

## **SELF-STUDY VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

# **P I O N E E R   V A L L E Y H I G H   S C H O O L**

**675 Panther Drive  
Santa Maria, California 93454**

**Santa Maria Joint Union High School District**

**8-11 March 2020**

### **Visiting Committee Members**

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## Preface

*Comment on the school's Self-Study process with respect to the expected outcomes of the Self-Study.*

1. The Focus on Learning process was embraced by the faculty beginning in 2018. Classified staff were included in focus groups, and student and parent participation was in the form of survey data that was incorporated in the Self-Study.
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards has been integrated. The ESLOs were established in 2019 through the work of the faculty and staff and are embraced by the school. The Visiting Committee observed ESLOs in class lessons and posted around the school. There is general consensus that the ESLOs are an improvement over the former ones and are better understood by the school community. The gathering and analyzing of data about students and student achievement is in the beginning stages and has been hampered by the transition from CST to SBAC and from CELDT to ELPAC.
3. The assessment of the entire school program was addressed in the Self-Study.
4. The alignment of a long-range Action Plan to the school's areas of need is evident. The Visiting Committee is confident that PVHS monitors the accomplishment of the Action Plan judging from their follow-through of critical areas for continuous improvement and their own goals over the past six years..

## Pioneer Valley High Expected Schoolwide Learning Outcomes

The ESLOs are expressed through two acronyms: TRACK and PRIDE.

**Technology:** All students will apply the appropriate technological skills.

**Responsibility:** All students will be responsible for their actions.

**Analysis:** All students will analyze, process, and apply information.

**Communication:** All students will communicate and collaborate effectively.

**Knowledge:** All students will access and apply knowledge.

**Positivity:**

- Be positive
- Encourage others
- Be willing to learn

**Respect:**

- Respect others and yourself
- Be healthy
- Take pride in your school

**Integrity:**

- Be honest
- Be responsible
- Be good

**Dedication:**

- Give 100% effort
- Follow through
- Never give up

**Excellence:**

- Follow directions
- Plan and prioritize
- Do your best

## **Chapter I: Progress Report**

*Since the last Self-Study:*

Since 2014 Pioneer Valley High School has been relatively stable. The principal, Shanda Herrera, remains principal and guides the school with a strong and steady purpose. The teaching staff has been moderately stable with few teachers leaving voluntarily, and has become a reasonably balanced staff of veterans, mid-career professionals, and the newly hired. Quite a number of teachers who opened the school in 2004 remain on staff.

There have been five significant developments since the last full visit that have had a major impact on Pioneer Valley High School.

### **1. Bell Schedule and Program Changes**

- The district required PVHS to change from a modified three period block to a traditional seven period day.
- Panther Forum, a homeroom-type class that met four times a week, was eliminated because of the change in bell schedule.
- Panther Pack courses provide additional support for some at-risk students who did not graduate 8th grade. The REACH Program services students who are on suspension or expulsion.
- On-Campus Suspension (OCS) is now called In School Intervention (ISI) and the focus has shifted from behavior modification to an emphasis on Restorative Processes and reintegration into the classroom setting.

### **2. Common Core, Next Generation Science Standards, and CTE Pathways**

- During the 2019-2020 school year, PVHS is partnering with Santa Barbara County Office of Education to revise the ELD placement criteria and existing pathways.
- Two Math teachers from PVHS have been selected to be Teachers on Special Assignment (TOSAs) for the district.
- PVHS greatly expanded CTE pathways.
- Concurrent enrollment with Allan Hancock Community College was also greatly expanded with thirteen courses and over 1,100 students.

### **3. Site Staffing Changes**

- Increased personnel in counseling; there are now eight credentialed Pupil Personnel Services (PPS) Counselors and two guidance technicians.
- There is also a full-time Early Academic Outreach Program (EAOP) Coordinator, a Fighting Back Santa Maria Valley liaison, a School Resource Officer (SRO), and one additional psychologist.
- Teaching staff increased to 146 teachers

### **4. Technology Focus**

- In 2014, every teacher and student received a tablet for school use.
- A Technology TOSA assists with tablet issues and provides technology support in the classroom.

- The district has provided technology trainings in a variety of areas including Aeries Gradebook, Blackboard Connect, Study Island, Gizmos, Desmos, One Note, Renaissance Learning, Kahoot, and, most recently, a shift to the use of Canvas Learning Management System (LMS).
- Parents have also been included in technology trainings in the Aeries Portal and Canvas. We host Parent Technology Meetings several times a year with childcare provided so that parents have the opportunity to learn about the programs we use on campus. For parents who do not have technology access at home, we added two computer stations in the administration building for use on a walk-in basis.

**In 2014 the PVHS Action Plan had three goals:**

**Goal #1: Increase Academic Focus and College/Career Readiness**

- Each student will be able to process, analyze, and apply information in various contexts, using a variety of strategies and formats across content areas.
- Each student will develop the essential skills required to communicate effectively.
- Each student will gain the knowledge necessary to graduate from high school and be college or career ready.
- Develop and implement a course sequence and supporting programs and services which increase the number of students successfully completing A-G courses and/or becoming prepared for a career with growth potential.

The Visiting Committee observed the following:

- The English Department developed curriculum maps for all courses and Common Formative Assessments (CFAs) for English 1, 2, and 3. The district adopted new Common Core Curricula for English 1, 2 and 3, and teachers have partnered with West Ed (a research firm) and the California State University (CSU) Chancellor's Office to participate in the Expository Reading and Writing Course (ERWC) pilot for junior and senior English. Professional Learning Communities (PLCs) meet on a regular basis to review best practices, align curriculum, and review student data.
- New state approved curriculum for English Language Development (ELD) pathway courses
- Implementation of math, science, and English TOSAs
- Refinement of Algebra I and Algebra II curriculum
- Social Studies has created five concurrent courses with our local community college.
- Increased counseling staffing allows for better monitoring of student progress toward the completion of graduation requirements, and A-G requirements.
- Renaissance Learning reading assessment and math and Spanish language inventories help teachers modify instruction to meet student needs, assists TOSAs with placement, helps establish IEP goals for our Special Ed students.
- Summer school offerings have increased. In 2019, 225 courses were completed during the summer school session, enabling students to recapture units and further progress toward completing graduation requirements.
- Starting with the Class of 2018, the administration introduced a white sash for students to wear at graduation. The sash is awarded to any graduating senior who has met at least one of the College and Career Readiness Indicators (CCRI).

