Pioneer Middle School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Pioneer Middle School
Street	2700 Pioneer Road
City, State, Zip	Tustin, CA 92782
Phone Number	(714) 730-7534
Principal	Brett D'Errico, Ed.D.
Email Address	bderrico@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/pioneer
County-District-School (CDS) Code	30-73643-6116305

2023-24 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website	https://www.tustin.k12.ca.us/

2023-24 School Description and Mission Statement

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 ever-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 880 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. Since its opening, Pioneer Middle School has seen significant, sustained, and continuous improvement in student achievement. Steadily, we are making our mission a reality. Pioneer is recognized at national, state, and local levels for its student-centered Pyramid of Intervention (POI) program. In 2019, Pioneer Middle School was named an International Model Professional Learning Community (PLC), in 2018, 2015 & 2013 a National & California Schools to Watch-Taking Center Stage (STW-TCS) School, a California Gold Ribbon School, an Apple Distinguished Program, a California Distinguished School, an AVID Highly Certified School (2011-2020), a Scholar School by the California Business Education of Excellent (CBEE) (2012-2019), and a recipient of the Milken Education Award.

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) to help support all students. These different forms of support for students on 3 levels become more targeted, intensive, and focused as students' support needs increase. Tier one 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

2023-24 School Description and Mission Statement

curricular areas, our students' learning is supported by the use of hands-on exploration and real-life experiences, which offers students universal access to 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, experience new opportunities, and 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. Hundreds of students participate in our visual and performing arts (VAPA), associated student body (ASB), Peer Assistance Leadership (PAL), and Career Technical Education pathways in Design and Modeling, Robotics, Computer programming, Video Production, and Graphic Design. In addition, Pioneer students participate in an annual Club Rush where students generate student interest clubs and they participate in local and county academic and VAPA 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 regularly trained with the most effective and current research practices. Pioneer teachers are well-versed in effective Professional Learning Communities (PLCs) and use data/research to help drive their practice. Teachers are implementing explicit rhetorical pre-reading, reading, and post-reading tools with AVID strategies of "Marking the Text" and Teaching Points through Readers/Writers Workshop models with additional support through the Expository Reading and Writing Course (ERWC). Connections to Readers/Writers Workshop Models, AVID reading strategies, and the implementation of a 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 Readers/Writers Workshop, College Preparatory Math, (CPM) 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.

To raise our current level of Developmental Responsiveness, Pioneer will continue providing staff development on the Readers/Writers Workshop, Next Generation Science Standards (NGSS), CPM 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	309
Grade 7	280
Grade 8	292
Total Enrollment	881

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
Asian	32.8%
Black or African American	2.2%
Filipino	4.3%
Hispanic or Latino	26.8%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	9.4%
White	23.5%
English Learners	6%
Foster Youth	0.5%
Homeless	1%
Socioeconomically Disadvantaged	24.1%
Students with Disabilities	11.9%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.40	77.92	757.60	88.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.56	31.20	3.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.65	11.00	1.28	12115.80	4.41
Unknown	7.10	18.85	56.70	6.61	18854.30	6.86
Total Teaching Positions	37.70	100.00	858.60	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)	23.80	69.85	705.90	84.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.70	1.51	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.29	14.70	1.75	11953.10	4.28
Unknown	10.10	29.86	106.80	12.72	15831.90	5.67
Total Teaching Positions	34.10	100.00	840.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	1.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	1.8	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 27, 2023, 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.

*textbooks may be digital or hard copy depending on the textbook and adoption cycle

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heineman: Units of Study in Reading: A Workshop Curriculum for Middle School Grades (2017) Heineman: Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades (2014) Houghton Mifflin Harcourt: English3D, Course B, Volum 1: Issues (2017), English 3D, Course B, Volume 1: Language & Writing Portfolio (2017) District Created Materials for ELD/ELDAS - World Languages Units of Study and Language Support Units of Study Students have access to classroom libraries containing both literature and non-fiction text.	Yes	0%
Mathematics	CPM: Core Connections – Course 1, 2, and 3 (eText) (2013) Glencoe: Algebra 1 (eStudent Edition) (2018)	Yes	0%
Science	Savvas: Elevate Science: Segments 1-4 (eText) California Edition (2020)	Yes	0%
History-Social Science	TCI: History Alive! The Ancient World (eText) (2019), History Alive! The Medieval World and Beyond (eText) (2019), History Alive! The United States Through Industrialism (eText) (2019)	Yes	0%
Foreign Language	District Created Materials – World Languages Level 1 – Spanish Units of Study	Yes	0%
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum	Yes	0%

	which is recommended by the State Board of Education (2017).		
Visual and Performing Arts	Not applicable.		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

The Tustin Unified School District makes 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, a digital photo lab, a large multi-purpose room that serves as a performing arts center, a music room, a full-size gymnasium, and a food-service area. During the 2018-2019 school year, a new roof was installed, during the 2019-2020 school year HVAC air conditioning units were replaced, and in the 2016-2017 school year, the locker rooms and gymnasium were remodeled to account for 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 provide 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. District maintenance and grounds personnel provide for well-maintained and repaired facilities and grounds.

