

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Pioneer Middle School	District Name	Tustin Unified School District
Street	2700 Pioneer Road	Phone Number	(714) 730-7301
City, State, Zip	Tustin, CA 92782	Web Site	www.tustin.k12.ca.us
Phone Number	(714) 730-7534	Superintendent	Gregory A. Franklin, Ed.D.
Principal	Tracey Vander Hayden	E-mail Address	gfranklin@tustin.k12.ca.us
E-mail Address	tvanderhayden@tustin.k12.ca.us	CDS Code	30-73643-6116305

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Pioneer's Mission is "Maximizing every student's academic potential and personal responsibility."

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

At Pioneer, we believe that a strong school-to-home partnership is essential in helping every student learn. The Pioneer community of learners promotes parental involvement through the following organizations:

The Pioneer Parent Teacher Organization (PTO):

Pioneer's PTO is vital to Pioneer's success. Our PTO provides a wealth of resources and support for teachers, parents and students. The PTO meets every month and meeting dates can be found on our school's website. Volunteers organize school events and raise funds to support school wide programs. The PTO publishes a weekly newsletter, which is emailed to all homes. The PTO sponsors parent education nights on a variety of topics, family "restaurant" nights, and supports the instructional program by providing funds for additional technology.

School Site Council (SSC):

Pioneer's SSC is the governing body of our school. With representation from our students, parents, and staff, this group meets on the third Tuesday of each month to discuss school concerns, allocate resources, and plans for school improvement. SSC meetings are open to the public.

English Language Advisement Committee (ELAC):

Pioneer's ELAC is a parent organization that represents the needs of our English language learning students. Meetings are held in conjunction with our SSC. Multiple opportunities for EL parent education occur throughout the year.

Gifted and Talented Education:

Pioneer's teachers are committed to offering GATE students rigorous and challenging curricular activities with the use of GATE instructional strategies and techniques learned through TUSD's two year GATE training.

At Pioneer, we also believe that the key to a strong home/school relationship is effective communication. While it is Pioneer's mission to maximize your child's academic potential and personal responsibility, we must always remember that this transition from childhood to adulthood is a challenging and ever-changing process. As parents and teachers, we must coordinate our efforts to support our students. To this end, Pioneer provides numerous and varied communication options to keep you informed about your child's progress, school programs and extra-curricular events. These options include:

Individual Information Regarding Your Child's Progress

Aeries Parent Portal Online Grade Access:

Through the use of the web-based company, Aeries, parents can view their child's over-all grades and individual assignment/project/test scores for every class. Additionally, parents can access Pioneer's master calendar of school events. To access this secure information, parents need a personalized access code, which can be obtained from the Pioneer main office.

Report Cards/Progress Reports:

Report cards are mailed home every quarter (approximately every 9 weeks) to update you on your child's progress. At the mid-point of each quarter, progress reports are sent for students who are in danger of failing and/or have unsatisfactory citizenship.

Weekly Progress Reports:

At any time a parent can call our main office and request a weekly progress report for their child. The child will be given a "progress report" form to take to his/her teachers to receive a current grade update.

E-mail/Phone Calls:

All Pioneer teachers have a district e-mail account. For a list of staff email addresses, please see our school web site or call our main office. Additionally, phone messages can be left for staff members by calling our main office at 730-7534. As most of our teachers teach over 200 students, and additionally provide after school tutoring/coaching/advising, please allow 48 hours for our staff to return emails and phone messages.

Binder Reminders:

Your child's binder reminder is an excellent tool for recording student assignments and written communication between home and school.

Parent Information for Upcoming Events & School-Wide News

“PTO Blast”:

Our weekly Pioneer PTO newsletter provides timely information from our PTO, school staff, and site administration and is sent out via email weekly.

Pioneer’s School Web Page:

Pioneer’s school web page (www.tustin.k12.ca.us/pioneer or www.pioneerwildcats.com) has our daily school bulletin, the latest Wildcat News, staff links, and numerous useful online resources.