***There is ample evidence that this Critical Area was addressed on a schoolwide basis.***

### **Goal #2: Develop Technology Plan**

The Visiting Committee observed the following:

- The district provided a computer tablet for every student starting in the fall of 2014.

***There is evidence that this item has been implemented to some degree. The Visiting Committee commends the distribution of technology but encourages a continued effort to build schoolwide rigorous instructional practices using the technology.***

### **Goal #3: Civic and Social Responsibility**

PVHS uses the PRIDE ESLO to guide behavioral expectations. Students are encouraged to be responsible for tablets, checking their grades in Aeries, communicating with teachers and staff. Students are encouraged to participate in clubs and community services programs/projects offered on campus and in the community.

***There is limited evidence that this item has been implemented. This is a difficult goal to assess and the Visiting Committee encourages a continued effort to improve civic and social responsibility.***

**In 2014 the WASC Visiting Committee identified four additional critical areas:**

Critical Area #1: Further development of the Panther Forum to increase relevance and consistency.

The Visiting Committee observed the following:

- With a change in bell schedule, Panther Forum was eliminated. This is no longer a critical area of need.

***There is evidence that this Critical Area was addressed on a schoolwide basis.***

Critical Area #2: Increase the availability for immediate and qualified counseling support. Create more effective avenues to increase parent involvement.

The Visiting Committee observed the following:

- PVHS increased counseling staff and other robust student support systems on campus.

***There is evidence that this Critical Area was addressed on a schoolwide basis.***

Critical Area #3: Create more effective avenues to increase parent involvement.

The Visiting Committee observed the following:

- There are many opportunities for parental involvement on campus. Parents on a Mission (POM), Panther Forum for Parents, Booster Club, English Language Advisory Council (ELAC), and School Site Council represent some of the avenues for parental involvement. The recommendation for additional attention noted in the 2017 interim report reiterated goals and areas of attention previously mentioned.

***There is evidence that this item has been implemented to a limited degree. The Visiting Committee commends the school's effort to increase parent participation, but encourages a continued effort to increase actual parent involvement.***

Critical Area #4: There is a need to continue to seek out and support students who are capable of achieving at the highest levels, including enrollment and success in AP courses, completion of A-G coursework and completion of vocational programs.

The Visiting Committee observed the following:

- PVHS has increased college-level experiences through partnerships with Allan Hancock Community College, California State Polytechnic University, San Luis Obispo, and the University of California, Santa Barbara, in the hopes of increasing college expectations and awareness on campus.
- Application Night, and the College and Career Fair, introduce students to possible post-high school options.
- PVHS has increased enrollment in CTE pathway courses. Students are awarded a sash at graduation for completing a CTE pathway in conjunction with other CCRI measures.
- Elective departments developed A-G course offerings in various disciplines to meet the demands of college and career readiness.

***There is evidence that this item has been implemented to a commendable degree.***

**In 2017 the revisit committee had five additional key issues:**

1. Systematic and consistent data analysis

The Visiting Committee observed the following:

- Data analysis has become an emphasis for professional development. The State Accountability Dashboard data is shared and reviewed by staff. TOSAs progress monitor all 9th-11th grade students in English and math three times a year. ELPAC results are distributed by the MMEP and reviewed by ELD and English teachers.

***There is evidence that this item has been implemented to a limited degree. The Visiting Committee encourages a continued effort to increase the use of data analysis.***

2. Full implementation of CCSS, NGSS, and CFAs

The Visiting Committee observed the following:

- English and Math departments have transitioned to Common Core State Standards. The English department has adopted CCSS aligned curriculum for grades 9-11. The Math

department is currently in a developmental pilot which incorporates CCSS and the eight mathematical practices for Algebra I. Currently, Geometry and Algebra II are CCSS aligned and the mathematical practices will be incorporated into courses by 2021. Two TOSAs have been given release time to develop these materials. The Science Department is offering Physics of the Universe, an NGSS aligned course. Additional NGSS courses will be added each year until full implementation of a three-course sequence is complete. The English department has developed CFAs for each course in grades 9-11. Math CFAs will be district aligned by 2021. The Science department will create CFAs once NGSS is fully implemented.

***There is evidence that this item has been implemented to a commendable degree.***

3. Reduce the number of math intervention courses and provide an increased number of support courses.

The Visiting Committee observed the following:

- The math department offers support courses during 1st and 7th periods. These classes are taken in conjunction with their A-G math course.

***There is evidence that this item has been implemented to a commendable degree.***

4. Implement a consistent Learning Management System for easy access for students and staff to more readily use technology.

The Visiting Committee observed the following:

- The district implemented Canvas LMS. While several classes operate completely within the LMS, most teachers are still transitioning to the use of Canvas as an educational tool.

***There is evidence that this item has been implemented to a limited degree. The Visiting Committee encourages a continued effort to increase consistent use of Canvas among all teachers.***

5. Increase technology training and implementation in the classroom for teachers and technology training for parents.

The Visiting Committee observed the following:

- Technology TOSAs at each school site provide assistance with technology issues and provide technology curriculum support in classrooms. Technology trainings in Canvas, Renaissance Learning, Aeries, and curriculum-based programs are offered throughout the year. Parent Technology Nights provide opportunities for parents to receive training in the Aeries Portal and Canvas. Parents have access to computer stations in the administration building if internet access is not available at home.

***There is evidence that this item has been implemented to a limited degree. The Visiting Committee encourages a continued effort to increase the use of technology training to increase technology use among all teachers.***

The Visiting Committee commends PVHS in its follow through with Visiting Committee recommendations for the past six years.

## **CHAPTER II: STUDENT/COMMUNITY PROFILE**

### **History and Background**

Pioneer Valley High School (PVHS) was founded in August of 2004. PVHS is located in Santa Maria, a city with a population of just over 107,000. Santa Maria Joint Union High School District (SMJUHSD) consists of three comprehensive high schools, one continuation school, and in 2020, a CTE campus. PVHS is the largest of the three comprehensive high schools. Major industries include employment in agriculture, education, food service, retail, health care, and military careers at nearby Vandenberg Air Force Base.

The enrollment at PVHS is significantly over its original capacity. The overcrowding is mitigated by the use of portable classrooms that were not intended to be part of the school. Even with the use of portables, the school has been forced to have teachers share rooms and use nooks and crannies for school purposes. A bond measure was successfully passed for the construction of a fourth district high school, however, the district used the bond to build a school for Career/Technical Education. PVHS does not know how it will handle the expected increases in enrollment in the next two years.

