

Pioneer Valley High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Pioneer Valley High School
Street	675 Panther Dr.
City, State, Zip	Santa Maria CA, 93454
Phone Number	(805) 922-1305 ext. 5701
Principal	Shanda Herrera
Email Address	sherrera@smjuhsd.org
School Website	pvhspanthers.org
Grade Span	9-12
County-District-School (CDS) Code	42-69310-0102285

2024-25 District Contact Information

District Name	Santa Maria Joint Union High School District
Phone Number	(805) 922-4573 x 4201
Superintendent	Mr. Antonio Garcia
Email Address	angarcia@smjuhsd.org
District Website	www.smjuhsd.org

2024-25 School Description and Mission Statement

PVHS opened in 2004 and celebrated 20 years in June. We are the third comprehensive high school to be built in the Santa Maria Joint Union High School District. Our population is currently 3,102 students and approximately 80% of the student body qualify for free/reduced lunch assistance. Pioneer Valley has 164 certificated staff members and over 110 classified staff to support our students. We have programs for all ability levels include general education, special education, advanced students, and multilingual learners. Pioneer Valley has many programs that offer amazing experiences for students including AVID, FFA, over 50 extracurricular clubs and over 20 different athletic sports that span over the school year.

2024-25 School Description and Mission Statement

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 prepare students to positively contribute to society by focusing on academic achievement, personal responsibility and college or career readiness.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	763
Grade 10	832
Grade 11	767
Grade 12	750
Total Enrollment	3,112

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.4
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	0.4
Filipino	2.1
Hispanic or Latino	93.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	2.4
English Learners	12.1
Foster Youth	0.2
Homeless	29.5
Migrant	4.4
Socioeconomically Disadvantaged	83.2
Students with Disabilities	12.3

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	100.70	79.79	309.30	79.20	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	0.94	3.40	0.88	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.50	9.93	28.10	7.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	2.30	14.80	3.81	12115.80	4.41
Unknown/Incomplete/NA	8.80	7.02	34.70	8.90	18854.30	6.86
Total Teaching Positions	126.20	100.00	390.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	97.70	76.87	316.80	78.54	234405.20	84.00
Intern Credential Holders Properly Assigned	1.20	0.98	3.90	0.98	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	13.70	10.82	34.10	8.46	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.90	5.50	17.40	4.33	11953.10	4.28
Unknown/Incomplete/NA	7.30	5.81	31.00	7.69	15831.90	5.67
Total Teaching Positions	127.10	100.00	403.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	106.40	80.38	313.80	78.24	231142.40	100.00
Intern Credential Holders Properly Assigned	1.50	1.13	5.70	1.42	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.90	8.28	28.30	7.06	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.40	4.83	24.20	6.03	11746.90	4.23
Unknown/Incomplete/NA	7.00	5.35	29.00	7.23	14303.80	5.15
Total Teaching Positions	132.40	100.00	401.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	4.00	1
Misassignments	11.50	9.70	9.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	12.50	13.70	10.9

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00	0
Local Assignment Options	1.90	5.90	6.4
Total Out-of-Field Teachers	2.90	6.90	6.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.10	11.2	19.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.70	0.8	9.6

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 individual textbook, classroom issued sets of books and instructional materials. 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. In addition to textbooks, students also have access to an online textbook that is available to them through their 1:1 issued student laptops. Pioneer Valley does not have a shortage of any textbooks or instructional materials.

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Norton Intro to Lit (2005) High Point (2004) South Western (1999) Houghton Mifflin Harcourt (2017) Collections	Yes	0%
Mathematics	Thomson (2005) McGraw Hill (2008) Holt (2011) Algebra 1 Amsco (2006) McDougal Littell (2003) Advanced Math Prentice Hall (2004) Houghton Mifflin (1992)	Yes	0%
Science	Holt Rinehart (2007) McGraw Hill (2003) Glencoe (2004) McGraw Hill Glencoe (2005) Biology McGraw Hill Glencoe (2005) Chemistry	Yes	0%
History-Social Science	McGraw Hill (2004) McGraw Hill (2003) Prentice Hall (2006) McDougal Littell (2006) Houghton Mifflin (2006) Glencoe (2006)	Yes	0%

	Prentice Hall (2007) McGraw Hill (2005) Houghton Mifflin Harcourt Publishing (2018) Modern World History TCI (2020) Government Alive, Power, Politics and You		
Foreign Language			0%
Health			0%
Visual and Performing Arts	n/a		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Pioneer Valley High School opened in 2004, sits on 53.5 acres of property in the northeast section of the City of Santa Maria, and consists of:

Total classrooms 134
Permanent Classrooms 95
Portable Classrooms 39
Restrooms 21

Athletic Facilities Pool May 2008
Gymnasium January 2005 Football Field Turf & Track (replaced 2017) 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 -- Relocated Portable Classrooms 601-618 August 2006 (transferred from other campuses)
Portable Classrooms 631-640 August 2023

Modular Classrooms 208-219 January 2006
Modular Classrooms 801-803 and Restrooms August 2023

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 16 FTEs. The distribution is as follows:
1-custodial supervisor evenings weekdays
10 evenings Monday - Friday
4-weekdays (3 classroom vacuuming/student restroom cleaning)
2-evenings and weekends

Grounds maintenance is provided by 5 FTEs: 2-Grounds Maintenance on weekdays
2-Grounds Maintenance days and weekends

Building maintenance is provided by 3 FTEs:
2-semi-skilled Building Maintenance weekdays
1-Electician

The school shares six (6) central maintenance personnel with the other schools in the District: Lead Maintenance, Carpenter/Welder, Plumber, HVAC Technician, and two Painters.

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 significant repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, and floor systems. For the 2023-24 fiscal year, the District spent \$507,743 on deferred maintenance. In addition, for the 2023-24 fiscal year, the District spent \$5.335 million in Routine Restricted Maintenance expenditures (California Education Code Section 17070.75), which amounts to 2.80% of the District's General Fund expenditures.

Planned Improvements (School Year 2024-25):

Pedestrian Crosswalk Improvements in planning phase with City of Santa Maria
Replace roofs on portable classrooms
Replace flooring in Library Building
Replace Fire Alarms as needed

School Facility Conditions and Planned Improvements

Repair roof leak stadium concessions

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			208: WO MO-38380; MO-38377;
Interior: Interior Surfaces	X			204: Ceiling tile was missing and replaced immediately.; Floors were dirty and addressed with night crew to clean immediately 208: WO MO-38380; MO-38377 209: MO-38377 213: MO-38377; Outlet cover missing. MO-38302; Investigate roof leak. Damp tiles observed.; MO-38384; MO-38384 215: MO-38377 217: MO-38377 218: MO-38377 219: MO-38377; MO-38377
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			204: Ceiling tile was missing and replaced immediately; Floors were dirty and addressed with night crew to clean immediately 205: General cleanliness needs improvement. Will discuss with instructor 206: Graffiti found on bench in back. W.O. MO-38360 created for removal 703: W.O. created to clean entry doors 800A-Restroom Male Student: Small graffiti on stall door. Removed immediately 800C-Restroom Staff: Restroom needed cleaning. Addressed by night crew immediately; One light bulb was out and replaced immediately
Electrical	X			213: MO-38377; Outlet cover missing. MO-38302; Investigate roof leak. Damp tiles observed; MO-38384; MO-38384 730: Several can lights need bulbs replaced. WO MO-38374 800C-Restroom Staff: Restroom needed cleaning. Addressed by night crew immediately; One light bulb was out and replaced immediately
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			800B-Restroom Female Student: Restroom needed to be stocked. Addressed immediately
Safety: Fire Safety, Hazardous Materials	X			207: Fire extinguisher in shop not the correct size. Needs to be minimum 2-A:20-B: C. We have the new extinguisher. WO MO-3836

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	45	51	38	48	46	47
Mathematics (grades 3-8 and 11)	19	23	14	17	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	741	713	96.22	3.78	50.77
Female	377	360	95.49	4.51	57.22
Male	361	351	97.23	2.77	44.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	696	672	96.55	3.45	50.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	22	21	95.45	4.55	28.57
English Learners	80	71	88.75	11.25	5.63
Foster Youth	--	--	--	--	--
Homeless	255	240	94.12	5.88	40.42
Military	--	--	--	--	--
Socioeconomically Disadvantaged	625	600	96.00	4.00	48.00
Students Receiving Migrant Education Services	24	22	91.67	8.33	22.73
Students with Disabilities	96	86	89.58	10.42	8.14

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	742	717	96.63	3.37	22.59
Female	378	362	95.77	4.23	22.10
Male	361	353	97.78	2.22	22.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	697	676	96.99	3.01	22.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	21	95.45	4.55	19.05
English Learners	80	72	90.00	10.00	1.39
Foster Youth	--	--	--	--	--
Homeless	255	243	95.29	4.71	18.11
Military	--	--	--	--	--

