Pioneer Junior High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Pioneer Junior High School
Street	245 W. 18th Street
City, State, Zip	Upland, CA 91786
Phone Number	(909) 949-7770
Principal	Chris Kotlewski, Ed.D.
Email Address	chris_kotlewski@upland.k12.ca.us
School Website	https://pjh.upland.k12.ca.us/
Grade Span	
County-District-School (CDS) Code	36-75069-6037253

2025-26 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	https://www.upland.k12.ca.us/

2025-26 School Description and Mission Statement

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 775 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 "Gold" 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	402
Grade 8	369
Total Enrollment	771

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.8
Non-Binary	0.1
Asian	11.3
Black or African American	3.1
Filipino	1.9
Hispanic or Latino	46.2
Two or More Races	3.5
White	32.7
English Learners	2.7
Foster Youth	0.5
Homeless	1
Socioeconomically Disadvantaged	50.5
Students with Disabilities	14.1

A. Conditions of Learning

State Priority: Basic

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

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

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)	29.3	88.45	400.1	92.78	234405.2	84
Intern Credential Holders Properly Assigned	0.7	2.14	2.7	0.63	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	9.32	23.4	5.44	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.03	4.1	0.95	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.8	0.2	15831.9	5.67
Total Teaching Positions	33.1	100	431.2	100	279044.8	100

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.

2022-23 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)	28	86.77	379.5	90.3	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.7	1.6	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.6	11.15	21.9	5.23	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	2.04	6.1	1.47	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.8	1.38	14303.8	5.15
Total Teaching Positions	32.2	100	420.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	29.5	83.95	384.1	90.64	230039.4	100
Intern Credential Holders Properly Assigned	0.6	1.88	6.6	1.57	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.9	14.11	25.2	5.95	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5	1.18	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.7	0.66	13705.8	4.91
Total Teaching Positions	35.1	100	423.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	3.00	3.6	4.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	3.6	4.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.6	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0.6	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14	28.1	19.6
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	2.9	0

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

2025-26 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. The district ensures that all students have access to these materials both at home and at school.

Year and month in which the data were collected	January 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill StudySync, 6-8, 2015	0
Mathematics	Adoption Year: 2023 Imagine Learning, Illustrative Mathematics (IM), K-8 Adoption Year: 2017 Houghton Mifflin - Go Math, K-8, 2015	0
Science	Adoption Year: 2021 Teachers' Curriculum Institute (TCI), Bring Science Alive, 6-8	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 Approved by our local governing board. Currently using adopted materials aligned to state standards while evaluating options for a new adoption.	0
Foreign Language	Adoption Year: 2017 McGraw-Hill, 6-8 Spanish I, Asi Se Dice Approved by our local governing board. Currently using adopted materials aligned to state standards while evaluating options for a new adoption.	0

Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

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 2024

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 June 2023, 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			New carpet was installed in Room 40. The interior surfaces of the school were determined to be in good condition and do not require additional repairs other than what was previously mentioned.
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 August 2024; Annual red ant treatments of all grounds and fields will continue. Pest control inspections will continue on a monthly basis.
Electrical	X			Since our last inspection in August 2024, 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 August 2024, drinking fountain water pressure was adjusted throughout the site as necessary. 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 October of 2024. The site failed due to an occupancy load sign missing and a pull station being blocked in a classroom. The items have since been remedied. The site is awaiting re-inspection. 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 August 2024 were repaired. Damaged ceiling tiles in classrooms and offices were replaced.
External:	X			The exterior surfaces of the school were determined to be in good condition and do not require additional

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				repairs at this time. We will continue to monitor as we conduct ongoing facility checks every quarter.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	59	63	52	55	47	48
Mathematics (grades 3-8 and 11)	53	51	39	40	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	755	732	96.95	3.05	62.70
Female	367	354	96.46	3.54	68.64
Male	388	378	97.42	2.58	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	84	80	95.24	4.76	83.75
Black or African American	25	24	96.00	4.00	41.67
Filipino	15	15	100.00	0.00	80.00
Hispanic or Latino	346	336	97.11	2.89	56.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	51.43