The school population is 91% Latino and with 19% EL. PVHS is a Title I school with 82% of students classified as SED. Special education is 6%.

### **WASC Accreditation History**

PVHS received “Interim” status for accreditation during the first year, 2004. In March 2008, Pioneer Valley High School received a six-year accreditation with a three-year one-day revisit. In March of 2014, PVHS again received a six-year accreditation with a three-year one-day revisit. In March of 2017, the one-day visit was completed with positive reviews.

The vision statement of Pioneer Valley High School is: “To prepare to positively contribute to society by focusing on academic achievement, personal responsibility, and college or career readiness.”

### **English Learner Data**

English Learners comprise 15% of the PVHS population. Based on SBAC data, English Learners are performing significantly below the schoolwide averages. In ELA, 54% of ELs scored at the standard-not-met level and in Math, 86% of students scored at the standard-not-met level. The reclassification rate for the last three years has shown a slight decline from 19.2% in 2016-2017 to 17.4% in 2018-2019. The PVHS reclassification rate remains slightly higher than district and state averages. Based on ELPAC data, 32% of English Learners progressed at least one ELPI level. There have been changes put in place to address Newcomer ELs who have been in U.S. schools for 1-3 years, including a change of curriculum and course sequence which will take effect next school year. ELs who have been in the country four or more years will be placed in integrated ELA classes beginning next year, with an added ELD lab.

### **Students with Disabilities Data**

Students with Disabilities comprise 8% of the PVHS population. Although there is little mention of this subgroup in the Self-Study report, this is one of the subgroups identified in the red zone

according to the CA Dashboard. Based on SBAC data, Students with Disabilities are performing significantly below the schoolwide totals. In ELA, 80% of SWDs scored at the standard not met level and in Math, 100% of SWD students scored at the standard not met level.

The school has begun to place a focus on mainstreaming and co-teaching opportunities for these students. PVHS offers 16 sections of co-taught classes in all content subject areas wherein students are receiving services from two credentialed teachers plus Instructional Aides. There is a plan to increase the number of co-taught classes by five additional classes for the 2020-2021 school year. SWDs also meet regularly with their case carriers in a study skills class to monitor progress and placement.

### **CAASPP Data**

PVHS met the participation rate of 95% in the last three years with 99% of students participating in 2019. SBAC scores in ELA are rising. Math scores were flat between 2015-2018, but rose significantly in 2019, though the percentage of students meeting and exceeding standard remains below state averages.

|            |                    | <b>2018-19</b> | <b>2017-18</b> | <b>2016-17</b> | <b>2015-16</b> | <b>2014-15</b> |
|------------|--------------------|----------------|----------------|----------------|----------------|----------------|
| <b>ELA</b> | Met/Above Standard | 61.14%         | 55.71%         | 59.55%         | 57%            | 55%            |
|            | Below/ Nearly      | 38.81%         | 44.29%         | 40.45%         | 43%            | 45%            |

|             |                    | <b>2018-19</b> | <b>2017-18</b> | <b>2016-17</b> | <b>2015-16</b> | <b>2014-15</b> |
|-------------|--------------------|----------------|----------------|----------------|----------------|----------------|
| <b>Math</b> | Met/Above Standard | 28.64%         | 19.92%         | 22.03%         | 23%            | 20%            |
|             | Below/ Nearly      | 71.36%         | 80.08%         | 77.97%         | 87%            | 80%            |

ELA CAASPP results are trending positively and are expected to continue with recent initiatives in English such as the Cal State University's Expository Reading and Writing Curriculum. Math results are low, but a recent nine point increase points to positivity. This year's CAASPP will illuminate whether this was an anomaly or a positive trend.

### **Advanced Placement**

There are 14 Advanced Placements courses offered. Students in Advanced Placement courses have decreased slightly in the last two years. In 2017 AP enrollment was 542, but in the last year it declined to 529. The reason for this is the increase in enrollment in concurrent enrollment courses (partnership with Allan Hancock College) courses. There are 13 dual enrollment courses offered currently. Enrollment in dual enrollment is trending upwards because of the greater certainty of realizing college credit in those classes. If dual enrollment participation is added to the AP enrollment, there is a significant increase in college courses being taken by PVHS students in the last six years.

### **SAT/ACT**

PVHS does not administer the PSAT test to all students in the 10<sup>th</sup> grade in order to prepare for the SAT, but is considering it for the future. Recent SAT data was not provided by the school, but DataQuest reports that SAT participation was low for 2017-2018 at 22.1%, especially considering the number of students who compete their A-G requirements. This is below district and state averages. PVHS ascribes this low number of SAT takers to be a result of The Promise

Scholarship at the local community college that makes the first two years free from tuition and book costs.

### **Report Card Analysis**

In the Fall of 2019, 18.6% of students at PVHS received a D or F at the semester. (9.8% received Ds and 8.7% received Fs). There has been a district/statewide push to increase equity and access for ELD and SPED students in grade-level classes. In addition, incoming 9<sup>th</sup> grade students will take the appropriate grade level course for English (English 1) and math (Algebra 1). With this equity push, PVHS expects an increase in D/F rate because students may not have the skills necessary for the grade level course. However support classes will be offered in English and math concurrently with the core class for students who test below grade level.

### **Attendance Analysis**

Chronic student absenteeism (91% or below) was 8.1% in 2019, 8.9% in 2018, and 7.8% in 2017. This is a commendable rate and is significantly better than district or state averages. PVHS ascribes this to the strong culture of the school. Students feel safe and connected to teachers and staff on campus and report that there is a positive school culture at PVHS.

### **Graduation Rate**

The cohort graduation rate is trending downwards slightly but is still impressive. From a rate of 94.8% in 2016 the rate was 93.8% in 2019. This graduation rate is the highest in the district and significantly higher than the state average of 84.5%. The commendable graduation was due, in part, to the fact that SPED and EL students could access a fifth year to graduate at PVHS or the local community to assist with graduation. These students begin to count against the graduation rate which will adversely affect the statistics in the future. However, the strong PVHS culture can have a countermanding effect.

### **Suspension Rate**

The suspension rate has fallen in the past three years. From a 2.9% rate in 2017, the current rate is 2.1%. This rate is below district and state averages. The implementation of Restorative Practices along with the increased staffing in counseling is given credit for this success.

### **Faculty**

The ethnic breakdown of the faculty at PVHS does not match the students at the school. 22.3% of teachers are Latino and 62.8% are white at a school that has a student body that is 91% Latino and 4% white.

