

Pioneer Valley High School

675 Panther Dr. • Santa Maria CA, 93454 • (805) 922-1305 • Grades 9-12

Shanda Herrera, Principal

sherrera@smjuhsd.org

www.pvhspanthers.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Santa Maria Joint Union High School District

2560 Skyway Dr.
Santa Maria CA, 93455
(805) 922-4573
www.smjuhsd.k12.ca.us

District Governing Board

Victor Tognazzini, Board President

Dr. Jack Garvin, Board Clerk

Mr. Dominick Palera

Dr. Carol Karamitsos

Ms. Diana Perez

District Administration

Dr. Mark Richardson
Superintendent

School Description

PVHS celebrated its 10th anniversary in 2014 and represents the largest comprehensive high school in the Santa Maria Joint Union High School District. Our population is roughly 2730 students and approximately 78% of the student body qualify for free/reduced lunch assistance. There are three comprehensive high schools, one continuation school, Delta High School and a variety of alternative programs available to our students such as Independent Study, REACH or Home School. Pioneer Valley has 128 certificated staff members and 88 classified staff to support our students. Various programs available to our students include Independent Study, PASS program, REACH, On Track Credit Recovery and Panther Pack Program. We have over 40 extra curricular clubs and over 20 different athletic sports that span over the three seasons.

District Mission Statement: We prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement.

PVHS Vision Statement: The vision of Pioneer Valley High School is to empower each student with the knowledge, skills and experiences necessary to contribute positively to the community and to thrive as an individual in a diverse and dynamic global society.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	687
Grade 10	717
Grade 11	665
Grade 12	625
Total Enrollment	2,694

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	0.6
Filipino	3.7
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.1
White	4.4
Two or More Races	0.7
Socioeconomically Disadvantaged	80.4
English Learners	23.9
Students with Disabilities	7.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Valley High School	14-15	15-16	16-17
With Full Credential	113	128	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Santa Maria Joint Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Pioneer Valley High School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.1	0.9
High-Poverty Schools	99.1	0.9
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks at PVHS are board-approved by the Santa Maria Joint Union High School District Board of Trustees. Textbooks are standards-based and up-to date. Textbooks are approved and purchased on a cyclical schedule from the district. Each student has access to his or her own textbook and instructional materials both in the classroom and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: 2-1-13	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Norton Intro to Lit (2005) High Point (2004) South Western (1999) Prentice Hall Literature (2004) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Thomson (2005) McGraw Hill (2008) Holt (2011) Amsco (2006) McDougal Littell (2003) Prentice Hall (2004) Houghton Mifflin (1992) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt Rinehart (2007) McGraw Hill (2003) Glencoe (2004) McGraw Hill (2007) Prentice Hall (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill (2004) McGraw Hill (2003) Prentice Hall (2006) McDougal Littell (2006) Houghton Mifflin (2006) Glencoe (2006) Prentice Hall (2007) McGraw Hill (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Pioneer Valley High School sits on 53.5 acres of property in the northeast section of the City of Santa Maria, and consists of: Permanent Classrooms (6 computer labs) 90
 Portable Classrooms 29
 Restrooms 47

Athletic Facilities Pool May 2008
 Gymnasium January 2005 Football Field August 2005 Stadium August 2006
 Baseball Fields Varsity/JV August 2004 Softball Fields Varsity/ JV August 2004 Tennis Courts (outdoor) August 2004 Basketball Courts (outdoor) August 2004

Administration Building August 2004 Library Building August 2004
 500s Classrooms August 2004 400s Classrooms August 2004 300s Classrooms August 2004

Gymnasium January 2005 Cafeteria Kitchen January 2005
 Cafeteria Dining Room January 2005
 200s J and G Building Classrooms January 2005

Portable Classrooms 620-630 August 2005
 Modular Classrooms 208-219 January 2006
 Relocated Portable Classrooms 601-618 August 2006 (transferred from other campuses)

Pioneer Valley High School is a closed campus and has a controlled access plan in place. Locks, keys, gates, and doors are monitored and managed 24 hours a day, 7 days a week.

