



# 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

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

Mr. Dominick Palera, Board  
President  
Mrs. Amy Lopez, Board Clerk  
Dr. Jack Garvin, Member  
Dr. Carol Karamitsos, Member  
Ms. Diana Perez, Member

#### **District Administration**

Dr. Mark Richardson  
**Superintendent**  
Mr. Kevin Platt  
**Assistant Superintendent, Human  
Resources**  
Mr. John Davis  
**Assistant Superintendent,  
Curriculum and Instruction**  
Mrs. Yolanda Ortiz  
**Assistant Superintendent, Business  
Services**

### **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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	704
Grade 10	740
Grade 11	636
Grade 12	633
<b>Total Enrollment</b>	<b>2,713</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	1.3
Filipino	2.8
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0.1
White	3.3
Socioeconomically Disadvantaged	80.9
English Learners	18.7
Students with Disabilities	5.6
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Pioneer Valley High School	16-17	17-18	18-19
With Full Credential	114	111	123.25
Without Full Credential	0	3	4
Teaching Outside Subject Area of Competence	0	0	0
Santa Maria Joint Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	388
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

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

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

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

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

SMJUHSD provides standards-based aligned textbooks for all students. The textbooks are adopted from a state-approved list. Every student has access to their own textbooks and instructional materials, including English Learners.

Textbook selection is a collaborative process. Textbooks are selected through content area department meetings at the District level. State approved textbooks are evaluated by certificated staff (who teach that specific area content) to determine which one best meets the needs of all students in the district. The selection is then sent to the Board of Education for approval.

Textbooks and Instructional Materials Year and month in which data were collected: Jan 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Norton Intro to Lit (2005) High Point (2004) South Western (1999) Houghton Mifflin Harcourt/Collections (2017)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Thomson (2005) McGraw Hill (2008) Holt (2011) Amsco (2006) McDougal Littell (2003) Prentice Hall (2004) Houghton Mifflin (1992)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Holt Rinehart (2007) McGraw Hill (2003) Glencoe (2004) McGraw Hill (2007) Prentice Hall (2005)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	McGraw Hill (2004) McGraw Hill (2003) Prentice Hall (2006) McDougal Littell (2006) Houghton Mifflin (2006) Glencoe (2006) Prentice Hall (2007) McGraw Hill (2005)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 2017-18 fiscal year, the District spent \$510,153 on deferred maintenance. In addition, for 2017-18 fiscal year the District spent \$2.97 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.82% of the District's general fund budget.

Planned Improvements (School Year 2018-19)

Replacement of twelve modular classroom roofs ( four buildings).

Replacement of portable classroom rain gutters.

Replacing carpet in classrooms.

Upgrading the HVAC controls in twenty-nine portable classrooms.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/30/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	208: Replace 3 ceiling tiles (water damage) WO#64733; 213: Replace damaged ceiling tile WO#64733; 321: Patch holes from pencil sharpener WO#64738; 352: Patch small holes from pencil sharpener WO#64738; 355: Replace wet ceiling tiles, WO#64733; 356: Patch small holes from pencil sharpener WO#64738;
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	201: Drinking fountains need cleaning WO 64731 203: Drinking fountains need cleaning WO 64731
<b>Electrical:</b> Electrical	Good	210: Replace broken outlet cover WO#64734; 215: Replace broken outlet cover WO#64734; 303: Replace arcing light switches WO#64735; 321: Replace arcing light switches WO#64735; 323: Replace arcing light switches WO#64735; 361: Replace arcing light switches WO#64735; 362: Replace arcing light switches WO#64735; 364: Replace arcing light switches WO#64735; 403: Replace arcing light switches WO#64735; 424: Replace arcing light switches WO#64735; 503: Replace outlet cover; 607: Replace broken light switch cover WO#64734;
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	205: Fire extinguisher is missing WO#64732; 217: Fire extinguisher is missing WO#64732;
<b>Structural:</b> Structural Damage, Roofs	Good	608: Rain gutters need to be replaced; 609: Rain gutters need to be replaced 610: Rain gutters need to be replaced 620: Rain gutters need to be replaced 621: Rain gutters need to be replaced 605: Rain gutters need to be replaced; 622: Rain gutters need to be replaced;

