

Pioneer Junior High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Pioneer Junior High School
Street	245 W. 18th St.
City, State, Zip	Upland, CA 91784
Phone Number	(909) 949-7770
Principal	Chris Kotlewski
Email Address	chris_kotlewski@upland.k12.ca.us
School Website	https://pjh.upland.k12.ca.us/
County-District-School (CDS) Code	36-75069-6037253

2022-23 District Contact Information

District Name	Upland Unified School District
Phone Number	(909) 985-1864
Superintendent	Lynn Carmen Day, Ed.D.
Email Address	LCarmenDay@upland.k12.ca.us
District Website Address	https://www.upland.k12.ca.us/

2022-23 School Overview

Pioneer Junior High School is located at the base of the San Gabriel Mountains in the northern section of the City of Upland. Pioneer Junior High School can be found on a quiet residential street surrounded by single-dwelling homes. Our student population of 716 general education students, grades 7 and 8, reflects the changing demographics of our community. We value the rich experiences and opportunities that our diversity offers as we work and learn together. Pioneer Junior High School celebrated its 60th anniversary in May of 2022 and the community is proud of its rich tradition as a student-centered learning environment.

Pioneer Junior High School has built a tradition of academic excellence and a strong commitment to helping every student meet their potential. The dedicated staff of Pioneer Junior High School is committed to our Mission Statement: "We reach, teach and touch the lives of junior high students, preparing them for tomorrow. We expand their intellectual and physical abilities, develop high levels of proficiency in a diverse curriculum, and address the needs of the whole individual." We are extremely proud of our staff's commitment to teaching and learning, parent involvement, and our students' academic success.

Scholars at Pioneer are expected to demonstrate Pioneer PRIDE: Perseverance, Respect, Effort, Integrity, Demonstrate safety, Empathy. We were also recognized as a "Silver" level of implementation for our Positive Behavior Interventions and Supports (PBIS). Combined with our academic program, this makes up our Multi-tiered System of Supports (MTSS)

Pioneer Junior High embraces "College and Career Readiness" by designating every Wednesday as College Day. Teachers, students, and staff school-wide show their support by wearing college apparel, and each classroom has adopted its own college to showcase.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	342
Grade 8	367
Total Enrollment	709

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.6
American Indian or Alaska Native	0.0
Asian	8.3
Black or African American	4.2
Filipino	2.3
Hispanic or Latino	48.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.7
White	32.7
English Learners	2.5
Foster Youth	0.4
Homeless	3.2
Migrant	0.0
Socioeconomically Disadvantaged	46.0
Students with Disabilities	12.3

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.20	89.03	419.40	92.40	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	4.05	10.70	2.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.14	7.60	1.69	12115.80	4.41
Unknown	2.30	6.72	16.00	3.54	18854.30	6.86
Total Teaching Positions	35.10	100.00	453.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Upland Unified School District students are provided with adopted textbooks and instructional materials in good condition and aligned to the Common Core State Standards. Students have access to these materials both at home at at school.

Year and month in which the data were collected	January 2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill StudySync 6-8 2015	Yes	0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Go Math K-8, 2015	Yes	0
Science	Adoption Year: 2020 Teacher's Curriculum Institute (TCI), Bring Science Alive, 6-8	Yes	0
History-Social Science	Adoption Year: 2019 National Geographic, 7-8 7th grade: World History: Medieval to Early Modern Times *8th grade: United States History: American Stories Beginnings to World War I *This was locally reviewed and selected because it was determined to align with current state standards. Approved by our local governing board, however, currently evaluating options for a new adoption.	No	0
Foreign Language	Adoption Year: 2017 McGraw-Hill, 6-8 Spanish I, Asi Se Dice Approved by our local governing board.	No	0

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system (Zendesk) enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Since our last inspection in May 2022, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter.
Interior: Interior Surfaces	X			The interior surfaces of the school were determined to be in good condition and do not require additional repairs at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The overall cleanliness of the campus was determined to be in good standing and not requiring additional attention since our last inspection in May 2022; Annual red ant treatments of all grounds and fields will continue. Pest control inspections will continue on a monthly basis.

School Facility Conditions and Planned Improvements

Electrical	X		Since our last inspection in May 2022, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Since our last inspection in May 2022, drinking fountain water pressure was adjusted throughout the site as necessary. A feminine hygiene dispenser was added to one boys restroom. We will continue to monitor as we conduct ongoing facility checks every quarter.
Safety: Fire Safety, Hazardous Materials	X		The annual fire inspection was conducted in November of 2022. The site passed indicating there were no deficiencies. Cloth furniture and cloth light covers in classrooms are required to possess fire-retardant literature. All chemicals are contained in a fire-retardant locked cabinet away from student use.
Structural: Structural Damage, Roofs	X		All roof leaks that were discovered during our last inspection in May 2022 were repaired. Damaged ceiling tiles in classrooms and offices were replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		All gates, fences, and doors are secure and fully operational.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	60	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	46	N/A	33	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	709	681	96.05	3.95	60.35
Female	320	305	95.31	4.69	65.25
Male	388	375	96.65	3.35	56.53
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	58	57	98.28	1.72	75.44
Black or African American	30	30	100.00	0.00	60.00
Filipino	15	14	93.33	6.67	78.57
Hispanic or Latino	351	342	97.44	2.56	53.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	17	80.95	19.05	70.59
White	230	217	94.35	5.65	65.44
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	330	319	96.67	3.33	54.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	89	84	94.38	5.62	13.10