The Wildcat News:

A monthly newsletter, which is emailed home, is designed to provide our parents with information about upcoming school events.

Connect-Ed “PACE” Calls/Emails:

With this calling system, we can record important school information and have it immediately sent to every Pioneer household.

The Tustin News:

Our weekly local newspaper has two, must-read sections: Pioneer parent Karen Dario writes “On the Ranch,” while TUSD news is covered in “School Notes.”

Student Information Provided at Pioneer

Pioneer’s Daily Bulletin:

This written bulletin of daily events is posted in all classes and at our attendance office window display case. The bulletin is also posted daily on our school web page.

Morning Announcements:

At the beginning of first period every day we announce daily information over our school PA system.

Pioneer Video Production Shows:

On a regular basis our Pioneer video production classes produce a school “video show” about our school. This is shown to all classes over our school-wide video system.

PE Bulletin Boards:

Next to the entrances of our locker rooms are two display boards that list our current sports activities.

6th Grade Advisement:

Every week, 8th grade mentors meet with our sixth grade students to review student progress on goals and upcoming events.

Student-of-the-Month Assemblies:

At these monthly assemblies we provide positive recognition for our students and information about important events for the upcoming month.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 6	295
Grade 7	545
Grade 8	488
Total Enrollment	1,329

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.1	White	39.3
American Indian or Alaska Native	0.1	Two or More Races	1.8
Asian	38.5	Socioeconomically Disadvantaged	9.9
Filipino	2.7	English Learners	10.5
Hispanic or Latino	13.8	Students with Disabilities	4.1
Native Hawaiian/Pacific Islander	0.5		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	34.8	5	2	54	28.5	30	5	24	30.3	9	1	29
Mathematics	30.3	2	31	20	31.5	1	13	31	34.6	1	5	23
Science	32.5	1	16	26	34.3		9	34	35.6	1	4	23
Social Science	38.5	0	0	40	28.5	30	8	21	34.7	2	0	28

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Pioneer students enjoy a positive, safe and orderly campus. Pioneer promotes exemplary behavior through high expectations, proper supervision, and positive recognition for students who follow the "Wildcat Way". All students understand the Pioneer expectations, school policies, and dress code through lessons in classrooms, assemblies and grade level assemblies. In addition, Pioneer expectations are posted in all classroom and printed in the Binder Reminder along with school policies and behavioral expectations. Pioneer expectations, which focus on respect, encourage and permit rather than restrict and control student behavior. The caring and professional demeanor of the staff models appropriate and responsible behaviors. Progressive discipline is observed, giving students opportunities to learn from mistakes and improve behavior in a positive climate. Currently over 50% of our student body qualifies for the Principal's Honor Roll (3.5 GPA or higher), and over 800 students have at least a 3.0 GPA with no unsatisfactory marks. At Pioneer, it is "cool" to be smart and respectful.

Students are welcomed to school every morning by the principal, assistant principals and counselors. In partnership with the Tustin Police Department, a School Resource Officer provides positive support whenever necessary. Incidents of crime are minimal and students respect the district and school policies regarding drugs, alcohol, weapons and bullying. Each classroom is equipped with a telephone and radios connecting administrators, counselor, campus supervisors, custodians and office staff.

A safety committee meets annually to discuss school and facility concerns. At the beginning of each school year, the safety committee updates the Safe School Plan. The Safe School Plan was reviewed, updated and approved by the School Site Council on November 8, 2011. Various drills are held monthly and extend beyond traditional fire and earthquake drills to include lock down, black out and a mock disaster. The staff is encouraged to maintain updated CPR training. The PTO provides emergency backpacks for every classroom. The campus is kept clean and exceptionally maintained by an excellent custodial crew.

During August of 2011, the Pioneer administrative team reviewed the existing Safety Plan for thoroughness, effectiveness, and any needed revisions. During this time new staff members were added to Safety Teams, classroom backpacks were inventoried, and the school goals for improving school safety were developed based on anecdotal evidence and discipline records.