## **Chapter III: Quality of the School's Program**

### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

#### **A1. Vision and Purpose Criterion**

Pioneer Valley HS has a clearly stated vision and the SLO and behavioral expectations are present across campus. Students comment that their English and Math teachers specifically refer to the SLOs when instructing in class. This is effective because the students in Math and English have direct instruction on the connection to the vision of the school and what happens in their classroom and why that task is occurring. Within the school's Schoolwide Action Plan, the District LCAP goals and the SLOs are present. In the refinement of the school's vision statement, PVHS has included the statement of "college and career readiness" since the last WASC visit. This is a positive change as it reflects the shift in the educational landscape and PVHS's focus on the College and Career Readiness Indicator progress.

PVHS communicates the district expectations, SLOs and behavioral expectations through the website, incoming freshmen registration, and fall parent/teacher night. Parents are regularly engaged through the automatic email sent through the SIS, AERIES, to parents each Wednesday. All these measures move in a positive direction toward increasing parent participation and engagement. The VC feels as though more efforts can be made in engaging parents as it relates to signage in Spanish across campus and at parent meetings where applicable (e.g., offering separate meetings in Spanish rather than using headsets for translation).

#### **A2. Governance Criterion**

PVHS is well aware of the authority of the governing board. When district decisions have been made in conflict with the practice at PVHS, the PVHS community adjusts to the district directive and supports the overall vision of the district. Currently, the superintendent does visit the school sites bi-annually and board members visit once a year. There is also a Faculty Management Council where members of faculty across the district meet monthly with the superintendent. Additionally, in discussion with the district, there are regular meetings with the superintendent and associate superintendents and site principals monthly and throughout the year. While meetings are regularly scheduled, there is very little known at the site level about what is discussed or the outcomes of these meetings. The VC identifies a breakdown in the district level communications to the school sites. The VC saw a passionate desire for more regular involvement and communication with the District office and governing board.

Since the last WASC visit, some bell schedule changes have occurred and have resulted in the loss of the Panther Forum. This change was a desire to have more consistency across the district. This consistency has left some questions regarding the allocation of resources where the needs across sites are diverse. The PVHS admin commented that the "one size fits all" District approach to funding has created challenges. In the effort for district uniformity, there have been some benefits as programs like AVID are funded more substantially than in prior years. The PVHS community has embraced the change in priorities whether or not they agree with the decisions, but PVHS has often been left to question the "why" behind district-level decisions and the allocation of resources. The VC believes that the communication from the district to the

school site regarding the data driving their decisions would address the missing “why” for the school site regarding district level initiatives.

### **A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion**

PVHS has built in collaborative planning time into the weekly bell schedule. Faculty regularly monitors the schoolwide Action Plan in the PLC time in those meetings. In that time regular discussion of data is included. California Dashboard data is shared with all staff in staff meetings and progress across different departments is celebrated. The VC believes that a deeper dive on data in terms of gender, EL, SED, SPED would help to continue to refine the instructional practices and better serve the students within the classroom.

The PVHS admin is committed to a collaborative culture. Evidence of this can be seen in the clear communication on which faculty, classified staff, and parents. All calls, parent weekly emails, staff meetings, PLC minutes and reporting those minutes to administration and master schedule building are all evidence of a clear emphasis on collaboration and communication. While Shared Decision Making structures are in place across the district to address large scale needs, there has not been a pronounced need at PVHS to utilize that formal structure. FOL Leadership Team remarked that this is because many policies are in place and other needs are often addressed less formally.

PVHS is recognized at the district level and internally as often piloting new initiatives and plans for the coming needs in terms of compliance and instruction. These pilots are often adopted districtwide. The PVHS faculty takes pride in being early adopters of these initiatives.

The district is currently working on establishing communication with the feeder districts to allow for future planning needs within the SMJUHSD. This is an important step that will allow for articulation to anticipate and better serve students that come to PVHS. The Visiting Committee supports this articulation and hopes it continues to become more robust.

### **A4. Staff: Qualified and Professional Development Criterion**

The district verifies staff members' qualifications, background and training for each position. New teachers are required to participate in the Teacher Induction Program (TIP) and go through orientation specifically designed for new hires before the start of the school year. All new teachers are evaluated by the principal during their first 2 years of teaching. PVHS has very little staff and faculty turnover. Many faculty members, including three administrators, pride themselves on being “founding panthers” that opened the school in 2004. This teacher retention is evidence of a strong and supportive atmosphere. The VC does recommend that as positions do become available within the school site, attention is given to increasing staff diversity to be more reflective of the student population.

Professional development opportunities are overwhelmingly supported according to the professional development survey. The VC agrees with the school in their assessment that monitoring effectiveness of professional development is the next step, thereby leveraging this investment as the school further refines the school's instructional practices and ultimately, student achievement.

The job description, duties, and related requirements are clearly outlined in job descriptions for each position. Both certificated and classified bargaining units have current CBAs that outline work conditions, evaluation procedures and both CBAs are viewable to the public on the district website. At the start of each school year, student handbook, bell schedules, school rules and procedures are reviewed with all stakeholders.

The site leadership team is comprised of Department Chairs. Department Chairs are appointed to two year terms and meet twice per month to discuss schoolwide issues and vote on curricular areas. Department Chairs then filter information down to the PLCs and they discuss issues as needed.

#### **A5. Resources Criterion**

The district has allocated funds toward initiatives that are being implemented district wide. 11 AVID sections, athletics and activities, and AP testing fees have benefited from the LCAP funding. There is some concern regarding resource allocation and the data being used to drive decision making in this area. PVHS currently receives district funding for students based upon a 6 period day. Upon investigation, it was found that 765 students (minus TA/Student Clerk periods) take 7 periods in order to meet graduation requirements, complete CTE pathways, and A-G completion. This results in an additional need of 21 sections paid by the school site budget. The district commented that the needs of the school sites can be communicated and as long as they are in alignment with the district plan the allocation of funds is possible. CTE completers, A-G completion, and the graduation rate are district priorities and are aligned with both the schoolwide Action Plan and LCAP.

Additionally, as the student population of PVHS grows, there is an inevitable need for more facilities. Given that the campus is currently at maximum capacity with spaces being shared across campus, facilities are approaching a critical need for the short and long term planning of the school. The VC believes that this area of resource allocation is in need of further alignment for the district and school site.

