

Pioneer Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Pioneer Middle School
Street	2700 Pioneer Road
City, State, Zip	Tustin, CA 92782
Phone Number	(714) 730-7534
Principal	Tracey Vander Hayden
E-mail Address	tvanderhayden@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/pioneer
CDS Code	30-73643-6116305

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

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

Pioneer's Vision: Our primary purpose is to develop positive, contributing members of society who are innovative, resilient, and responsible individuals in a complex and every-changing world. Pioneer's Mission: "Maximizing every student's academic potential and personal responsibility."

Pioneer Middle School opened in the fall of 1999, and currently has a population of 1,235 students. Pioneer is a comprehensive, 3-year middle school located in the city of Tustin, and welcomes students from the West Irvine/Tustin Ranch area of Orange County. Over the past nine years, Pioneer Middle School has seen significant, sustained, and continuous improvement in student achievement. Steadily, we are making our mission a reality. Pioneer's state assessment results consistently rank in the top 10% of all middle schools in the state of California, while Pioneer's state assessment results captured the number one ranking for public middle schools in Orange County for the second time in three years. Pioneer is recognized at national, state, and local levels for its student centered Pyramid of Intervention (POI) program. In 2018, Pioneer Middle School was named an International Model Professional Learning Community (PLC), in 2018 a National & California Schools to Watch-Taking Center Stage (STW-TCS) School, a California Gold Ribbon School, an Apple Distinguished School, and in 2013 Pioneer was named a California Distinguished School, both a California and National STW-TCS school, an AVID Highly Certified School (2011-2018), a Scholar School by the California Business Education of Excellent (CBEE) (2012-2018), and a recipient of the Milken Education Award, while being ranked number one, number two, and in the top ten best schools in Orange County by the Orange County Register for three consecutive years.

Pioneer shares an unwavering belief that all students will learn at their maximum potential. This conviction expands our emphasis beyond grade level proficiency to encompass mastery of rigorous curriculum for all students. In order to ensure all Pioneer students achieve at this level, we have designed a Multi-tiered Support System (MTSS) through a Pyramid of Interventions (POI). This pyramid consists of 25 different forms of support for students on 3 levels that become more targeted, intensive, and focused as students support needs increase. Level one of the pyramid is our Core Program, which consists entirely of classes that meet/exceed state standards. Teachers identify essential standards and then differentiate, accelerate, and compact instruction, using a variety of research-based methods and strategies to ensure the learning needs of all students are met. Through age-appropriate experiences in all curricular areas, our students' learning is supported by the use of hands-on exploration and real life experiences, which offers students universal access to the essential learning.

While academic success is a priority, Pioneer also believes that middle school should be a place for all students to explore new disciplines, to experience new opportunities, and to connect fun with learning. Our R.E.A.L. Wildcat program supports the personal/social/emotional development of all students. This acronym stands for Respect, Explore, Achieve and Lead—the traits we teach and expect from all students. Students set quarterly, "R.E.A.L. Wildcat" goals for academic achievement, extra-curricular involvement, exploration, leadership and service. Currently, over 700 students participate in our visual and performing arts program, over 400 students in our sports programs, over 100 students in ASB, over 90 students in STEM, over 120 students in Coding, over 80 students in Video Production, over 150 students in Graphic Design, over 400 students participate in 24 clubs, and over 100 students in academic competitions.

Pioneer Middle School’s faculty always looks to its future; we believe as educators that we have an obligation to prepare our students today for the jobs and careers of their future. Pioneer has adopted several “Signature Practices” and multiple "Collaborative Structures" ensuring student success in mastering California's Common Core State Standards (CCSS) while using technology as the platform to enhance student learning. Teachers are implementing explicit rhetorical pre-reading, reading and post-reading tools with AVID strategies of “Marking the Text” and Teaching Points through Reading/Writing Workshop models with additional support through the Expository Reading and Writing Course (ERWC). Connections to Writer's Workshop Model, AVID reading strategies, and the implementation of growth mindset and mindfulness practices are being made school wide. Pioneer teachers are masters at integrating technology within their daily instruction and are models for many districts outside of TUSD. Staff development and coaching in Collaborative Structures, Digital Learning, ERWC, AVID, Haiku, Google Classroom, and Apple Classroom ensures teacher success. The entire community of learners at Pioneer is committed to ensuring that our students have access to the most effective and engaging instruction. Pioneer’s PTO has donated over \$75,000 to support our College and Career Pathway courses (Graphic Design, Culinary Arts, Fashion Design, Art Production, Coding/Gaming, Video Production, VAPA, and Foreign Languages) so that all students have the opportunity to connect to their interests.

Over the next three years, Pioneer will continue refining the re-teaching of essential standards through weekly tutorials with second versions of essential standards common assessments to be uploaded into Illuminate for easy access and grouping of students for tutorial. It is clear that specific knowledge that is learned in each content area must be carefully intertwined and requires the planning of interdisciplinary project based learning. Having students apply learning from one specific content area to another to solve real world problems will be a targeted area of improvement. Dialogue on how Pioneer can create interdisciplinary project based lessons is currently taking place within weekly PLC meetings. This goal is also a response to the feeder high school’s administration of their first interdisciplinary assessment that was developed by representatives from all departments.