On August 30, 2011 and September 7, 2011 staff meetings the safety plan, site teams, and evacuation plans were reviewed with the staff.

In order to incorporate the PBIS into our school safety goals (which the staff is being currently trained on) the Safety Goals were approved during the November 8, 2011 School Site Council Meeting. The plan was shared and approved at that time.

Key Elements of the Safety Plan include, but are not limited to:

- * Three different evacuation locations.
- * Staff Emergency Site Teams (i.e. Search and Rescue, First Aid)
- * Key Educational and Board Policy items relating to safety and discipline.

3 Safety Goals:

1. By June 2012, Pioneer will increase student and parent awareness on information regarding safe school environments and emergency preparedness.
2. By June 2012, increase in the number of students being recognized for following school rules and being responsible for their actions or model citizenship through first year implementation of PBIS (Positive Behavior Modification System).
3. By June 2012, site staff will improve upon proper procedures and equipment to have and use during an emergency.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	5.85	5.15	5.57	4.62	4.38	4.87
Expulsions	0.07	0	0	0.18	0.19	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2011

Pioneer Middle School opened in the fall of 1999, the first new middle school in the Tustin Unified School District in over 25 years. Pioneer's design and built-in technologies for the new millennium make it one of the finest middle schools in the nation. Pioneer Middle School opened in two phases. Phase 2 was completed in June 2000. Inspired by both the Spanish Colonial architecture of early California and modern interpretations of great architects, the buildings are designed to relate to one another in a classic courtyard configuration.

The 90,500 square foot facility is located on a 20-acre site. Classrooms are organized along a covered, outdoor pedestrian paseo. This walkway links classroom clusters while providing a buffer between the often-bustling central courtyard and the quieter classroom areas. This state-of-the-art two-story facility includes a library-media center, six fully-equipped science labs, a computer lab, a consumer education room, digital photo lab, a large multi-purpose room that serves as a performing arts center, a music room, full-size gymnasium and food-service area. In addition, there are administrative offices, two ball fields, a track and two parking lots.

The school is networked and wired to accommodate teaching and learning technologies that include centralized technology centers. A data network and multimedia delivery system provides direct communications with all classrooms. Teachers and students have access to an expanding library of videos, DVDs, the Internet, and the latest computer software to assist with their learning – all controlled by teachers within the classrooms. Polyboards, interactive whiteboards, are installed in every classroom on campus. A state of the art sound system has recently been installed in our multi-purpose room, creating a state of the art Performing Arts Center. Our PTO generously updates Pioneer's technology annually.

District maintenance and grounds personnel provide for well-maintained and repaired facilities and grounds.

The facility inspection upon which this report was generated was completed on December 12, 2011.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	48	52	43	735
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence	6	6	5	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments	6	5	5
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.52	0.48
High-Poverty Schools in District	99.03	0.97
Low-Poverty Schools in District	99.85	0.15

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	888
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.3	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist (non-teaching)	0	---
Other	1.66	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2011

On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Pioneer Middle School has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the District.</p> <p>Supplemental Textbooks and Materials Hampton Brown High Point (2002) and Steck Vaughn Gateways (2008) are used as a supplemental material with English Language Learners.</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6 and Course 2: Pre-Algebra (2008), Pearson/Prentice Hall California Algebra I (2009), and McDougall Littell Geometry (2007) are the state adopted textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
Science	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston World History – Ancient Civilizations (2006), World History – Medieval to Early Modern Times (2006), and U. S. History – Independence to 1914 (2006) are the state adopted textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
Foreign Language	<p>State-Adopted Textbooks Textbooks for Spanish, French, and exploration foreign language instruction are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Adelante (1999) and En Camino (1999) are the state adopted Spanish textbooks for the District. Glencoe/McGraw Hill Bienvenue (1998) and Prentice Hall Bon Voyage (2001) are the state adopted French textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in middle school. Supplemental Textbooks and Materials	Yes	0%
Visual and Performing Arts	Supplemental Textbooks and Materials		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,902	\$974	\$3,928	\$73,861
District	---	---	\$4,328	\$73,154
Percent Difference: School Site and District	---	---	-9.24%	0.97%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-27.99%	8.34%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