Socioeconomically Disadvantaged	626	604	96.49	3.51	20.86
Students Receiving Migrant Education Services	24	22	91.67	8.33	0.00
Students with Disabilities	96	88	91.67	8.33	3.41

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.89	20.24	16.17	19.58	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1489	1453	97.58	2.42	20.14
Female	723	703	97.23	2.77	20.31
Male	763	748	98.03	1.97	19.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	32	32	100.00	0.00	46.88
Hispanic or Latino	1401	1370	97.79	2.21	19.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	33	91.67	8.33	27.27
English Learners	150	137	91.33	8.67	0.74
Foster Youth	--	--	--	--	--
Homeless	493	474	96.15	3.85	16.42
Military	19	19	100.00	0.00	26.32
Socioeconomically Disadvantaged	1206	1173	97.26	2.74	18.71
Students Receiving Migrant Education Services	28	26	92.86	7.14	7.69
Students with Disabilities	179	168	93.85	6.15	3.03

2023-24 Career Technical Education Programs

Pioneer Valley High School offers courses intended to help students prepare for the world of academics and work. These career technical education courses are open to all students and consist of a concentrator and completer course. In many cases, the student may earn a certificate that qualifies them to be eligible for work immediately. The site offers a full range of courses in agriculture, business, home economics, and industrial arts technology. Numerous courses are articulated with Allan Hancock College and equal both junior college credit and school credit towards graduation.

PVHS has a College and Career Center that is staffed with a College and Career Specialist and a full time EAOP staff member from UCSB. These specialists work with seniors to complete college applications and explore opportunities for post-secondary education including trade school, community colleges, and for year colleges and universities. These two positions work closely together and coordinate various events on campus that focus on college going culture and after high school experiences. Events consist of completing Allan Hancock College enrollment, FAFSA documents, Cash for College events and complete scholarships, financial aid, and college applications.

The school has a four-year plan for all students that is provided to parents during 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

2023-24 Career Technical Education Programs

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.

CTE courses and pathways are a staple at PVHS. Students also have the opportunity to take courses at the Mark Richardson Career Technical Education Center and Agricultural Farm. These courses are for two consecutive hours and students complete a CTE pathway in one year as opposed to two. We currently have a District Advisory Committee, a Student and Industry Advisory council, and State of the College with Allan Hancock College. We have industry and college advisors for every CTE pathway offered. We have over 21 industries informing our educational practice, and well over 100 industry partners. For CTE Advisory information please see the District website.

CTE Pathway offered at PVHS. For more in-depth pathways and course information please see the District's or PVHS's website.

Agriculture:

- Ag Leadership and American Advanced Ag Leadership
- Ag Business and Ag Govt
- Ad Mechanics and Adv Ag Mechanics
- Ag Bio and Ag Chem
- Animal Science and Vet Science
- Floral Design and Adv Floral Design

Business

- Gaming Technology and Website design
- Accounting and Finance and Personal Finance

Family Consumer Science

- Culinary 1 and Culinary 2
- Apparel Construction Design 1 and Apparel Construction Design 2
- Dev Psych and Careers in Family Human Services
- Relation and Family and Family Human Services

Industrial Technology

- Small Gas Engines and Advanced Small Gas Engines
- Wood and Wood Tech

Science

- Forensics 1 and Forensics 2
- Sports Medicine and Kinesiology
- Med Health Careers
- Medical Assisting

VPA

- Digital Arts 1 and 2
- Theater Arts 1 and 2
- Tech Theater 1 and 2

Non-Departmental & CTE Ag Center

- Media, Marketing and Publications 1 and 2
- Diesel Pathway
- Sustainable Ag and Ag Farm
- Foods 1, Baking and Pastry & Safety and Sanitation
- Construction and Advanced Construction
- Survey of Machining and Master Cam, Solidworks
- Networking Essentials 1 and 2, PC Maintenance & Repair

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1935
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	13.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.04
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	41.41

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87.7%	85.1%	25.7%	60.5%	24.3%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Contact Person Name: Shanda Herrera, Principal
Contact Person Phone Number: 805-922-1305

Our School Site Council (SSC) includes parent members and approves our Single School Plan for Student Achievement. The

2024-25 Opportunities for Parental Involvement

English Language Advisory Committee (ELAC) meets bi-monthly to discuss issues and program for our English Learner students. The PVHS Booster Club supports activities and athletics, and this group of parents meets regularly with officers to distribute money to best benefit our school. Spanish and Mixteco translators are available for all school meetings.

Our ten 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 receive academic support.