2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	709	676	95.35	4.65	45.56
Female	320	304	95.00	5.00	41.78
Male	388	371	95.62	4.38	48.79
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	58	57	98.28	1.72	73.68
Black or African American	30	30	100.00	0.00	43.33
Filipino	15	14	93.33	6.67	78.57
Hispanic or Latino	351	337	96.01	3.99	35.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	17	80.95	19.05	58.82
White	230	217	94.35	5.65	50.69
English Learners	13	13	100.00	0.00	23.08
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	22.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	330	317	96.06	3.94	38.49
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	89	82	92.13	7.87	8.54

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	38.81	NT	26.39	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	335	94.37	5.63	38.81
Female	163	152	93.25	6.75	32.89
Male	192	183	95.31	4.69	43.72
American Indian or Alaska Native	0	0	0	0	0
Asian	32	32	100	0	65.63
Black or African American	14	14	100	0	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	172	164	95.35	4.65	31.1
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	8	72.73	27.27	--
White	115	106	92.17	7.83	43.4
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	12	100	0	25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	146	94.81	5.19	30.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	36	90	10	11.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	98	98	98	98	98
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

At Pioneer Junior High, we recognize that education is a team effort. Our parents and community play an important role in helping our students succeed. We encourage and appreciate parental involvement and seek opportunities to engage their support through PTSA, School Site Council, and all voluntary support. The school sponsors a variety of events in which parents participate: Parent Education Nights, Back to School Night, Parent-Teacher Conferences, Invite Your Parents to School Day, Band and Chorus Concerts, Book Fairs, Career Day, College Night, School Orientation, and Open House. Our Pioneer Junior High parents enjoy staying in the "loop" using ParentSquare, a web-based, "paperless" communication system that informs students and parents regarding grades, progress reports, assignments, school news, announcements, fundraisers, and school events. It is a direct way for students, parents, teachers, and administration to stay informed, stay in touch, and stay in partnership. Career Day is an excellent opportunity for parents to present to students their careers and broaden students' horizons.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	735	727	105	14.4
Female	334	331	48	14.5
Male	399	395	57	14.4
American Indian or Alaska Native	0	0	0	0.0
Asian	59	59	3	5.1
Black or African American	33	30	7	23.3
Filipino	15	15	1	6.7
Hispanic or Latino	362	358	60	16.8
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	20	20	4	20.0
White	239	238	27	11.3
English Learners	19	19	4	21.1
Foster Youth	7	7	4	57.1
Homeless	24	24	10	41.7
Socioeconomically Disadvantaged	353	349	65	18.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	93	24	25.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.27	3.16	2.45
Expulsions	0.00	0.07	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.67	0.11	4.85	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.67	0.00
Female	1.80	0.00
Male	5.26	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.39	0.00
Black or African American	3.03	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	2.09	0.00
English Learners	5.26	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	4.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.30	0.00

2022-23 School Safety Plan

Pioneer Junior High School is committed to the safety and security of our students, staff, and parents. We are proactive in planning for all emergency situations. A committee comprised of school representatives and district office coordinates a Comprehensive Safety Plan and its ongoing review. The plan was approved January 31, 2023 and will go to board on February 21, 2023. Pioneer Junior High School's safety committee aligns procedures and routines which are shared and implemented with all staff. The Comprehensive Plan addresses various emergencies and outlines procedures, policies, and safety team responsibilities related to issues, such as air pollution, bees, bomb threats, bus accidents, chemical accidents, earthquake, electrical power outage, explosion, falling aircraft, fire, flood, hostage situation, windstorm, and staff emergency. We are proactive in routinely practicing all safety drills and preventing unsafe conditions.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	4	17	9
Mathematics	33	4	12	11
Science	37		13	11
Social Science	34	2	13	11

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	33		
Mathematics	12	30		
Science	13	28		
Social Science	12	30		

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	7	18	4
Mathematics	24	6	17	6
Science	26	4	19	4
Social Science	25	6	19	3

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	354.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	0.1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6053.73	125.36	5928.37	82697.87
District	N/A	N/A	5783.46	\$84,504
Percent Difference - School Site and District	N/A	N/A	2.5	-2.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-10.6	-6.6

2021-22 Types of Services Funded

In addition to general and state funding, Upland Unified School District receives state and federal categorical funding for: Title III, School Improvement Program, Economic Impact Aid, and Special Education. These funds are used to support student achievement through the purchases of materials, supplies, equipment, personnel, teacher release days, and ongoing staff development. Pioneer Junior High School funds two instructional aides to work with English Learners in their core classes. Materials are purchased for intervention classes in Math and English.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,522	\$54,370
Mid-Range Teacher Salary	\$80,073	\$82,681
Highest Teacher Salary	\$103,767	\$106,610
Average Principal Salary (Elementary)	\$122,024	\$135,283
Average Principal Salary (Middle)	\$128,036	\$141,244
Average Principal Salary (High)	\$145,615	\$152,955
Superintendent Salary	\$279,390	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The Upland Unified School District believes that high quality, evidenced-based professional learning for all is essential to continuous improvement of teaching skills and concepts to improve student achievement. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional learning is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals, child care providers, substitutes, clerical staff and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional learning in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences, both in person and virtually. The Induction program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4