015	Yes	0%

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

School Facility Conditions and Planned Improvements

Pioneer Middle School, originally constructed in the 1950s, is currently comprised of 35 classrooms (including 17 portables), a library, 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.

Year and month of the most recent FIT report	July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Wall damage: Rm 1, 3, 4, 6A, 7, 8, 9, 10, 11, 15, 16, 18, 29, 30, 31, 32, 33, cafeteria, 21, 22, 23, 24, 25, 26 Ceiling damage: Rm 11, 35 Cover plate: Rm 12 Light cover: Rm 14, 26 Floor damage: Rm 19, 27, 29, 23, 25, 26 Cabinet damage: Rm 9 Door damage: Rm 20 Outlet cover damaged: Rm 24
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Lights: Rm 1, 3, 4, 5, 8, 9, 10, 18, 19, Boys RR Portable Wires unsecured: Rm 2, 4, 6A, 6B, 9, 12, 17, 18, 27, 29, 31, 26 CAT sensor damage: Rm 5 Data plate damage: Rm 17 Electrical outlet door damage: Rm 32
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Tile damage: Boys RR N, Girls RR N, Boys RR Main Soap dispenser damage: Girls RR N Toilet paper holder: Boys RR N Graffiti: Girls RR N Faucet/sink damage: Boys RR N, Rm 1, 4, 11, 14, 15, 35 Floor damage: Boys RR cafeteria Lights: Boys RR cafeteria

School Facility Conditions and Planned Improvements

			Ceiling damage: Boys&Girls RR N
Safety: Fire Safety, Hazardous Materials	X		Cleaning supplies under sink: Rm 2, 4, 6B, 8, 9 Bars on windows: Rm 5, 21, 22, 23
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Fountain/sink damaged: Rm 7 (outside), 24 (outside)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	41	40	41	46	47
Mathematics (grades 3-8 and 11)	20	23	26	27	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	715	704	98.46	1.54	40.77
Female	353	349	98.87	1.13	44.70
Male	362	355	98.07	1.93	36.90
American Indian or Alaska Native	58	58	100.00	0.00	17.24
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	605	595	98.35	1.65	42.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	36.36

White	24	24	100.00	0.00	37.50
English Learners	161	153	95.03	4.97	10.46
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	583	576	98.80	1.20	39.06
Students Receiving Migrant Education Services	102	100	98.04	1.96	41.00
Students with Disabilities	61	60	98.36	1.64	6.67

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	715	709	99.16	0.84	22.57
Female	353	351	99.43	0.57	23.36
Male	362	358	98.90	1.10	21.79
American Indian or Alaska Native	58	58	100.00	0.00	5.17
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	605	600	99.17	0.83	23.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	27.27
White	24	24	100.00	0.00	8.33
English Learners	161	158	98.14	1.86	8.86
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	583	581	99.66	0.34	20.48
Students Receiving Migrant Education Services	102	102	100.00	0.00	20.59
Students with Disabilities	61	60	98.36	1.64	6.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.69	24.25	20.95	19.30	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	268	98.89	1.11	24.25
Female	133	132	99.25	0.75	25.00
Male	138	136	98.55	1.45	23.53
American Indian or Alaska Native	22	21	95.45	4.55	4.76
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	223	222	99.55	0.45	24.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	53	52	98.11	1.89	1.92
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	224	99.56	0.44	22.32
Students Receiving Migrant Education Services	40	40	100.00	0.00	22.50
Students with Disabilities	16	16	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.8	94.8	94.8	98.8	98.8

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Pioneer maintains connections with parents and community based agencies that serve our student and families with health, counseling, and other services as needed. In addition, we have family liaisons and social workers that assist and provide resources to our families and students who are in need of support. All parents are encouraged to attend school-wide activities and events so that they will assist our students throughout their educational experience. Every two years Pioneer Middle School has a school-wide parent election to elect parent members for the School Site Council (SSC) and the English Learner Advisory Committee. During SSC/ELAC meetings, all members are trained to work as a decision-making group for school improvement. In addition, staff and parent representatives are also elected to participate in District Advisory Committee (DAC) and DELAC meetings. Parents are invited to participate in: SSC meetings, ELAC meetings, parental workshops throughout the year to gain knowledge and understand the public school system.
For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	753	739	129	17.5
Female	374	365	69	18.9
Male	379	374	60	16.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	61	61	25	41.0
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	634	623	89	14.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	28	7	25.0
English Learners	180	173	17	9.8
Foster Youth	--	--	--	--
Homeless	19	18	6	33.3
Socioeconomically Disadvantaged	705	692	125	18.1
Students Receiving Migrant Education Services	104	104	4	3.8
Students with Disabilities	68	68	14	20.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

					Suspensions				
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.76	0.52	0.4	2.05	2.26	2.01	3.17	3.6	3.28

This table displays expulsions data.

					Expulsions				
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.13	0	0.13	0.09	0.16	0.28	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40	0.13
Female	0.00	0.00
Male	0.79	0.26
Non-Binary	0.00	0.00
American Indian or Alaska Native	1.64	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.32	0.16
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.43	0.14
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The 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 reviewed on December 4, 2024 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.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	22	15	1
Mathematics	21	16	12	1
Science	27	2	16	2
Social Science	28	1	19	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	20	
Mathematics	20	14	16	
Science	25	4	17	1
Social Science	25	6	16	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	28	16	
Mathematics	19	22	7	
Science	28	1	16	2
Social Science	26	3	18	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	717

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,896	$812	$8,084	$93,509
District	N/A	N/A	$5,822	$93,066
Percent Difference - School Site and District	N/A	N/A	32.5	0.5
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-28.5	-4.4

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,851	$59,551
Mid-Range Teacher Salary	$94,933	$93,855
Highest Teacher Salary	$122,594	$120,219
Average Principal Salary (Elementary)	$190,074	$151,525
Average Principal Salary (Middle)	$199,787	$158,215
Average Principal Salary (High)	$210,094	$171,087
Superintendent Salary	$300,638	$300,043
Percent of Budget for Teacher Salaries	25%	31%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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 student learning
* 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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4