The Custodial Staff consists of 13 FTEs. The distribution is as follows:

- 1-custodial supervisor evenings weekdays
- 6-evenings Monday - Friday
- 4-weekdays
- 2-evenings and weekends

Grounds maintenance is provided by 4 FTEs: 2-Grounds Maintenance weekdays
 2-Grounds Maintenance days and weekends

Building maintenance is provided by 2 FTEs:
 2-semi-skilled Building Maintenance weekdays

The school shares seven (7) central maintenance personnel with the other schools in the District: Lead Maintenance, two Electricians, Carpenter/welder, Plumber, and two Painters. The school also shares one (1) groundskeeper used for mowing large lawns throughout the District.

Although the State discontinued the State School Deferred Maintenance Program, the District continues to set aside funds in a restricted account to address expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, and floor systems. For the 2015-16 fiscal year, the District spent \$230,935 on deferred maintenance. In addition, for 2015-16 fiscal year the District spent \$2.58 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 3.16% of the District's general fund budget.

Planned Improvements (School Year 2015-16)

Major improvements include the addition of a new District performing arts center. Construction began December 2015.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/1/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			201-Classroom: Vent intake in storage closet needs cleaning 209-Classroom: Clean air intake 216-Classroom: Clean air intake 217-Classroom: Clean air intake
Interior: Interior Surfaces	X			110-Classroom: Patch and repair wall 201-Classroom: Five tables are cracked 206-Classroom: SW blinds not working correctly

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/1/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				208-Classroom: Replace broken blind blade 209-Classroom: Replace 2 ceiling tiles 210-Classroom: Replace 2 ceiling tiles 211-Classroom: Replace missing window blind blade 213-Classroom: Replace broken window blind blade 214-Classroom: Replace broken blind blade 215-Classroom: Replace missing blind blades 301-Classroom: Repair cove base north wall 302-Classroom: Repair cove base 433-Classroom: Replace broken blinds 466-Classroom: Replace whiteboard light tube; replace two switches
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			203-Classroom: Water fountain needs cleaning 205-Classroom: Sink needs deep cleaning 207-Classroom: Sinks need deep cleaning
Electrical: Electrical	X			201-Classroom: Light bulb in middle out and in storage Room 182 204-Classroom: Set of light bulbs out; need to replace data port cover on NE wall 205-Classroom: Second column in second row of light bulbs out 206-Classroom: Change bulbs out on south side and north side of classroom 207-Classroom: Change light bulbs 210-Classroom: Replace light bulb 215-Classroom: Two lights out; light cover missing 216-Classroom: Two broken outlet covers 301-Classroom: Replace light bulb 302-Classroom: Replace three light bulbs 304-Classroom: Replace three light bulbs 311-Classroom: Replace light bulb in storage closet (RM374) and TV studio (RM372) 312-Classroom: Replace light switch 314-Classroom: Replace light bulb and light switch 324-Classroom: Replace seven bulbs 431-Classroom: Replace all light switches and two bulbs 434-Classroom: Replace all light switches 466-Classroom: Replace whiteboard bulb, replace two switches 509-Classroom: Replace three light bulbs 614-Classroom: Replace light bulb 616-Classroom: Replace outlet north side middle

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/1/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				105-Classroom: Porcelain sink cracked, possible leak; water fountain needs cleaning 201-Classroom: Water fountain needs deep cleaning 205-Classroom: Sink needs deep cleaning 333-Classroom: Faucet leaks 413-Classroom: Repair two leaking sinks 422-Classroom: SW sink leaking 424-Classroom: Replace diaphragm on sink #2
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				605-Classroom: Replace rain gutters 606-Classroom: Replace rain gutters 620-Classroom: Replace rain gutters
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				201-Classroom: five patio tables cracked and need to be replaced
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	41	39	37	40	37	33	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.5	34.3	41.7

