

# Pioneer Middle School

225 East College Avenue • Porterville, CA 93257 • (559) 782-7200 • Grades 6-8

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
(559) 793-2400  
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#### District Governing Board

Hayley Buettner  
David DePaoli  
Lilian Durbin  
Sharon Gill  
Pete Lara, Jr.  
Felipe Martinez  
Tomas Velasquez

#### District Administration

Ken Gibbs, Ed.D.  
**Superintendent**

Nate Nelson, Ed.D.  
**Assistant Superintendent  
Business Services**

Martha Stuemky, Ed.D.  
**Assistant Superintendent  
Instructional Services**

Andrew Bukosky, Ed.D.  
**Assistant Superintendent  
Human Resources**

### School Description

#### 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 more than 13,000 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, one magnet academy, one continuation high school, and two alternative sites.

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 2016-2017 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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	216
Grade 7	319
Grade 8	284
<b>Total Enrollment</b>	<b>819</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	5.5
Asian	1.8
Filipino	0
Hispanic or Latino	85.5
Native Hawaiian or Pacific Islander	0.2
White	6
Two or More Races	0.5
Socioeconomically Disadvantaged	89
English Learners	28.9
Students with Disabilities	3.4
Foster Youth	0.7

### A. Conditions of Learning

#### State Priority: Basic

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

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

Teacher Credentials			
Pioneer Middle School	15-16	16-17	17-18
<b>With Full Credential</b>	33	29	29
<b>Without Full Credential</b>	1	8	8
<b>Teaching Outside Subject Area of Competence</b>	2	1	1
Porterville Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	◆	◆	585
<b>Without Full Credential</b>	◆	◆	59
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Pioneer Middle School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	1	1

\* "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 2017-18)

Porterville Unified School District held a Public Hearing on August 25, 2016 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 2016, regarding textbooks in use during the 2016-17 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	McGraw Hill My Math (6th Grade) Adopted 2015  Big Ideas (7th&8th Grade) Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Glencoe Adopted 2001    <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	McDougal Littell Adopted 2007    <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Health	MacMillan/McGraw Hill Adopted 2006    <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 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 in 2009, 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, provided by the district in July 2015

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 07/15/2015**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces			X		Torn Wall Paper (5 rooms), Wall Need Paint (5 rooms), Cafeteria floor in bad shape
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	29	36	37	40	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	29	31	37	39	48	48
<b>Math</b>	13	13	21	23	36	37

\* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	21.6	20	33

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	247	245	99.2	35.9
Male	128	127	99.2	36.2
Female	119	118	99.2	35.6
American Indian or Alaska Native	26	26	100.0	23.1
Hispanic or Latino	212	211	99.5	38.4
Socioeconomically Disadvantaged	211	209	99.1	34.9
English Learners	44	43	97.7	7.0
Students Receiving Migrant Education Services	26	26	100.0	50.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 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	818	812	99.27	30.67
Male	387	382	98.71	25.65
Female	431	430	99.77	35.12
Black or African American	--	--	--	--
American Indian or Alaska Native	41	40	97.56	20
Asian	15	15	100	26.67
Hispanic or Latino	698	693	99.28	30.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	53	100	45.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	730	725	99.32	29.38
English Learners	354	354	100	18.93
Students with Disabilities	28	28	100	3.57
Students Receiving Migrant Education Services	75	74	98.67	16.22
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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	819	814	99.39	12.9
Male	388	384	98.97	13.28
Female	431	430	99.77	12.56
Black or African American	--	--	--	--
American Indian or Alaska Native	41	40	97.56	5
Asian	15	15	100	13.33
Hispanic or Latino	698	694	99.43	12.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100	20.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	731	727	99.45	12.65
English Learners	354	354	100	5.65
Students with Disabilities	28	28	100	0
Students Receiving Migrant Education Services	75	75	100	5.33
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.

### **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 schoolsite.

#### **Opportunities for Parental Involvement (School Year 2017-18)**

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](http://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 Principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times.

The School Site Safety Plan was most recently revised in Fall 2015 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 twice 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	8.54	8.53	8.48
Expulsions Rate	0.12	0.48	0.7
District	2014-15	2015-16	2016-17
Suspensions Rate	5.91	5.62	5.42
Expulsions Rate	0.34	0.3	0.31
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

### 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	800

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	25	25	23	8	8	9	15	15	22			
Mathematics	28	28	25	5	5	5	5	5	21	8	8	
Science	24	24	26	3	3	5	7	7	16	1	1	
Social Science	29	29	26			3	14	14	23	2	2	1

\* 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.

## Professional Development provided for Teachers

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)

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 Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,392	\$48,522
Mid-Range Teacher Salary	\$74,604	\$75,065
Highest Teacher Salary	\$90,811	\$94,688
Average Principal Salary (ES)	\$151,564	\$119,876
Average Principal Salary (MS)	\$153,951	\$126,749
Average Principal Salary (HS)	\$164,505	\$135,830
Superintendent Salary	\$226,527	\$232,390
Percent of District Budget		
Teacher Salaries	32%	37%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

## 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 VII, Indian, Native Hawaiian, and Alaska Native Education

## 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,707	\$614	\$6,092	\$70,648
District	◆	◆	\$6,336	\$76,860
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			-3.9	0.4
Percent Difference: School Site/ State			29.9	1.9

\* Cells with ◆ do not require data.