In addition, 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 presentations and support regarding trends with adolescents including Teen Safe Driving, Social Media Awareness, Drug Awareness and Positive Personal Choices for Teens.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.4	2.2	4.1	4.6	4.0	6.8	7.8	8.2	8.9
Graduation Rate	95.8	96.5	95.5	92.5	93.4	92.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	711	679	95.5
Female	339	326	96.2
Male	372	353	94.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	18	18	100.0
Hispanic or Latino	667	637	95.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	13	92.9
English Learners	139	116	83.5
Foster Youth	--	--	--
Homeless	246	224	91.1
Socioeconomically Disadvantaged	649	618	95.2
Students Receiving Migrant Education Services	42	36	85.7
Students with Disabilities	76	61	80.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3273	3227	527	16.3
Female	1585	1558	250	16.0
Male	1684	1665	277	16.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	0	0.0
Black or African American	16	16	1	6.3
Filipino	67	67	4	6.0
Hispanic or Latino	3068	3026	496	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	82	79	18	22.8
English Learners	465	453	94	20.8
Foster Youth	13	--	--	--
Homeless	1029	1012	193	19.1
Socioeconomically Disadvantaged	2784	2743	474	17.3
Students Receiving Migrant Education Services	158	154	24	15.6
Students with Disabilities	412	404	110	27.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.45	3.62	5.13	3.74	4.78	4.65	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.36	0.53	1.01	0.25	0.47	0.59	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.13	1.01
Female	3.15	0.25
Male	7.01	1.72
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	18.75	6.25
Filipino	1.49	0.00
Hispanic or Latino	5.18	1.04
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.10	0.00
English Learners	7.74	2.80
Foster Youth	23.08	7.69
Homeless	5.44	1.46
Socioeconomically Disadvantaged	5.46	1.15
Students Receiving Migrant Education Services	3.80	1.27
Students with Disabilities	10.19	0.97

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

holds monthly meetings to review the School Safety Plan. Campus security assistants are assigned to the campus from 7:00 am. to 5:00 pm and they or an Athletic Director attend all athletic contests for supervision. The security team is trained to deal with medical emergencies and has protocol to deal with many types of situations. The school has an assigned School Resource Office from SMPD. We have over 60 security cameras in operation with archive and retrieval software.

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 "Tipline" that allows for anonymous reporting of bullying, drug use, and unsafe situations in which they need help.

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 SMJUHS 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.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	127	42	54
Mathematics	20	83	44	39
Science	20	59	16	32
Social Science	19	76	31	40

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	116	34	59
Mathematics	18	95	48	26
Science	17	76	18	27
Social Science	18	75	34	37

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	108	33	52
Mathematics	19	82	40	39
Science	15	69	20	23
Social Science	20	75	35	42

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	311.2

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	10.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,241.89	2,342.45	8,899.44	100,495.62
District	N/A	N/A	11,918.53	\$99,459
Percent Difference - School Site and District	N/A	N/A	-29.0	1.0
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-19.0	-4.6

Fiscal Year 2023-24 Types of Services Funded

Pioneer Valley High School receives funding from Title I and LCAP. Funds are used for salaries of classified employees or certificated employees that offer direct assistance to students. Examples include the community liaison, language assessors, and updates to programs or services that directly affect students. Examples include 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 important. Our district has a Director of Family engagement who assists the school sites by offering many opportunities to learn various aspects of the district. Panther Forum for Parents is a nighttime meeting offered two to three times per year that has designated topics such as social media, distracted driving, and drug 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 two to three times 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.
- 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, and home visits
- 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. We also pay attention to data collected through various surveys administered throughout the year.
- 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 are defined as two courses designated as Concentrator and Completer and qualify the student as "college and career ready." PVHS also has a robust Allan Hancock College concurrent enrollment program with over 20 courses being taught by our staff. Students attend PVHS and receive AHC college credit.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,833	\$62,635
Mid-Range Teacher Salary	\$99,554	\$101,698
Highest Teacher Salary	\$119,195	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$162,013
Average Principal Salary (High)	\$185,483	\$182,697
Superintendent Salary	\$289,524	\$298,748
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	9.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	0
Foreign Language	4
Mathematics	3
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

Professional Development

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 request 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

Professional Development

trainings.

1) Formalized staff development - Districtwide formal staff development occurs several times per year in August, January and June. Topics for these staff development days include district trends and focus areas. Topics over the past year has included trainings and information with a partnership with Orenda. The focus is to assist our district and school sites to closely align our teaching practices and testing to the items represented on standardized tests.

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. Examples for this school year have included classroom management strategies and mental health options.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	