To raise our current level of Developmental Responsiveness, Pioneer will continue providing staff development on Reading/Writing Workshop, Next Generation Science Standards (NGSS), Integrated Mathematics, and begin developing project based and interdisciplinary experiences for our students. Pioneer is committed to fostering these collaborative and innovative teaching practices with scheduled release days for staff development, vertical and interdisciplinary planning, and visitations of other STW-TCS schools.

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

Grade Level	Number of Students
Grade 6	425
Grade 7	410
Grade 8	447
Total Enrollment	1,282

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.3
Asian	31.3
Filipino	2.3
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	0.2
White	38.3
Socioeconomically Disadvantaged	19.0
English Learners	5.1
Students with Disabilities	5.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	44	44	44	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	8	4	4	53

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	8	4	4
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: October 2018

On October 22, 2018, the Tustin Unified School District Board of Education verified by resolution that each student at this 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 of California.

Subject	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. The Tustin Unified School District Board of Education approved these textbooks for adoption in 2003.</p> <p>Supplemental Textbooks and Materials National Geographic Inside (2008) is used as a supplemental material with English Language Learners.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>State-Adopted Textbooks</p> <p>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. CPM Core Connections – Course 1, 2, and 3 (2013), Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6, and Course 2: Pre-Algebra (2008), McGraw Hill Glencoe Algebra 1 (2018), and McGraw Hill Glencoe Geometry (2018) are the adopted textbooks for middle school Mathematics.</p>	Yes	0%
Science	<p>State-Adopted Textbooks</p> <p>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. These textbooks were adopted by the Board of Education in 2008.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks</p> <p>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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	<p>State-Adopted Textbooks</p> <p>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%
Health	<p>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. 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. These textbooks were adopted by the Board of Education in 2008.</p>	Yes	0%
Visual and Performing Arts	Supplemental Textbooks and Materials		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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. During the 2016-2017 school year, the locker rooms and gymnasium were remodeled to account for the growing enrollment. 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 online and Internet resources along with the latest computer software to assist with their learning – all controlled by teachers within the classrooms. SMART Boards, Apple TV, projectors, amplification systems, and document cameras 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.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 11/15/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/15/18	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	74.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	66.0	67.0	52.0	53.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1274	1252	98.27	73.64
Male	633	620	97.95	67.58
Female	641	632	98.60	79.59
Black or African American	26	25	96.15	44.00
American Indian or Alaska Native	--	--	--	--
Asian	405	396	97.78	88.13
Filipino	20	20	100.00	65.00
Hispanic or Latino	256	252	98.44	53.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	478	471	98.54	72.19
Two or More Races	74	74	100.00	83.78
Socioeconomically Disadvantaged	243	239	98.35	53.14
English Learners	171	159	92.98	52.20
Students with Disabilities	67	66	98.51	28.79
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,276	1,261	98.82	67.01
Male	633	627	99.05	65.87
Female	643	634	98.6	68.14
Black or African American	26	26	100	34.62
American Indian or Alaska Native	--	--	--	--
Asian	405	403	99.51	88.09
Filipino	20	20	100	65
Hispanic or Latino	257	252	98.05	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	478	471	98.54	61.57
Two or More Races	75	74	98.67	81.08
Socioeconomically Disadvantaged	244	240	98.36	42.5
English Learners	171	168	98.25	48.81
Students with Disabilities	69	66	95.65	27.27
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

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

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.4	23.6	62.1

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 monthly 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 quarter 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 four times per year, one time per quarter. 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

Coffee with the Counselors and Parent Workshops:

Each month, the counselors invite the parent community to attend information meetings with topics that include healthy lifestyle choices, internet safety, and achieving overall success in middle school. Pioneer also offers "Toolkit" workshops during conference week to address specific needs for student not making academic progress; six workshops are offered to parents to attend before or after their student's conference with the teachers.

"PTO Newsletter":

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

Pioneer's School Web Page:

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

The Weekly Wildcat and Monthly Newsletter:

A weekly update of schedules and events is sent to parents on Friday afternoons. A monthly newsletter, which is emailed home, provides our parents with specific information about Pioneer Middle School and tools for achieving success at Pioneer.

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 Mentoring:

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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.0	3.5	4.2	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 12/4/18
 Date Updated and Approved by School Site Council: 12/4/18
 Date Discussed by Staff: 8/9/18 and 8/22/18

Pioneer students enjoy a positive, safe and orderly campus with the school wide PBIS R.O.A.R. (Respect Other, Act Responsibly) program. 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 taught explicitly through classroom lesson during the first week of school and the first week of the second semester. Behavior expectations are also 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 administration 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 in December 16. 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 2018, 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.

During the August 2018 staff meetings, the safety plan, site teams, and evacuation plans were reviewed with the staff. The Prepare for Safety Always and Prepare, Survey, Act methods were reviewed and explained in detail.

