

# Pioneer Junior High School

245 W. 18th st. • Upland, CA 91784 • (909) 949-7770 • Grades 7-8

Charles Neighbours, Principal

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<https://pjh.schoolloop.com/>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### **Upland Unified School District**

390 North Euclid Ave.

Upland, CA 91786

(909) 985-1864

[www.uplandusd.org](http://www.uplandusd.org)

### **District Governing Board**

Jack Young, President

Linda Angona, Vice-President

Wes Fifield, Clerk

Robert Bennett, Member

Mary Locke, Member

### **District Administration**

Nancy Kelly, Ed.D.

**Superintendent**

Shinay Bowman

**Assistant Superintendent,  
Elementary Education**

Scott Sypkens

**Assistant Superintendent,  
Secondary Education**

Harold Sullins

**Assistant Superintendent, Business  
Services**

**Assistant Superintendent, Human  
Resources**

### **School Description**

We reach, teach, and positively impact the lives of all students, preparing them for tomorrow. We expand their intellectual and physical abilities, develop high levels of proficiency with a diverse and rigorous curriculum that address the needs of the whole individual.

Scholars at Pioneer are expected to demonstrate Pioneer PRIDE: Pioneer, Respect, Effort, Integrity, Demonstrate safety, Effort.

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 their own college to showcase.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	392
Grade 8	451
<b>Total Enrollment</b>	<b>843</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.1
Asian	8.1
Filipino	2.3
Hispanic or Latino	43.1
Native Hawaiian or Pacific Islander	0.1
White	40.7
Socioeconomically Disadvantaged	38.1
English Learners	3.4
Students with Disabilities	12.6
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Pioneer Junior High School	16-17	17-18	18-19
With Full Credential	36	35	36
Without Full Credential	2	0	3
Teaching Outside Subject Area of Competence	0	0	0
Upland Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	495
Without Full Credential	◆	◆	10
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pioneer Junior High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

All students have a set of textbooks at home. All classrooms have a class set of textbooks. Students also have access to supplemental materials in all courses included novels and short stories in ELA. Aside from the adopted materials in mathematic, teachers are piloting bridge materials for the new Common Core standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2017 August	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill Study Sync 2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Go Math, 2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Adoption Year: 2007 Prentice Hall - California Science Explorer: Focus on Physical and Life Science  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Adoption Year: 2006 Holt, Rinehart and Winston - California Social Studies 7th grade: World History: Medieval to Early Modern Times 8th grade: United States History: Independence to 1914  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Adoption Year: 2017 McGraw-Hill - Spanish I, II, III, IV - Asi Se Dice, 2016

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	75.0	71.0	50.0	53.0	48.0	50.0
Math	56.0	55.0	36.0	39.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.3	15.6	54.3

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	822	811	98.66	71.48
<b>Male</b>	425	422	99.29	64.37
<b>Female</b>	397	389	97.98	79.18
<b>Black or African American</b>	27	26	96.30	53.85
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	63	63	100.00	83.87
<b>Filipino</b>	17	17	100.00	88.24
<b>Hispanic or Latino</b>	356	352	98.88	68.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	334	329	98.50	72.95
<b>Two or More Races</b>	21	21	100.00	80.95
<b>Socioeconomically Disadvantaged</b>	312	309	99.04	62.46
<b>English Learners</b>	78	78	100.00	68.83
<b>Students with Disabilities</b>	92	90	97.83	25.84
<b>Foster Youth</b>	--	--	--	--

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	822	811	98.66	54.75
Male	425	421	99.06	52.02
Female	397	390	98.24	57.69
Black or African American	27	26	96.3	38.46
American Indian or Alaska Native	--	--	--	--
Asian	63	63	100	82.54
Filipino	17	17	100	76.47
Hispanic or Latino	356	353	99.16	48.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	334	328	98.2	55.49
Two or More Races	21	21	100	71.43
Socioeconomically Disadvantaged	312	308	98.72	46.75
English Learners	78	78	100	46.15
Students with Disabilities	92	89	96.74	19.1
Foster Youth	--	--	--	--

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

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

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

### **C. Engagement**

#### **State Priority: Parental Involvement**

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

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

#### **Opportunities for Parental Involvement (School Year 2018-19)**

At Pioneer 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 SchoolLoop, 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.

#### **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.

### 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. Pioneer Junior High School's safety committee aligns procedures and routines which are shared and implemented with all staff. The Comprehensive Plan addresses various emergency situations 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.9	2.5	5.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.0	2.5	3.2
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.9
Psychologist	.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	0.1
Average Number of Students per Staff Member	
Academic Counselor	400

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	27.0	27.0	9	8	8	14	16	13	12	9	12
Mathematics	24.0	26.0	27.0	4	4	7	12	10	17	1	4	8
Science	27.0	28.0	30.0	8	2	3	15	24	12	8	3	13
Social Science	30.0	29.0	30.0	2	3	3	15	17	14	11	9	11

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

## Professional Development provided for Teachers

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. 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 California English Language Development Test, district and site based assessments, and input from sites regarding specific needs. Professional development is aligned with our Local Control Accountability Plan and District Strategic Plan. Teachers, paraprofessionals 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 instructional pedagogy, 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, Classroom Management, Curriculum Alignment and Mapping, Project GLAD, Project IMPACT, AVID, Thinking Maps, Positive Behavior Intervention Support, 21st Century Classroom Technology, Common Core State Standards, Modeling Academic Language and Positive Behavior Interventions and Supports. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSA) 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,245	\$49,512
Mid-Range Teacher Salary	\$76,465	\$77,880
Highest Teacher Salary	\$99,090	\$96,387
Average Principal Salary (ES)	\$118,953	\$123,139
Average Principal Salary (MS)	\$121,368	\$129,919
Average Principal Salary (HS)	\$142,693	\$140,111
Superintendent Salary	\$240,831	\$238,324
Percent of District Budget		
Teacher Salaries	39.0	36.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

## 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 as well as two Student Responsibility Classes to work with students who need extra support in completing homework assignments.

## 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).

## 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10818	4173	6645	90333
District	◆	◆	6376	\$81,228
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			4.1	10.6
Percent Difference: School Site/ State			-7.0	12.6

\* Cells with ◆ do not require data.

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