At PVHS, departments are given budgets depending on the number of faculty and sections within the department. The Single Plan for Student Achievement allocates federal Title 1 money through approval by the School Site Council. The majority of Title 1 funds are spent on technology. PVHS is home to multiple career pathways and is therefore the recipient of grant funding (Perkins, Ag Incentive, and Visual and Performing Arts). This practice allows for all departments to understand the rationale for the funds allocation. The VC believes that PVHS would benefit from focused professional development around the use of technology as an instructional tool.

### **CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

#### **Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

- District support of TOSA (English, Math, Science, and Tech) through LCAP funding

- District support of PD related to district initiatives (technology) and content specific needs (Co-Teaching, NGSS, ELD)
- LCAP funding support of Activities and Athletics
- Site Leadership and collaborative culture
- Communication at site to both certificated and classified from site administration
- Collaboration/Monitoring of Schoolwide Action Plan through Monday Collaboration Schedule
- Clean and Well-Maintained Facilities
- Lots of effort to engage parents: Aeries emails, Parents on a Mission (POM), Booster, School Site Council, ELAC

**Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

- School/District Level shared vision
- Monitoring of effectiveness of PD on student achievement
- LCAP funding related to site needs
- Limited Parent Participation

**Important evidence from the Self-Study and the visit that supports these strengths and key issues include the following:**

- Most of those in Parent Meeting were faculty/staff of school.
- Displays of student work
- Rubrics
- Self-study document
- Classroom observations
- Focus Group and key stakeholder discussion
- Analysis of data including SBAC, report card grades, ELPAC

## CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Collaboration time is built into the school schedule every Monday afternoon. The students have a shortened day and teachers have one hour per week to meet. These meetings are rotated among department meetings, PLC meetings, and staff meetings. Staff often mention the word “collaboration” among other staff to discuss best practices in regards to curriculum, to check in on shared students, and to find ways to work with each other, cross-curricularly. PVHS teachers feel there is ample time to collaborate with others.

The school offers 96 A-G courses (122 approved A-G approved courses), 46 CTE courses, 10 AP courses, and 22 concurrent-enrollment courses. These are courses that have been articulated with Allan Hancock College (the local junior college) and have been approved for dual credit.

There is consistency between the actual concepts and skills taught and the schoolwide learner outcomes, academic standards, and college and career readiness standards.

Technology increases yearly at PVHS. Students are equipped with tablets that have access to the internet and Microsoft Office. Students can address the academic standards and are ready for college and careers with increased technological proficiency. Teachers have been trained on technology and utilize it daily in the classrooms. Examples of technology used at PVHS include Microsoft Office and associated applications, Google and its associated applications, Canvas, Aeries, and Renaissance Learning. Students are required to bring their tablets to class with them each day.

The Panther Pack is a small program at the school for struggling 9th and 10th graders. Students are placed in a cohort of science, math, and English courses. Teachers meet across disciplines to discuss individual students and evaluate ways to help them to be more successful. Students receive a lot of support from their teachers to help them to be more successful in high school and get a strong foundation to begin high school, and teachers are in continuous communication with parents regarding student’s academic success within their classroom.

Many of the departments utilize Renaissance Learning for appropriate course placement.

Curriculum mapping has been completed in the English department. Science is developing Curriculum Maps as the new NGSS classes are rolled out. Social Science has pacing guides which are at various stages of development. Math has pacing guides in various stages of development. The VC recommends the continuation and updating of curriculum mapping across all departments.

PVHS staff shared that professional development is very supported by administration, and that strategies learned in professional development are shared back with staff during PLCs.

PVHS teachers stated that they are involved in a committee when adopting new curriculum along with teachers around the district.

## **B2. Equity and Access to Curriculum Criterion**

Since the last WASC visit, PVHS has transitioned from guidance technicians to credentialed PPS counselors. The counselors meet regularly with their caseloads, conduct grade level in-class presentations, and College Craze Thursday events during lunch to explain college and career information to students. PVHS also has an EAOP counselor through UC Santa Barbara who has been at PVHS for several years. The EAOP counselor helps students with all manner of college and financial aid preparation and application, including for community colleges.

The PVHS TOSAs compile teacher recommendations for student courses for the following school year and then give the counselors. Counselors review course requests with students and send copies home for parents to review. Counselors maintain and review a student's 4-year plan on a regular basis. Counselors send letters home to inform parents of student progress.

A-G is the expectation for all students beginning their freshman year. Students are discouraged from dropping A-G coursework; they are required to have a parent meeting with administration and complete a signed waiver to clarify that they are losing the opportunity to be A-G compliant. Each classroom has the A-G requirements posted, and students earn a special A-G t-shirt along with a celebration per grade level.

As an added incentive, students earn a white sash for graduation for meeting one of the CCR indicators. Anecdotal evidence suggests that students are very eager to earn a sash and are proud to wear it at graduation. Administrators go out to each classroom wearing the white sash and share with the students the CCR indicators, and explain how students can earn one. PVHS has made a concerted effort to revamp pathways and courses to align to A-G requirements. PVHS offers several CTE aligned courses, junior college classes which offer college credit, and a variety of pathways.

CTE classes offer career training and exposure to professionals who work in those fields. Some examples include a double period available for the drafting class which allows students additional time to complete their projects with fidelity. The FCS students run a cafe on campus to learn real world experience in running a restaurant and students earn their safe food handling certificate. Other students raise livestock, grow vegetables, and have mock interviews with people in the industry in which they are studying. The FCS teachers partner with English teachers to review student resumes and help coach students with their speeches/interviews.

PVHS offers ROP Medical Careers and ROP Medical Assisting classes that work directly with Marian Hospital and other local medical offices. Hands-on lab experience was observed in the classroom where students were able to practice taking blood pressure, inserting an IV, and taking vitals of an infant. Students also wear medical scrubs while in this classroom.

PVHS employs student workers with the cafeteria and maintenance and groundskeeping. Students also have the opportunity to work as paid peer tutors in the library to assist students that are struggling.

PVHS offers the AVID program where teachers remain with their AVID students all four years to provide consistent support. AVID teachers offer workshops to other PVHS teachers to

increase implementation of AVID strategies schoolwide for teachers to utilize within their classrooms.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum:**

- PVHS has a strong focus on college and career preparation for all students as evidenced by the A-G course offerings and students being required to be on the A-G track until all options have been exhausted.
- PVHS offers several pathways for students to gain real world experience and dive deep into hands-on work within the pathway.
- PVHS offers several concurrent enrollment courses within the school day offered by the local community college to allow students to earn college credits while in high school and the opportunity to experience college level rigor while in high school.