EIA funds are used to provide an instructional aide to support instruction in our ELD classroom. Supplemental materials are purchased to provide additional support for at risk students. Some of these funds are used to pay teachers to offer before/after school intervention classes to assist students in mastering the curriculum standards in language arts and mathematics. Funds are also used to pay for release time allowing teachers to collaborate about student assessment data and to plan how to respond when students did not master the standards. Additionally, EIA funds are used to pay for CELDT and SEBE testing for our EL learners.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,210	\$42,017
Mid-Range Teacher Salary	\$72,930	\$67,294
Highest Teacher Salary	\$97,074	\$86,776
Average Principal Salary (Elementary)	\$127,113	\$108,534
Average Principal Salary (Middle)	\$131,967	\$112,893
Average Principal Salary (High)	\$138,109	\$123,331
Superintendent Salary	\$252,906	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	84	85	85	64	66	68	49	52	54
Mathematics	79	80	79	58	60	64	46	48	50
Science	91	89	93	66	70	75	50	54	57
History-Social Science	77	82	86	55	59	63	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	68	64	75	63
All Student at the School	85	79	93	86
Male	81	77	95	87
Female	90	81	91	85
Black or African American	57	47	64	33
American Indian or Alaska Native	0	0	0	0
Asian	90	90	97	95
Filipino	77	69	85	92
Hispanic or Latino	69	55	88	72
Native Hawaiian/Pacific Islander	0	0	0	0
White	88	79	94	85
Two or More Races	86	81	93	86
Socioeconomically Disadvantaged	61	48	76	60
English Learners	36	57	67	43
Students with Disabilities	49	43	0	28
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.3	22.8	62.8

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	9	8	8

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-4	9	0
Black or African American			
American Indian or Alaska Native			
Asian	-2	2	4
Filipino			
Hispanic or Latino	-16	45	-3
Native Hawaiian/Pacific Islander			
White	4	8	0
Two or More Races	N/D		
Socioeconomically Disadvantaged		17	-8
English Learners		10	-26
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,286	939	17,141	857	4,683,676	778
Black or African American	27	770	374	771	317,856	696
American Indian or Alaska Native	1		36	871	33,774	733
Asian	498	979	2,775	958	398,869	898
Filipino	34	930	334	907	123,245	859
Hispanic or Latino	172	852	7,607	779	2,406,749	729
Native Hawaiian/Pacific Islander	6		84	815	26,953	764
White	508	937	5,611	912	1,258,831	845
Two or More Races	24	920	246	922	76,766	836
Socioeconomically Disadvantaged	122	809	6,771	769	2,731,843	726
English Learners	127	841	5,506	761	1,521,844	707
Students with Disabilities	71	723	1,649	689	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	27.6

XI. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

A comprehensive professional development plan supports the Single Plan for Student Achievement (SPSA). Staff development is designed once student achievement data is analyzed from the previous year and SMARTe goals are established for the current year. Intensive staff development on research based instructional practices that support all standards-based instructional programs are provided at the site and district wide. Staff development includes intensive training through a week of AVID Summer Institute and a two week Project Lead the Way (PLTW) Science and Technology Engineering Math Institute. Ongoing workshops on writing, reading strategies, GATE certification, AVID best practices, interactive journals, four-point writing rubrics, interactive white boards, Illuminate, United Streaming and implementing Professional Learning Communities (PLC) best practices are also a part of Pioneer's Staff Development Plan. Teachers select conferences appropriate to department and grade level SMARTe goals and those teachers who attend the training share information learned with team members and the entire faculty. School and district-wide staff development in data analysis and best practices has improved the capacity of all teachers as assessors.