Year and month of the most recent FIT report	October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	73	72	59	60	47	46
Mathematics (grades 3-8 and 11)	59	61	47	49	33	34

2022-23 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	893	884	98.99	1.01	72.17
Female	447	446	99.78	0.22	77.58
Male	446	438	98.21	1.79	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	291	289	99.31	0.69	86.85
Black or African American	20	20	100.00	0.00	35.00
Filipino	40	40	100.00	0.00	87.50
Hispanic or Latino	236	235	99.58	0.42	56.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	89	89	100.00	0.00	82.02
White	213	207	97.18	2.82	65.70
English Learners	51	46	90.20	9.80	15.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	218	98.20	1.80	53.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	103	100	97.09	2.91	28.00

2022-23 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	893	888	99.44	0.56	61.37
Female	447	446	99.78	0.22	59.19
Male	446	442	99.10	0.90	63.57
American Indian or Alaska Native	0	0	0	0	0
Asian	291	291	100.00	0.00	84.19
Black or African American	20	20	100.00	0.00	15.00
Filipino	40	40	100.00	0.00	72.50
Hispanic or Latino	236	235	99.58	0.42	40.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	89	89	100.00	0.00	64.04
White	213	209	98.12	1.88	53.59
English Learners	51	50	98.04	1.96	26.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	220	99.10	0.90	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	103	100	97.09	2.91	18.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	54.83	55.52	40.11	43.28	29.47	30.29

2022-23 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	296	293	98.99	1.01	55.97
Female	155	154	99.35	0.65	56.49
Male	141	139	98.58	1.42	55.40
American Indian or Alaska Native	0	0	0	0	0
Asian	97	97	100.00	0.00	73.20
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	73	72	98.63	1.37	40.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	61.54
White	73	72	98.63	1.37	47.22
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	70	97.22	2.78	37.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	26.67

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	91.5%	97.5%	97.9%	97.2%	97.9%

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.

2023-24 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success and one of our goals is to continuously increase parental involvement in our schools. In TUSD, parents receive regular emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher or counselor and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to EL families. Parents of ELs are able to provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For Special Education students, there is ongoing parental collaboration and support provided to the parents to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

Parents at Pioneer Middle School participate in activities such as:

The Pioneer Parent Teacher Organization (PTO):

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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 the Pioneer or PTO 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 supporting all students.

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 once each quarter to discuss school goals, allocate resources, and plan 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 learner students. Meetings are held four times per year, one time per quarter. Multiple opportunities for EL parent education occur throughout the year including parent workshops, Coffee with the Counselors, etc.

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.

Challenge Success:
Pioneer values the input from parents and students to drive school-wide goals and programs. Challenge Success participation through surveys, collaborative meetings, training, and conferences promotes parent and student input and contributes to a sense of belonging.

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

Zoom/Google Meet/E-mail/Phone Calls:
All Pioneer teachers have a district Google and e-mail account. For a list of staff email addresses, please see our school website 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.

Aeries Parent Portal Online Grade Access:
Through the use of the web-based company, Aeries, parents can view their child's overall 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.

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:

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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 students 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.

Aeries Communication Calls/Emails:
With this calling system, we can record important school information and have it immediately sent to every Pioneer household.

The School News by Tustin News:
Our weekly local newspaper has four, must-read School News Roll Call Issues

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:
Each morning announcements are read (via intercom) to all students for the Pledge of Allegiance, daily announcements, and the celebration of birthdays.

Pioneer Video Production Shows:
On a regular basis, our Pioneer video production classes produce school “video shows” about our school.

P.E. Bulletin Boards:
Next to the entrances of our locker rooms are two display boards that list our current sports activities.

6th Grade Mentoring:
Eighth-grade WEB Leaders meet with our sixth-grade students to review student progress on goals and upcoming events.

Student-of-the-Month Assemblies:
At these bi-monthly assemblies, we provide positive recognition for our students and information about important events for the upcoming month.