### **Key issues for Standards-Based Student Learning: Curriculum:**

- Increased focus on learning and student achievement for LTEL students. The VC encourages PVHS to continue focusing on and supporting LTEL students and other student subgroups to increase their A-G completion rate.
- Middle school articulation - a system was in place for middle school articulation, but the system was discontinued in a mutual agreement between SMJUHSD and the feeder middle schools. However, SMJUHSD has plans to meet with the feeder middle schools to reimplement an articulation plan. The VC recommends that rigor in the middle schools be reviewed to prepare students for the rigor of curriculum in high school.

### **Important evidence from the Self-Study and the visit that supports these strengths and key issues include the following:**

- Displays of student work
- Rubrics
- Self-study document
- Classroom observations
- Focus Group and key stakeholder discussion
- Analysis of data including SBAC, report card grades, ELPAC

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **C1. Student Involvement in Challenging and Relevant Learning Criterion**

PVHS students were observed engaging in a variety of ways with their material. The work was relevant to the subject matter. The Visiting Committee viewed a wide range of instructional styles, which seemed to vary greatly by department, from challenging and engaging activities, as well as teacher-led lecture with students taking notes.

PVHS has the SLOs posted in each classroom. Students report that they are informed of the SLOs in all areas, and their work in math and English are specifically related back more than other areas of study. They demonstrate learning through assignment completion and some checks for understanding. The Visiting Committee would like to see more regular and effective checking for understanding across departments.

Students demonstrate college and career readiness through their A-G coursework completion, AVID participation, CTE pathway completion as well as concurrent enrollment at the local community college (Allan Hancock College). Representatives from AHC and Cal Poly SLO come by twice a year or more, and present on and educate the students on college and career topics. The UCSB EAOP counselor is an excellent resource on campus for students to find information about, and assistance with, the full range of college options.

### **C2. Student Engagement through a Variety of Strategies and Resources Criterion**

Students at PVHS engage with materials and resources beyond textbooks. Students use primary source documents for analysis and in presentations and projects. Students use a multitude of apps and programs on their devices to demonstrate their learning. Canvas is being used by an increasing number of teachers, with more planning on utilizing it soon. In many classes, students can review assignments as well as turn them in online. Students can apply learning via technology or in more traditional ways. The Visiting Committee would like to see more effective use of technology in wide use, and across departments.

Teachers at PVHS relay their own personal experiences to help motivate their students, and most students were found to perceive their teachers and counselors as approachable. AHC can train and provide credit for PVHS students to tutor their peers, and those tutors are paid. Counselors work individually with students regarding their grades, attendance, goals, personal issues and anything else they need guidance for. The College and Career Center on campus is available for students to engage with the public and local institutions. There are multiple CTE courses offered which provide wonderful career technical education, career education and development. Many local businesses partner with CTE students for job training. There are also many clubs and leadership opportunities which students are encouraged to participate in. Those clubs give the students real-world responsibilities and experiences, like time management, organizational skills, work ethic and personal responsibility.

## **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **Areas of strength for Standards-Based Student Learning: Instruction:**

- Some innovative instruction via multiple modalities.

- School culture fosters an incredibly collaborative environment, and departments work together to plan pacing and lessons.
- Departments focus on inquiry-based learning.
- Technology is widely available and is becoming more and more used, and they are increasing their students who are A-G compliant.
- Students by and large were observed as engaged, respectful of their teachers and staff, and ready to work for and learn from them.

**Key issues for Standards-Based Student Learning: Instruction:**

- There are clear leaders in instruction, and those leaders should support and mentor those teachers who are struggling in remaining just lecture and notes based.
- More support for instructing EL students would be welcome and is needed for the population.
- Continue to train and utilize technology to close learning gaps and check for understanding. Technology is available to everyone, so its use should be more wide within the instructional setting.
- Visiting Committee has every confidence that PVHS will work on any and all issues brought to their attention.
- Student-centered instructional practices are evident within departments, but a focus should be placed on pushing that within all instructional settings.

**Important evidence from the Self-Study and the visit that supports these strengths and key issues include the following:**

- Self-study document
- Focus Group discussions
- Student work
- Classroom observations

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **D1. Using Assessment to Analyze and Report Student Progress Criterion**

Pioneer Valley uses an effective process to collect and report student performance data to the school staff, students, parents, and other stakeholders. It is evident that the entire staff is kept informed about school performance on these broad measures. PVHS could strengthen the disaggregation and analysis of some of these data sources, particularly broad ones such as state testing (e.g., SBAC and ELPAC), graduation rates, A-G rates, and so forth.

Aeries is used to communicate student performance data, including attendance, grades, and assessment results, to parents and students. Parents receive a weekly email every Wednesday that summarizes their student's current status and that shows which assignments are missing. Parents expressed appreciation for this weekly update and stated that it helped them stay involved in their student's education. Teachers and parents, however, did point out that AERIES notifications are technology dependent and there is a sense that this misses some parents.

The analysis of data guides the PVHS 9th grade placement process, which guides the master board. PVHS uses multiple indicators in both English and Math to place students in the appropriate classes for student success. Within the first 30 days of school, students are re-tested in math and placement is adjusted as necessary. Data used for placement includes 7th grade SBAC scores, Renaissance Learning computer adaptive test results, feeder school teacher recommendations and comments, writing samples, and grades. This data is also used to place students into intervention classes and for recommendation for SPED classes in general education (IEP driven). Incoming ELD data, including ELPAC results and number of years in the country, is used to determine the need for ELD support classes and newcomer classes.

PVHS places a great deal of emphasis on students meeting the College & Career Readiness Indicators. Administration and teachers have made a strong effort to educate students and families on the CCRI. Additional CTE courses have been added to increase the number of pathways. A-G completion is encouraged and celebrated via methods such as classroom posters, "Look at Me, I'm A-G" tshirts, and the addition of a special graduation sash for A-G completers. Counseling and administration require students leaving the A-G path to have a parent meeting where parents are informed of the ramifications of not being A-G ready and must sign a contract acknowledging their receipt of that information.

Data from various campus initiatives, including incoming 9th grade placement data, the influence of A-G math support courses on student grades, and math and ELA Renaissance Learning progress test results, is used to justify expenditure of LCAP funds on course offerings, professional development, and other targeted practices.