In order to incorporate the PBIS into our school safety goals the Safety Goals were approved during the December 2018 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.

Our School Safety Plan includes the following elements: child abuse reporting procedures, disaster procedures, routine and emergency (SEMS) procedures, suspension, expulsion or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of a school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; and school safety goals and objectives.

*3 Safety Goals:

1. By June 2019, students will demonstrate improved efficiency when evacuating. Students will also demonstrate complete attention while being seated and silent.
2. By June 2019, students will demonstrate improved access to emergency medical supplies in the classrooms.
3. By June 2019, students will demonstrate improved academic performance and a decrease in discipline referrals as a result of the school's implementation of P.B.I.S. Tier 2 and Tier 3 support.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.0	4	6	18	30.0	4	10	15	29.0	4	11	14
Mathematics	31.0	1	13	15	28.0	2	23	6	29.0	3	21	6
Science	32.0	2	6	22	33.0		13	19	33.0	1	7	21
Social Science	33.0	2	6	18	32.0	2	9	16	33.0	1	9	16

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	641
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,323	\$482	\$5,841	\$91,384
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	-6.3	6.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-19.8	12.3

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

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

Types of Services Funded (Fiscal Year 2017-18)

EL funds are used to support instruction in our three designated ELD classrooms: ELD C Reading, ELD A ELA and ELD A Social Science. An EL Coach, Math Coach, and Reading/Writing Workshop Coach works with the EL teacher and classroom teachers who are teaching our integrated EL classes. School wide professional development on Collaborative Structures is also being modeled by the EL Coach. 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 English 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 do not master the standards. Additionally, EL funds are used to pay for ELPAC testing for our EL learners.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$47,903
Mid-Range Teacher Salary	\$83,297	\$74,481
Highest Teacher Salary	\$110,872	\$98,269
Average Principal Salary (Elementary)	\$140,065	\$123,495
Average Principal Salary (Middle)	\$158,854	\$129,482
Average Principal Salary (High)	\$159,484	\$142,414
Superintendent Salary	\$329,796	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

A comprehensive professional development plan supports Pioneer's School Plan for Student Achievement (SPSA). Staff development is designed once student achievement data is analyzed from the previous year and SMART goals are established for the current year. Intensive staff development on research based instructional practices that support all standards-based instructional programs are provided by the site and district wide. Ongoing staff development for Pioneer teachers include intensive training in Collaborative Structures, Reading and Writing Workshop models, Expository Reading and Writing Curriculum (ERWC), AVID, NGSS, Project Lead the Way (PLTW), and Science Technology Engineering and Math (STEM). These trainings are multiple day institutes that teachers support and request to attend. Secondary Summer Institutes are offered annually by TUSD. Teachers in all content areas across the entire district explore the topic of writing across the curriculum and the integration of technology. In addition, Pioneer teachers attend workshops on Collaborative Structures, Reading and Writing Workshop models, Capturing Kid's Hearts, GATE, AVID, the use of interactive journals, interactive white boards, Illuminate, and implementing Professional Learning Communities (PLC) as best practices. Teachers select conferences that will best support student learning in their department and/or grade level. Those teachers who attend the training are provided planned opportunities to share information learned with team members and the entire faculty through staff development meetings. Four of Pioneer's teachers are Career Technology Education certified in teaching PLTW, Graphic Design, and Coding/Gaming, while fifteen teachers are Apple Certified Teachers, and eight are Google Certified Educators.

The district continues to focus on the language proficiency of English Learners. Teachers may attend workshops and conferences for professional development specifically to help improve the English proficiency levels for these students. The effective use of technology to improve student achievement is another area of focus. Teachers have the opportunity to annually attend various district or county sponsored training to improve their delivery of instruction through technology (i.e. use of the Smartboards, document cameras, Google Classroom, illuminate, Haiku, Apple TV, and multiple educational Apps). All teachers use Haiku, an online Learning Management System, that allows students and staff to interact online as well as Apple Classroom and Google Classroom to assign and assess student work. In addition, teachers are integrating the daily use of iPads in the learning environment to online learning outcomes. Connect Coaches (CCs) are provided by the district to work individually with teachers (Connect Fellows) to explore effective ways to integrate Collaborative Structures, CPM, Writing/Reading Workshop, and technology while implementing rigorous standards and creating engaging lessons. CCs and Connect Fellows assist all teachers through calendared meetings that assist with lesson preparation, improved data collection, and instructional delivery. Teachers are also offered voluntary six week learning cycles on best instructional practices that integrate these best practices for all students.

TUSD's Banking Minutes program provides all middle schools with weekly professional development through faculty meetings, department meetings and PLCs. Through Pioneer's weekly PLC process, teachers regularly share best practices that are leading to student learning, resources that support rigorous standards, and other helpful information across all disciplines. The Banking Minutes program allows teachers additional time and the opportunity to meet a minimum of three times per month to collaborate. The development of both formative and summative common assessments in each content area provides all teachers with the data for teachers to meet all students' academic and personal needs.