For more information on how to become involved at the school, please contact the front office at (714)730-7534.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	909	901	111	12.3
Female	452	450	59	13.1
Male	457	451	52	11.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	296	295	16	5.4
Black or African American	20	20	4	20.0
Filipino	41	41	3	7.3
Hispanic or Latino	241	238	39	16.4
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	83	83	8	9.6
White	217	214	39	18.2
English Learners	69	67	15	22.4
Foster Youth	4	4	0	0.0
Homeless	10	10	4	40.0
Socioeconomically Disadvantaged	246	240	51	21.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	113	112	29	25.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.30	1.65	0.10	2.01	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.11	0.00	0.07	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.65	0.11
Female	0.88	0
Male	2.41	0.22
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.34	0
Black or African American	10	0
Filipino	2.44	0
Hispanic or Latino	2.49	0.41
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.84	0
English Learners	4.35	1.45
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.66	0.41
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.08	0

2023-24 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 11/30/2023
Date Updated and Approved by SSC: 11/30/2023
Date Discussed by Staff: 10/4/2023

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

Additionally, during the 2022-23 school year, all TUSD schools and district departments participated in a training called Knowledge Saves Lives, which prepares schools for Active Shooters or various safety situations that may arise. During the 2023-2024 school year, all staff has been trained by district health staff participating in the 'Stop the Bleed' training.

At Pioneer Middle School we also have a safety committee that meets annually to discuss school and facility concerns. At the beginning of each school year, the safety committee updates the Safe School Plan. Various drills are held and extend beyond traditional fire and earthquake drills to include lockdowns, blackouts, and mock disasters. 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. The Tustin Unified School District also created "Emergency Procedures" posters for every classroom, office, and meeting place on campus.

In August and October of 2023, 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

2023-24 School Safety Plan

backpacks were inventoried, and the school goals for improving school safety were developed based on anecdotal evidence and discipline records.

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	15	41	6	
Mathematics	26	5	13	9
Science	35		4	16
Social Science	16	38	6	

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	15	35	8	
Mathematics	27	4	13	6
Science	32		9	10
Social Science	16	30	9	

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	33	5	0
Mathematics	26	6	11	5
Science	34	0	4	13
Social Science	17	23	5	0

2022-23 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	587.33

2022-23 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$13,224	$4,630	$8,594	$101,823
District	N/A	N/A	8,550	$95,803
Percent Difference - School Site and District	N/A	N/A	0.5	6.1
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	12.2	14.7

Fiscal Year 2022-23 Types of Services Funded

In addition to base per pupil funding, Pioneer Middle School receives ESSER III, LCFF-EL, ELOP, and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also support the school with donations and financial support throughout the year to support school-wide programs and events for students.

The School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Support. The allocated funds are used to provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Students are administered local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions that target their specific performance level, focusing on ELA or Math standards. In addition, using ESSER, ELOP, and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Some of these district and school-wide programs include Lexia, Freckle, Lexia English, Gizmos, Brain Pop, Generation Genius, Respondus, and Scholastic.

Please refer to our district LCAP or School Plan for Student Achievement, which is posted on our website, for a more detailed list of goals and actions that the school currently funds.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$54,791	$55,550
Mid-Range Teacher Salary	$88,387	$80,703
Highest Teacher Salary	$117,648	$109,418
Average Principal Salary (Elementary)	$145,254	$137,703
Average Principal Salary (Middle)	$152,342	$143,760
Average Principal Salary (High)	$172,724	$159,021
Superintendent Salary	$385,818	$319,443
Percent of Budget for Teacher Salaries	34.46%	30.35%
Percent of Budget for Administrative Salaries	5.03%	4.87%

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. The comprehensive training takes place before the school year starts, providing teachers with current best practices and opportunities for collaboration around instruction/curriculum for the upcoming year with site and district colleagues. An all-district professional development day is also provided on a non-student day in the fall, focusing on any current instructional or organizational professional learning needs at the time.

Professional Development

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

As a school, we focus on providing ongoing professional development opportunities that are aligned with our students' needs. At Pioneer Middle School, teachers participate in a comprehensive professional development plan aligned with 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 is provided by the site and district-wide. Ongoing staff development for Pioneer teachers includes intensive training in Hattie's Research regarding effective PLC practices, Collaborative Structures, Reading and Writing Workshop models, CPM, Expository Reading, and Writing Curriculum (ERWC), AVID, NGSS, Challenge Success research, Project Lead the Way (PLTW), and Science Technology Engineering and Math (STEM). Teachers in all content areas across the entire district explore the topic of writing across the curriculum and the integration of technology.

TUSD's professional development provides all middle schools with monthly professional development through faculty meetings, department meetings, and PLCs. Through Pioneer's weekly PLC process, teachers regularly review data and share best practices that are leading to student learning, resources that support rigorous standards, and other helpful information across all disciplines. 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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	12