### **D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

PVHS teachers report a robust PLC process, during which data is discussed regularly and teachers adjust instruction as needed. Many PLCs have self-created common formative and summative assessments. PE uses Fitness Gram testing to assess student growth. CTE pathways make extensive use of industry certifications, giving students "real-world" feedback on their

learning. Many teachers use data in Aeries to get a sense of student needs even before the start of the semester.

In classroom observations, it was noted that many teachers were not using effective means of checking for understanding. Given the strong culture of the PLCs, the Visiting Committee would recommend a collaborative approach to building capacity in this area.

Anecdotal evidence of analysis of/modification of teaching based on assessment results came from multiple departments. Some examples include: math looks at individual assessment questions and adjusts those that are not accurately assessing student learning; 10th grade PE designs curriculum based on 9th grade Fitness Gram results; SPED teachers in ELA/Math intervention sections reteach and adjust until all students reach 80% goal in Ren Learn progress monitoring; social studies teachers use English Renaissance Learning results to create mixed groupings for text-based lessons; Math and English both use SBAC interim assessments in grades 9-11 to prepare students for the SBAC, and to help students identify areas of weakness.

Counselors use multiple sources of data in student/parent conferences to support their conversations. TOSAs give teachers lists of kids who are close to “levelling up” on the SBAC and ELPAC. English and math intervention students are tested using Renaissance Learning and data is shared out with teachers.

All calls go home to parents at the end of the grading period if a student has any Fs, inviting parents to an evening meeting explaining the various supports available on campus to students.

It is clear that there is a productive and collegial use of collaboration time at PVHS. It would be good to build on this area of strength by adopting a lesson-study style model that also includes peer observations. This could result in further improvements in the design and delivery of curriculum.

## **CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **Areas of strength for Standards-Based Student Learning: Assessment and Accountability:**

- CTE pathways’ growing use of industry certifications
- There is a culture of collaboration amongst staff. Teachers regularly share curriculum, instructional strategies, and assessments.
- Strong interdepartmental collaboration, including use of data across departments.
- Good communication with students about the importance of various assessment measures (CCR indicators, SBAC scores, ELPAC scores, A-G completion rates)
- Assessment data is disseminated regularly and with fidelity to all stakeholders.
- Freshman placement is based on multiple sources of data.

### **Key issues for Standards-Based Student Learning: Assessment and Accountability:**

- Need to disaggregate data further to see if there are any broader patterns, focusing on student subgroups (e.g., ELD, gender, etc.)
- Communication with parents relies heavily on technology and many PVHS parents are not technologically-savvy. There is a barrier to access information for some families.
- In the classroom, teachers need to increase their use of effective checking for understanding strategies.

**Important evidence about student learning from the Self-Study and the visit that supports these strengths and key issues include the following:**

- Displays of student work
- Rubrics
- Self-study document
- Classroom observations
- Focus Group and key stakeholder discussion
- Analysis of data including SBAC, report card grades, ELPAC

## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **E1. Parent and Community Engagement Criterion**

PVHS has made concerted efforts to engage parents and community, hosting events such as Back to School Night, Athletic Parent Night, Parents on a Mission monthly meetings, bringing parents in for online registrations, ELAC, Booster Clubs, and so forth. Parents receive weekly push-out emails from Aeries which the parent forum said was vital in staying connected with their student's teachers and school staff.

PVHS needs to continue to explore ways to engage the parents that are not as actively involved in their student's high school experience. For example, in the parent survey noted in the PVHS WASC report, 69% of the parents reported that they feel welcome on campus. It is recommended to seek out reasons why the other 30% do not feel welcome. However it is noted that the staff describes continually reaching out to the community. This sense of community is also evident with how many 'locals' are on staff and the feeling of connection they have with each other, the students and the families they serve.

There are multiple key events that involve the community. Community based projects (helping to build a local park), dances at the Senior Center, food drives and helping out with the homeless shelter, and community gardens on campus where students with special needs participate.

### **E2. School Culture and Environment Criterion**

PVHS takes their students' safety very seriously and policies are in place to ensure maximum student safety. The school has 6 security guards and 2 half time guards in addition to a school resource officer. The staff is trained in ALICE procedures, as well as fire/earthquake drills. Students report that they are confident that if a fight breaks out or if they need help they can depend on assistance from them. The site also has 70+ security cameras to help monitor safety. The school also has 8 school counselors, two school psychologists, Community Liaisons, and a Crisis Intervention Specialist. Support groups are available to students including grief groups, LGBTQ+ groups, and anxiety groups. Counselors and teachers can refer students to these programs.

PVHS is well-maintained, clean and orderly. Students expressed being proud of their beautiful school. It is obvious that this is an expectation and a point of pride amongst staff and students.

All certificated and classified staff interviewed expressed having great concern about and connection to their students. With over 53 clubs, multiple sports, performing arts, and pathways, a great amount of staff is involved with student activities. While the student survey says that only 58% feel that they have an adult on campus that they can go to for help, students interviewed were all able to express 'who they would go to' if they needed it. Anecdotal evidence suggests that a wide variety of adults were 'available' for students. A wide variety of activities provided a wide range of answers on what adults were available and supportive.

Link Crew makes a concerted effort to get students involved in something at school and the variety of clubs and activities is admirable. Older students reach out to the younger students to

help them stay connected. The school has committed to this program in spite of its high cost, but the staff reports that it is well worth the investment. Several staff members talk about what an impact Link Crew is on campus and on students' connection to PVHS. New students learn about sports and club opportunities during the registration process.

Students have the ability to enroll in AP or concurrent enrollment courses of their choosing and teachers/counselors encourage students to take courses to challenge themselves. All students have the opportunity to graduate A-G ready—even students that failed throughout middle school and are enrolled in the Panther Pack courses. A core group of these students (those that have failed in middle grades) are placed with teachers who work with them to build a social emotional connection first before tackling a whole A-G curriculum. Each grade level is celebrated in different ways as they are encouraged to keep and maintain A-G status.

PVHS does many things to maintain an atmosphere of trust, respect, and professionalism. Teachers collaborate weekly, observe colleagues to learn something new, and help and embrace new teachers. Teachers are available at lunch, before and after school for each other and students. Department Chairs are part of the Master Schedule Building process, and classified staff feel valued and many cited how they feel they are indeed a valuable member of the school team.

### **E3. Personal and Academic Student Support Criterion**

All students entering the 9<sup>th</sup> grade are tested through Renaissance Learning and their progress is monitored. For students who are not successful, OTCR is available so students can complete the classes with support. In addition, the Master Schedule does build in some 1<sup>st</sup> semester classes to allow students to get back on track, and some summer school courses are also offered.