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	55	57	41	47	44	48
Math	20	23	18	21	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	723	684	94.6	36.8
Male	381	361	94.8	40.7
Female	342	323	94.4	32.5
Filipino	24	24	100.0	58.3
Hispanic or Latino	647	612	94.6	35.0
White	39	38	97.4	55.3
Socioeconomically Disadvantaged	582	552	94.9	33.3
English Learners	178	165	92.7	4.2
Students with Disabilities	43	41	95.4	17.1
Students Receiving Migrant Education Services	32	32	100.0	34.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	650	617	94.9	56.7
Male	11	312	299	95.8	51.2
Female	11	338	318	94.1	61.9
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	33	32	97.0	81.3
Hispanic or Latino	11	568	542	95.4	54.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	28	23	82.1	65.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	515	490	95.2	54.2
English Learners	11	132	120	90.9	5.2
Students with Disabilities	11	49	40	81.6	
Students Receiving Migrant Education Services	11	12	12	100.0	25.0
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	650	618	95.1	22.9
Male	11	312	300	96.2	22.7
Female	11	338	318	94.1	23.1
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	33	32	97.0	50.0
Hispanic or Latino	11	568	542	95.4	20.7
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	28	24	85.7	29.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	515	490	95.2	20.2
English Learners	11	132	119	90.2	0.8
Students with Disabilities	11	49	41	83.7	
Students Receiving Migrant Education Services	11	12	12	100.0	8.3
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Contact Person Name: Shanda Herrera, Principal

Contact Person Phone Number: 805-922-1305

Our School Site Council (SSC) always includes parent members, and it approves our Single School Plan for Student Achievement. In addition, The English Language Advisory Committee (ELAC) meets bi-monthly to discuss issues and program for our English Learner students. Spanish translators are available for all school meetings. In both the fall and the spring, PVHS offers the Parent Institute for Quality Education (PIQE) to our ninth grade parents. This program offers nine weeks of parent training about the high school system. Classes are held in both English and Spanish.

When the new school opened, an enthusiastic group of parents created the PVHS Booster Club. The booster club supports both activities and athletics. This group of parents meets regularly with officers and distributes money to benefit both athletics and activities.

Our six certificated counselors organize monthly opportunities for parents that include grade specific events that focus on post high school options, ways to reach services through the school and academic support.

PIQE, the Parent Institute for Quality Education has been offered at least once each year since Pioneer Valley opened in 2004. PIQE is a nine week parent course in which parents attend once per week to become familiar with school processes and availability of services. PVHS graduates an average of 65 parents every Fall. This parent group is provided child care and holds a graduation ceremony celebration with administration.

The community connection is very important to Pioneer Valley. The full time school resource officer assists by providing three to four parent trainings per year. The trainings include current trends with adolescents including Teen Safe Driving, Social Media Awareness, Drug Awareness and Positive Personal Choices for Teens.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

PVHS is a closed campus and all visitors must register with the office prior to entering the campus. We hold periodic fire, earthquake, and disaster drills. The Safety Plan is updated at the beginning of each new school and is adjusted throughout the year. The Safety Committee holds monthly meetings to review the School Safety Plan. Campus security assistants are assigned to the campus from 7:00 a.m. to 3:30 p.m.

Pioneer Valley High School-(PVHS) is dedicated to providing a safe and orderly learning environment. The PVHS Safety Plan has been developed with the assistance of the Santa Maria City Fire, Police Departments, Santa Barbara County Sheriff's Department, American Medical Response Ambulance Co. and SMJUHSD stakeholders to provide guidelines during a disaster or on site crisis. We believe that this document will help Pioneer Valley High School to better meet the needs of students, parents and staff in trying times. The Plan consists of, yet not limited to, bi-monthly safety drills, crisis intervention for all students and staff, safety supervision, clearly articulated policies of suspension and expulsion all aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

In order to ensure compliance, the Safety Plan requires updating and evaluation annually by March of each year. The safety plan is shared with School Site Council and the procedures are reviewed with staff each year.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	8.8	6.2	2.9
Expulsions Rate	0.0	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	8.6	7.1	4.8
Expulsions Rate	0.1	0.2	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	575

* 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+			
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	
English	22	25	25	25	37	37	49	35	35			41	41
Mathematics	24	25	25	14	23	23	41	46	46			21	21
Science	20	25	25	17	16	16	29	32	32			20	20
Social Science	23	30	30	13	8	8	30	18	18	1		42	42