White	249	242	97.19	2.81	67.36
English Learners	15	11	73.33	26.67	27.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	67	66	98.51	1.49	53.03
Socioeconomically Disadvantaged	378	361	95.50	4.50	50.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	103	98	95.15	4.85	21.43

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	755	732	96.95	3.05	50.96
Female	367	354	96.46	3.54	48.31
Male	388	378	97.42	2.58	53.44
American Indian or Alaska Native	0	0	0	0	0
Asian	84	80	95.24	4.76	81.25
Black or African American	25	24	96.00	4.00	29.17
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	346	336	97.11	2.89	41.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	37.14
White	249	242	97.19	2.81	56.61
English Learners	15	11	73.33	26.67	36.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	67	66	98.51	1.49	40.91

Socioeconomically Disadvantaged	378	361	95.50	4.50	37.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	103	97	94.17	5.83	14.43

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	45.59	50.29	31.64	35	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	361	349	96.68	3.32	49.57
Female	166	159	95.78	4.22	48.43
Male	195	190	97.44	2.56	50.53
American Indian or Alaska Native	0	0	0	0	0
Asian	46	43	93.48	6.52	76.74
Black or African American	12	11	91.67	8.33	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	167	163	97.60	2.40	38.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	56.25
White	113	110	97.35	2.65	55.45
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	37	36	97.30	2.70	47.22
Socioeconomically Disadvantaged	179	170	94.97	5.03	37.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	47	92.16	7.84	21.28

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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

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.

2025-26 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: Back to School Night, Parent-Teacher Conferences, Band and Chorus Concerts, Career Day, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	788	778	85	10.9
Female	384	378	37	9.8
Male	404	400	48	12.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	87	87	5	5.7
Black or African American	26	25	6	24.0
Filipino	15	15	1	6.7
Hispanic or Latino	365	360	35	9.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	7	25.9
White	258	254	31	12.2
English Learners	23	22	2	9.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	406	400	57	14.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	121	118	25	21.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.39	4.45	3.81	4.16	3.2	2.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.13	0.13	0.08	0.04	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.81	0.13
Female	1.04	0.00
Male	6.44	0.25
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.85	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.03	0.27
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.81	0.00
White	1.16	0.00
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.67	0.25
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

In compliance with State law and Board policy, administrators, staff, and families at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data to develop reasonable safety goals relevant to the needs and resources of our campus. The following steps are included:

identifying our safety committee team members and regular meeting schedule
creating a vision of a school as a safe place to learn
gathering and assessing school-related crime and safety data
identifying areas of desired change
developing strategies to maintain a safe and orderly environment
sharing and adopting the plan with community members
continue to evaluate and revise the plan

The plan is reviewed and updated in September and approved by the school site council prior to February 1st. The plan is adopted by the Upland Unified Board of Education in April/May.

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	28	6	10	12
Mathematics	26	5	15	7
Science	28	3	14	8
Social Science	29	4	8	13

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27	7	8	13
Mathematics	25	6	16	7
Science	30	3	6	15
Social Science	27	6	9	12

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27	8	2	19
Mathematics	27	8	7	14
Science	32	2	8	15
Social Science	28	5	11	12

2024-25 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	370

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	6,453.53	12.30	6,441.23	87,073.64
District	N/A	N/A	4,427.33	$96,324
Percent Difference - School Site and District	N/A	N/A	37.1	-6.1
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-50.3	-8.4

Fiscal Year 2024-25 Types of Services Funded

Pioneer Junior High School does not receive federal categorical funds, however, we do receive LCAP funding. These funds are used to support student achievement through the purchases of materials, supplies, equipment, personnel, teacher release days, and ongoing staff development; additionally, students are provided with access to regular standards-based core instructional program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$58,187	$62,145
Mid-Range Teacher Salary	$92,219	$97,088
Highest Teacher Salary	$119,508	$120,436
Average Principal Salary (Elementary)	$144,236	$151,343
Average Principal Salary (Middle)	$151,802	$159,514
Average Principal Salary (High)	$185,589	$177,261
Superintendent Salary	$351,728	$294,805
Percent of Budget for Teacher Salaries	29.89%	29.95%
Percent of Budget for Administrative Salaries	5.48%	5.4%

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,

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3