Students are aware of how to enroll in AP and concurrent-enrollment classes. While recommendations from teachers and counselors are given, ultimately a student may choose to take any course requested. The concurrent-enrollment class offerings have increased, allowing more opportunities for dual credit at PVHS and Allan Hancock Community College.

Also, the CTE pathways give students a career focus to achieve certifications at a community college and/or high school level. Pathway completers are given a white sash if they have met the CCR indicator. Staff reports that students love getting a white sash and it is a great motivator. Most importantly, students identify with their pathways. The pathways are not only a way to gain college and career readiness, they also provide a relevant connection and are a great social activity.

EL students are supported with EL classes with an emphasis on supporting them and allowing access to English 1 as soon as possible. EL students are enrolled in classes that offer a variety of approaches to instruction, BIAs, and additional support classes. Newcomer support classes are available through the Guidance office and EL students are given educational and community resource information.

AVID is another integral program that offers support. Students and teachers alike value AVID and describe it as academic, social and emotional support. AVID recruitment works with the feeder middle schools and seeks potential students. AVID has had a lot of success where PVHS

top students are frequently AVID students. It is believed that the emotional and academic support given contributes to these students excelling.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **Areas of strength for School Culture and Support for Student Personal and Academic Growth:**

- Positive school culture is highly evident amongst all staff. Classified and Certificated gave multiple examples of how there is mutual respect and they work together for their students. Celebrations of student and staff success are part of PVHS culture.
- There are multiple opportunities for student belonging and connection to a variety of programs and clubs (for example, A-G pathway, CTE pathways, AVID, visual and performing arts, athletics).
- PVHS has a rich team of counselors, college and career advisors, interventionists, and community resources to provide their students with social and emotional support. Their open door policy and collaboration with the teachers is highly admirable.

### **Key issues for School Culture and Support for Student Personal and Academic Growth:**

- In light of the growing population and strains on a school that come with this, clear communication with all stakeholders is critical (e.g., disciplinary decisions, reallocating resources, changing policies.) The teaching staff miss the Panther Forum which helped the staff stay informed and able to celebrate schoolwide success. Many feel communication has waned without this common meeting time.
- Continue to seek ways to adjust family and community outreach so that more families are actively engaged in their student's education and activities. Continue to get more parent and student involvement to have more participation to provide better data.
- Many staff members expressed the need for more counselors/school based therapists/community resources to support the social and emotional needs of the students.

### **Important evidence about student learning from the Self-Study and the visit that supports these strengths and key issues include the following:**

- Displays of student work
- Self-study document data
- Classroom observations
- Focus Group and key stakeholder discussion

## **Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement**

The students, staff, parents, and community of Pioneer Valley High School are to be commended for their continuing commitment to improving Pioneer Valley High for all students. The Visiting Committee commends the school for their embracing of the Focus on Learning process and the effective use of its protocols to identify the school's greatest areas of improvement. The Action Plan is simple enough to be a usable document, but specific enough to guide meaningful follow-up and future priorities.

The pertinent evidence that supports both the schoolwide areas of strength and the schoolwide growth areas for continuous improvement include:

- the school's Self-Study
- the activities of the five Focus Groups
- observation of classes and classrooms
- master schedule
- student schedules
- observation of the school's common areas, including the library, computer rooms, student activity areas, cafeteria area, grounds, hallways, career center, P.E. area, and administrative and counseling offices before, during, and after school hours
- the leadership of the schoolwide leadership team
- informal discussions with members of the leadership team
- discussions, including pre-visit preparations, with the Self-Study coordinator
- formal and informal interviews with students
- examination of students work presented in hallways, in classrooms, and classroom bulletin boards
- examination of records from the Focus Groups
- examination of records from school committees and groups
- examination of the school's profile and other indicators of student performance
- formal interviews with parents
- formal interviews and informal discussions with district officials including the local area superintendent and his cabinet
- examination of records from various federal-and state-funded programs

### **Schoolwide Areas of Strength**

1. School Culture
  - Clear communication grounded in mutual respect
  - Sense of belonging by staff and students
  - Student-centered decision making
  - Continued willingness to pilot new initiatives
2. Site Leadership
  - Clear sense of trust between administration and staff
  - Open communication at the school site
  - Consistent communication with all stakeholders via Aeries

3. Collaboration/Collegiality
  - Cross Department communication regarding data and support of standard
  - Support of new teachers within departments through curricular sharing
4. College and Career Going Culture (including Pathways)
  - 122 A-G approved courses
  - A-G requirements posted in every classroom
  - College Craze Thursdays
  - College and Career Center
  - Teacher name with college attended is listed outside of each classroom
5. Professional Development
  - Availability and access to professional development is strongly supported
  - TOSAs in ELA, Math, Science, and Technology
  - PLC structure supports professional development

### **Schoolwide Critical Areas for Follow-Up**

The Visiting Committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide Action Plan. These are summarized below:

1. Increase college preparedness for all students
2. Increase career readiness for all students
3. Increase student support to improve overall student well-being

In addition, the Visiting Committee has identified additional growth areas that need to be addressed:

1. Improve student-centered instructional practices
  - Refinement of schoolwide vernacular with particular emphasis on EL and Special Education
  - Formative assessment practices improved
  - Text and literacy based activities
2. Improve the use of disaggregated data to inform student placement, curricular and instructional practices, and student support services
  - Identify subgroups that need attention to inform instruction and services on campus
  - Increase survey participation by all stakeholders to make more informed decisions
3. More effective communication between Santa Maria Joint Union High School District and Pioneer Valley High School
  - Align district and PVHS priorities and funding for maximum impact on student learning

## **Chapter V: Ongoing School Improvement**

The Pioneer Valley High School Action Plan for 2020 has three goals:

1. Increase college preparedness for all students
  2. Increase career readiness for all students
  3. Increase student support to improve overall student well-being
- The Action Plan goals address the school's greatest areas for school improvement.
  - The Action Plan has concrete steps that stakeholders can follow and the Action Plan is user-friendly.
  - The steps of the Action Plan are clear, concise and have the ability to be understood by the entire PVHS community.
  - Judging from the school's commitment to previous WASC recommendations and their own previous Action Plans, the Visiting Committee has a strong belief that the current Action Plan and Growth Areas will be monitored regularly and used as the foremost school improvement documents.
  - PVHS's principal and assistant principals, faculty, and staff have a commitment to the school that is remarkable to witness and are eminently capable of implementing the Action Plan and Growth Areas.