

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

PIONEER VALLEY HIGH SCHOOL

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

Santa maria Joint Union High School District

March 3-5, 2014

March 6, 2017

Visiting Committee Members

Cesar Arevalo, Chairperson
English Teacher, Canyon High School

Julie Mamo-Beckius
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I. Introduction

Include the following:

- General comments about the school, its setting, and the school's analysis of student achievement data.
- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.
- Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.
- Describe the process used to prepare the progress report.

Pioneer Valley High School (PVHS) in Santa Maria, CA is a comprehensive high school serving students in the Santa Maria Joint Union High School District (SMJUHSD). Santa Maria is an agricultural community, known for its strawberry and broccoli crops as well as wine and oil industries. It is the third comprehensive high school opened by SMJUHSD, opening in the fall of 2004 to 9th and 10th grade students. Its first graduating class was in 2007.

PVHS currently serves 2718 students from 9th to 12th grade. The student demographics are 85% Hispanic, 8% White, 2% Asian, 1% African-American and 2% other. Approximately 78% of the students qualify for the free or reduced lunch program. Student programs include Independent Study (IS), Migrant Education, Suspended Expulsion Intervention (REACH), On Track Credit Recovery (OTCR) and the Panther Pack Program (PPP).

PVHS has analyzed CAASSP scores for the past two years and come to the following conclusions:

- 57% of current 12th graders are proficient in Language Arts, compared to 55% one year prior
- PVHS ranked 1st in the district in the number of students proficient in Language Arts
- Only 23% of PVHS students were proficient in mathematics, up from 20% one year prior

PVHS has cut its number of dropouts from 2014-2015 (28) by more than half in 2015-2016 (10).

The number of PVHS students who have completed the UC A-G requirements has increased from 26% in 2014-2015 to 29% in 2015-2016. PVHS attributes the increase to an increased number of counselors and an increased focus in the A-G requirements school-wide.

PVHS reports several changes in the academic program since the last WASC Visiting Team. Those include:

- Change from a block schedule to a traditional bell schedule and the elimination of "Panther Forum" homeroom.
- Staff collaboration time has changed from 90 minutes every Monday to 90 minutes ten times per school year.

- Class sizes have increased from 30 to 36 students in most classes. PE classes increased from 45 to 50 students.
- One-to-one technology for students in the form of tablets.
- English and math departments have fully implemented the Common Core State Standards. The science department is transitioning to the Next Generation Science Standards (NGSS).
- All departments have worked to have classes A-G approved.
- In 2016-2017 a Newcomer Academy was opened for students who have been in the US for less than one year.
- Student Academic Achievement Seminar (SAAS) class has been added for ELD students.
- Co-teaching courses in English, social science, and science have been added.
- PVHS student support staff now includes:
 - Eight full-time counselors
 - Three guidance technicians
 - One full-time EAOP counselor
 - One full-time translator
 - Four bilingual instructional aides
 - Fighting Back Santa Maria Outreach Program coordinator
 - Migrant Education coordinator
 - Allan Hancock Community College part-time counselor
 - Part-time ROP coordinator
- Parental involvement opportunities include:
 - Parental Involvement through Dialogue and Action (PIDA)
 - Parent Institute for Quality Education (PIQE)
 - Panther Forum for Parents (PF4P)
 - Parents on a Mission (POM)
- Support services for at-risk students now include:
 - On Track Credit Recovery (OTCR)
 - Panther Pack Program for 9th and 10th graders
 - Crisi Intervention groups
 - Student Assistance Program (SAP)
 - Newcomer Academy AVID sections have increased to a total of 10 (4-9th, 3-10th, 2-11th, and 1-12th)

Effect by academic department of the substantive changes since 2014:

- Agriculture
 - Increased use of technology including E-record Book, stock reports and research
 - New courses added; Veterinary Science, Ag Chemistry, and Art History of Floral Design
 - Increased number of A-G approved courses
- Business
 - Three new full labs
 - Three new courses, Gaming Technology, Empowering Entrepreneurs, and Business Economics
 - Increased number of A-G approved courses
 - PLATO courses aligned to Common Core State Standards

- English
 - Created and implemented Common Formative Assessments (CFAs)
 - Established district-wide EDL course pathway and placement matrix
 - Developed curriculum calendars for Linguistics 1, Linguistics 2, British Literature, Expository Reading and Writing (ERWC) and Classic Fiction and Film
 - English Teacher on Special Assignment (TOSA) is given two periods a day for progress monitoring and testing of new students
 - Elimination of non-college prep course for 12th grade
 - Freshman Writing 101 “wheel” class that flips with a health class
 - Increased use of technology such as; TurnItIn.com, School City, Kahoot, No Red Ink, Storyboard That, SAS Curriculum, Flex Literacy, and Class Dojo.
 - Reading Improvement courses for students reading below the 9th grade level
- Family and Consumer Sciences
 - Integrating technology through research, writing projects and online certifications
 - District-wide PLC with all Family and Consumer Science instructors
 - Development of new Career Pathway
 - Alignment of curriculum district-wide
- Industrial Technology
 - New computer lab installed
 - Department now houses Journalism course
 - Graphic Arts converted to Digital Arts, which is A-G approved
- International Languages
 - Addition of Spanish for Native Speakers 2 course, and AP French
 - Tablets have allowed online collaboration, online dictionaries, Onenote, and other online resources
- Mathematics
 - Pacing guides were revised. Previously students who earned a D had to retake the course.
 - Courses aligned with Common Core State Standards
 - Common Formative Assessments were created for Algebra 1, 2-year Algebra, Geometry, and Algebra 2
 - Pre-Algebra is offered as an intensive intervention
 - Bridge to Geometry course to front-load difficult Geometry concepts
 - “Restart” classes offered in 2-year Algebra, Algebra 1, Geometry and Algebra 2
 - Math TOSA has two release periods to assist with Intervention classes, progress monitoring, and new student testing
 - Tablets have allowed classroom access to online resources such as desmos.com, khanacademy.com, and mathisfun.com
 - Summer boot camp to keep students on track for A-G completion
 - Math support classes offered during 1st and 7th periods
 - Class size lowered to 25 for Pre-Algebra and 30 for 2-year Algebra
- Physical Education
 - Class sizes have increased to 50 from 45
 - Dance class
 - Increased community involvement through guest speakers on campus including;