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	59.0	56.0	46.0	44.0	48.0	50.0
Math	22.0	20.0	18.0	19.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.6	33.3	39.3

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	573	560	97.73	55.71
Male	263	253	96.20	50.20
Female	310	307	99.03	60.26
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	21	21	100.00	85.71
Hispanic or Latino	522	509	97.51	53.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	82.35

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	474	463	97.68	53.56
English Learners	191	187	97.91	25.67
Students with Disabilities	34	33	97.06	9.09
Students Receiving Migrant Education Services	27	26	96.30	34.62
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	574	562	97.91	19.93
Male	264	255	96.59	16.47
Female	310	307	99.03	22.8
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	21	21	100	52.38
Hispanic or Latino	523	511	97.71	18.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100	29.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	475	466	98.11	18.03
English Learners	191	187	97.91	2.67
Students with Disabilities	34	34	100	0
Students Receiving Migrant Education Services	27	26	96.3	7.69
Foster Youth	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

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

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. 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 class. This parent group is provided child care and holds a graduation ceremony celebration with administration.

PIDA, Parent Involvement through Dialogue and Action is a ten-week course building leadership, fostering change, and dismantling all forms of prejudice. Parents are part of the solution to more effectively engage other parents in developing strategies to help students succeed at the high levels.

Parents on a Mission contends the best action communities can take is to invest in the development of strong parent leadership, rather than trying to replace parents with youth programs. POM develops parent leadership in the home by certifying community leaders in a three-day training who then implement the leadership curriculum for parents over a six-week period.

In addition to these parent classes, there are many other opportunities for parents including technology trainings, open forums on current topics including social media and drug awareness, and college/financial aid information nights.

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 State priority: School Climate (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. Staff and students receive training and updated information annually for each type of event. 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. The security team has completed SB1626 Security Training. The school has an assigned School Resource Office from SMPD and a county probation officer. Over 40 security cameras are in operation with archive and retrieval software. Intrusion locks have been installed on all classroom doors for lockdown safety.

There are many support services on campus to assist students in crisis situations including but not limited to domestic violence, anger management, drugs/alcohol and grief support. The school website provides a "Bully Button" that allows for anonymous reporting of bullying.

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	2015-16	2016-17	2017-18
Suspensions Rate	2.9	3.5	2.1
Expulsions Rate	0.1	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.8	5.0	3.3
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	8
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	.25
Average Number of Students per Staff Member	
Academic Counselor	333

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	24.0	23.0	65	54	60	18	21	28	49	49	46
Mathematics	27.0	26.0	25.0	27	24	30	22	38	38	42	34	37
Science	24.0	24.0	22.0	22	17	22	17	17	13	29	25	22
Social Science	29.0	27.0	27.0	13	19	22	12	15	10	46	41	44

\* 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.

- 1) Formalized staff development - Districtwide formal staff development occurs three times per year in August, January and June. Topics for these staff development days include district trends and focus areas. Topics over the past two years have included trainings and information on the California Dashboard, trainings on the use of our district LMS Canvas, implementation of our School Information system Aeries and best uses within the classroom. Additional trainings have included information on Cultural Proficiency, restorative practices and implementation of proven classroom techniques that yield positive results.
- 2) Informal staff development - These opportunities come in the form of specific departments or professional learning communities who take the time to meet together, review data and refine teaching practices. Examples include re-writing curriculum, reviewing test scores and teaching strategies, and the review of textbooks that are introducing new standards and expectations.
- 3) Staff development by interest - Staff can request to attend conferences offered at various locations based on materials that are offered through companies. Conference often include specific areas of interest and include a range of options for sessions that can be attended.

Staff are required to attend the formalized staff development and have the opportunity to provide input regarding future topics and interest areas. Informal staff development is done more frequently is often separated by department, grade level or subject area. Staff are expected to work on campus, provide an agenda of the work they will be doing.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,904	\$50,747
Mid-Range Teacher Salary	\$85,079	\$86,127
Highest Teacher Salary	\$101,864	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$158,363	\$150,286
Superintendent Salary	\$229,380	\$238,058
Percent of District Budget		
Teacher Salaries	33.0	34.0
Administrative Salaries	5.0	5.0

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

### Types of Services Funded

Pioneer Valley High School receives funding from Title I and LCFF. 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.

Our school plan is aligned with the LCAP and supports at least five of the state priorities through various metric measures.