* 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 site establishes staff development needs by reviewing student test results. Schoolwide goals are aligned with the district goals established in the Local Education Agency Plan (LEAP). These goals are included in the Single School Plan for Student Achievement. Teachers can apply to attend conferences and training that align with the school's goals. The district has focused Professional Development activities on developing Common Formative Assessments and developing appropriate assessments and instructional techniques. Professional Learning Communities serve as the framework for all professional trainings.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,371	\$46,184
Mid-Range Teacher Salary	\$80,484	\$75,179
Highest Teacher Salary	\$96,363	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$144,952	\$137,939
Superintendent Salary	\$209,955	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5884.78	971.24	4913.54	69952.07
District	◆	◆	6106.72	\$78,464
State	◆	◆	\$5,677	\$77,824
Percent Difference: School Site/District			-19.5	-3.2
Percent Difference: School Site/ State			4.8	-3.2

* Cells with ◆ do not require data.

Types of Services Funded

Pioneer Valley High School receives funding from EIA/LEP, EIA-SCE, and Title I. Funds are used for teacher salaries, language assessors, technology upgrades, intervention supplies, Student Assistance Program, campus security, and support for School Site Council and English Language Advisory Committee. The school site council approves the expenditures for each school year to best meet the needs of our students and increase their academic achievement and overall high school experience.

Categorical funds provide remediation/intervention courses for students in English Language Arts, Math and California High School Exit Exam preparation. After school tutoring, writing lab salaries and On Track Credit Recovery is also supported through Categorical Funds.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pioneer Valley High School	2011-12	2013-14	2014-15
Dropout Rate	4.90	5.50	2.70
Graduation Rate	91.87	92.94	95.68
Santa Maria Joint Union High School	2011-12	2013-14	2014-15
Dropout Rate	10.60	12.00	7.20
Graduation Rate	84.01	83.91	88.59
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	78
% of pupils completing a CTE program and earning a high school diploma	99.32%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	42.00%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	94.79
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	29.5

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	8	♦
Fine and Performing Arts		♦
Foreign Language	8	♦
Mathematics	3	♦
Science	2	♦
Social Science	7	♦
All courses	28	.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	89	89	86
Black or African American	100	100	78
American Indian or Alaska Native	0	83	78
Asian	100	94	93
Filipino	86	88	93
Hispanic or Latino	89	89	83
Native Hawaiian/Pacific Islander	100	100	85
White	87	88	91
Two or More Races	100	90	89
Socioeconomically Disadvantaged	49	55	66
English Learners	41	52	54
Students with Disabilities	65	65	78

Career Technical Education Programs

Pioneer Valley High School offers courses intended to help students prepare for the world of work. These career technical education courses are open to all students. The site offers a full range of courses in agriculture, business, home economics and industrial arts technology. In addition, numerous courses are articulated with Allan Hancock College

PVHS has a College and Career Center that is staffed with a College and Career Specialist. The specialist works with seniors who plan to work immediately after graduating. The career specialist also works with students to explore opportunities for post secondary education including trade school, community colleges, and for year colleges and universities. The career specialist also meets with small groups of students to teach them about writing resumes and cover letters. Working with the college counselor, the specialist helps students complete scholarship, financial aid, and college applications.

The school has a comprehensive Student Service Plan for all students. The purpose of this plan is to assist students in aligning their interests with career plans for the future. Each year, students complete interest inventories and complete research on their career focus and related post secondary educations. The outcome is that students will select electives that support their interest and as a result complete a sequence of courses that make their education more relevant for them. The folder is maintained by the Panther Forum teacher.

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Career Technical Education programs offered include:

- Agriculture: Agricultural Science 1Animal Science Agricultural Mechanics Advanced Agricultural Mechanics Ornamental
- Horticulture Business: Survey of Business Computer Applications 1Computer Applications 2 Student Store
- Home Economics: Food/Nutrition Advanced Food/Nutrition Marriage & Family Child & Family Developmental Psychology of Children
- Industrial Technology: Survey of Industrial Arts & Technology Small Gas Engines Advanced Small Gas Engines
Electronics Architectural Drawing 1Architectural Drawing 2Product Design

There are no established regional occupational programs at Pioneer Valley High School. PVHS students do attend the other schools in the district for ROP classes. John Davis, Assistant Superintendent of Curriculum and Instruction, is the District's Career Technical Advisory Committee representative. Currently, there are no industries represented.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.