Self Defense, CARENET, Santa Maria Police Department, and the Santa Maria Rape Crisis Center

- Science
 - Transition to new NGSS
 - Physics classes are receiving “probeware”?
 - Additional courses for CTE program; Medical Terminology, CPR/First Aid
 - Addition of A-G approved courses; Forensics and Earth Science
- Social Science
 - Addition of Ancient Medieval course for 9th grade
 - Sociology course
 - CFAs developed for Modern World History, and US History
 - Technology usage has increased to include; OneDrive, blogs, Kahoot, MS Notebook, Google Drive, Blackboard Connect, School Messenger, Teacher’s Curriculum Institute, and School Insights
 - Newcomers Academy includes US History and Modern World History
- Special Education
 - Increased the number of SPED students taking A-G courses with designed co-teaching support
 - All incoming freshmen tested using Renaissance Learning
- Visual and Performing Arts
 - Addition of A-G compliant courses, Songwriting, Technical Theater I, Jazz Band, and Jazz Choir

The PVHS Leadership Team has taken the responsibility of monitoring the school’s Action Plan and preparing for the Mid-cycle Visit. The Leadership Team consists of the Principal, three Assistant Principals and thirteen department chairpersons. The Leadership team meets bi-monthly. Beginning in August, the Leadership team undertook sections of the Mid-cycle Progress Report. Each department chair was responsible for their own section with input from department members. The full report was ready in late January.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.
- Note the evidence supporting the progress made and the impact made on student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.

Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

PVHS has made great strides in accomplishing the goals set forth in their Action Plan.

Goal #1: Increase academic focus and career/college readiness

PVHS has administered the CAASSP exam to 11th grade students for the past two years. Data shows an increase in the number of proficient student in both Language Arts and Mathematics. The English and Social Science departments have developed and implemented Benchmarks and CFAs, although not in every course. Other departments are in varying stages of progress. A-G information is presented by the counseling department through multiple presentations to students and parents. PVHS has also increased the number of CTE courses.

Goal #2: Develop technology plan

PVHS is a one-to-one technology school. Currently, 75% of staff use their webpage on the PVHS website. The Tech TOSA provides additional training as needed. All staff uses the same digital grade book, Aeries. The district is in the process of selecting a district-wide Learning Management System.

Goal #3: Civic and social responsibility

PRIDE behavioral expectations are reviewed with all students every year. Positive incentives for model behavior continue to be used. Community service is required by many clubs, classes and programs on campus.

III. Commendations and Recommendations

Commendations:

- **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

PVHS had five Critical Areas of Focus:

1. Increase parent involvement in the learning process
 - a. PIDA
 - b. PIQE
 - c. PF4P
 - d. POM
 - e. Aeries
 - f. Communication between the school and parents in Spanish and English are readily available including: daily newsletter via email, scrolling marquee, Aries, school website, SchoolMessenger, personal phone calls, information mailed home, Remind App, voice mail
 - g. Full time translator for Spanish speaking parents
 - h. Increase in full time counselors from 1 to 8 who disseminates information
2. Increase A-G completion rate
 - a. Increased the number of full-time counselors to eight
 - b. Increased support staff: EAOP counselor, BIAs, ROP coordinator
 - c. Increased the number of A-G approved courses
 - d. Increased the A-G completion rate from 26% to 29%
 - e. Career Cruising presentations in all 9th grade English classes
 - f. Concurrent enrollment with Hancock Community College
 - g. “Restart” classes
 - h. SPED co-teaching model in many A-G courses
 - i. Several programs and presentations available to educate parents regarding A-G eligibility requirements and how to support their child
 - j. Summer boot camp to allow students to retake an A - G class to earn a C for eligibility
3. Develop strategies for Common Core and 21st century skills
 - a. Common Core State Standards implemented in all departments
 - b. Pathways in Agriculture, Business Technology, Family and Consumer Science, Arts, Media and Entertainment, Industrial Technology, Medical and Health Careers are currently being developed
 - c. CTE course offerings expanded
 - d. AVID strategies
 - e. Alignment of PLATO courses to CCSS
 - f. ERWC units in curriculum at all grade levels
4. Refine the PLC process (data analysis, implementation of CCSS)
 - a. District level PLCs by department
 - b. Renaissance Learning results are discussed in PLC meetings

- c. Some CFA data reviewed in PLCs
- 5. Increase relevance and consistency of Panther Forum
 - a. Panther Forum has been eliminated

Recommendations:

- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
 - **Identify any new areas of concerns, if applicable.**
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1. Systematic and consistent data analysis
 2. Full implementation of CCSS, NGSS and CFAs
 3. Reduce the number of math intervention courses and provide increased number of support courses
 4. Implement a consistent Learning Management system for easy access for students and staff to more readily use technology
 5. Increase technology training and implementation in the classroom for teachers and technology training for parents