Examples of services funded include the following

- 1) Parental Involvement - Parent engagement is a key component of Pioneer Valley. Examples include PIDA, a 10 week program for parents that fosters leadership and encourages parents to partner with the school to address change and encourage success. Panther Forum for Parents is a class offered four times per year that has designated topics such as Social Media, Distracted Driving, and Gang awareness. The meetings are broken into two separate hours with the first hour being focused on the specific topic and the second hour being an open forum design where parents may ask for information on future topics. Parent Technology Trainings are offered twice a year to train parents on school issued tablets, computer online registration and our Aeries student information system, which allows access to their students' grades and attendance. Parents On a Mission provides an eight week parenting class that encourages communities to take an active part in parenting and work with their families on decision making and working as a unit.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8556.29	1298.64	7257.65	86356.06
District	◆	◆	8498.45	\$85,098
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-15.8	1.5
Percent Difference: School Site/ State			1.8	0.6

\* Cells with ◆ do not require data.

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

- 2) Student Achievement - Student achievement is measured by various measures including Advanced Placement course offerings and grades, English proficiency and students who reclassify, A - G completion rate and the offering and increase of A - G offerings, EAP "ready" rate through the standardized testing process, CTE completion rates.
- 3) Student Engagement - Attention is paid to attendance rates and truancy percentages. Efforts are made to make connections with families by phone calls, mailers and automated message calls.
- 4) School Climate - The school promotes a positive campus by the promotion of positive messages posted throughout the school. Messages regarding anti-bullying campaigns, encouragement of attendance, discouragement of drug use, and proper use of social media are a few ways in which school climate is supported through funds. School climate is measured by trends seen in discipline and suspension and expulsion rates.
- 5) Access to Courses - Our school is funded to offer a variety of courses that cover 12 different departments and the offering of both core and elective offerings. CTE pathways have been defined in 17-18 as two courses designated as Concentrator and Completer and qualify the student as "college and career ready."

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pioneer Valley High School	2014-15	2015-16	2016-17
Dropout Rate	2.7	3.2	4.4
Graduation Rate	95.7	94.8	92.9
Santa Maria Joint Union High School	2014-15	2015-16	2016-17
Dropout Rate	7.2	6.9	6.9
Graduation Rate	88.6	89.3	88.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	95.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	23.6

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	6	♦
Fine and Performing Arts	0	♦
Foreign Language	5	♦
Mathematics	2	♦
Science	2	♦
Social Science	6	♦
All courses	21	13.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	88.8	89.5	88.7
Black or African American	75.0	80.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	90.0	94.9
Filipino	90.9	89.3	93.5
Hispanic or Latino	89.2	90.2	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	76.9	84.5	92.1
Two or More Races	88.9	88.2	91.2
Socioeconomically Disadvantaged	87.9	89.9	88.6
English Learners	58.8	62.4	56.7
Students with Disabilities	48.3	44.7	67.1
Foster Youth	100.0	62.5	74.1

## **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 four year plan for all students that is provided to parents prior to the ninth grade year, and then revisited each year during registration for the next grade. The purpose of this plan is to assist students in aligning their interests with career plans for the future. Each year, students have the opportunity to complete interest inventories, complete research on their career focus and related post secondary educations, and participate in resume building and job and college application preparations. 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.

Career Technical Education programs offered at Pioneer Valley High School and are identified as a state defined pathway include:

- Agriculture: Ag Leadership and American Ag Economics
- Ag Mechanics and Ag Mechanics
- Ag Biology and Ag Chemistry
- Animal Science and Veterinary Medicine
- Ornamental Horticulture and Advanced Ornamental Horticulture
- Family Consumer Science: Culinary 1 nd Culinary 2
- Clothing and Fashion and Advanced Clothing and Fashion
- Industrial Technology: Publications and Digital Arts 2
- Mechanical Drawing and Robotics
- Small Gas Engines and Advanced Small Gas Engines
- Wood Tech and Advanced Woods for Arts Media and Entertainment
- Business: Gaming Technology and Website design
- Computer Applications and ROP Communication Technology
- Finance and Accounting and Business Economics
- Intro to Business and Empowering Entrepreneurs
- Science: ROP Sports Medicine Kiniseology and Forensic Science
- Medical Health Careers

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.